Exemplary Leadership During Turbulent Times: A Study of Wartime Navy Submarine Commanders from 2001 to 2009

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Exemplary Leadership During Turbulent Times: A Study of Wartime Navy Submarine Commanders from 2001 to 2009

A Dissertation by

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Submitted in partial fulfillment of the requirements for the degree of
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September 2021
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I graduated high school in 1988. Let me rephrase that, I BARELY graduated high school in 1988. My high school principal told me that it was a good thing that I had enlisted in the United States Navy because I would never be successful. In 2010, twenty-two years later, I retired from the United States Navy submarine force as a Chief Torpedoman. At that point, my wife was in charge of my life and not the Navy. She was the academic advisor for Chapman University at the Bangor Submarine Base in Silverdale, Washington, and "encouraged" me to use my well-earned Post 911 GI Bill and attend college. I didn't need a college degree to be in the type of work I was in. It really didn't appeal to me to jump right into school, especially after being out of the academic environment for so long with the past results hanging over my head. The last words of my high school principal still stung, and I didn't want to fail. After receiving my Bachelor of Arts degree in Organizational Leadership in 2012, a Master of Science degree in Human Resource Management, and a Graduate Certificate in Organizational Leadership in 2013, I thought my academic career had successfully concluded. My wife informed me that Brandman University was extending its Doctorate in Education program and that I should give it a try. As they say, the rest is history.

This Brandman/UMass Global program is not for the faint of heart. There were some really trying times, but the program taught real-life experiences, and the faculty was outstanding. Each professor brought their personal leadership experience to the table for us to learn. There are so many people to acknowledge that it just doesn't seem fair that I only have a couple of pages to thank them.

First and foremost, I thank my wife, Jennifer. I think I can honestly say, "You got me into this. Are you happy?!" The love and the support, not only these last three years, but
since our journey started back in 2000, have been immeasurable. The sacrifices you made to make sure I had the quiet time to study, the yelling from the other room, "Hey, come read this!" to the late nights of having to go to bed by yourself because this assignment NEEDS to be completed tonight. You always had my back when I needed it. Together, we've made this moment a reality. Our house is a home entirely because of your efforts. Your embraces have been a constant source of nourishment for our family. Because of your warmth and love, I was able to create the most memorable moments of my life. We share a deep and enduring love, commitment, friendship, and marriage. My life is captivated by the beauty of who you are and who you have become. I love you so much!

Jacob, I just wanted to set an example for you. Thank you for being a cool kid and just going with the flow. When I said I couldn't do something because I had class or I had homework to do, you took it in stride. You didn't complain, and you didn't hold grudges. You have no idea how happy that has made me. I am glad that I am done with this to be there for all of your high school years. Thank you for bringing the silliness, the laughter, and the life into this house. Remember how much I adore you. To be your father is a great honor and a humbling experience for me. My life is better because of you. As you grow into a great man, I ask that you take control of your own destiny and happiness as you mature. Ask yourself to find your way to inner peace, love, and joy, and then follow the path that leads you to that place. Always keep your eye on the prize, but don't forget about the present. In the end, the journey matters more than the destination. The journey is what makes you happy. In all honesty, this is the only thing I am certain of.
To my parents, Bill and Joyce Sowell, when I was down, it was your strength that kept me going. Through my childhood, your love and support guided me, and they continue to do so today. Thank you for bestowing upon me the gift of stubbornness. Some people think that being stubborn is a bad quality, but it means we know what we want and where we stand. We never settle for less than what we want. We go after it. You did that all your life, and here I am doing the same thing. To my dad, Bill, you are a kind and gentle soul, especially when you think no one is looking. When it comes to respect and maturity, you can't get it without the help of someone you look up to. Thank you for teaching me right from wrong. Thank you both for being there. I love it so, so much.

I want to send a very special thank you to my Lacey ETA cohort team, Antonio, Audrey, and Enrique. Thank you for the laughs, the support, the text messages to "just checkup," and for keeping us a team to the very end. I appreciate all of you.

Thank you to my thematic team, Wendi, Jason, and Enrique. It was great bouncing ideas off of you and having your support throughout the dissertation journey. Thank you for the text message support during COVID; I wasn't sure how I would make this happen while being strictly online, but all of you made it easier. The communication was awesome.

Thank you to the Lacey ETA "unofficial" co-cohort Fairfield ETAs, Jason, Rachel, and Nicole. It was great adding you to our Lacey family. I will always remember my immersion trips to Irvine. Jason, we will make the trip to Tahoe. I promise!

Mechele, thank you for the text messages of encouragement and for checking up on me. It was greatly appreciated.
To my Cohort Mentor and my dissertation chair, Dr. Julie Hadden. We did it!! You have been so great during this journey. You knew exactly when to push me and exactly when to leave me alone and let me work it out on my own. I don't know how you do the magic you do, but I appreciate every step you took with me along the way. Thank you, thank you, thank you!!

To my dissertation committee, Dr. Darin Hand and Dr. Karen Bolton, I started this journey with you as students back in 2013. Due to some silly reasons, I am finishing with you two on my dissertation committee. It was really important to have you be a part of my journey, whether as students or as advisors. Thank you for the help, the advice, and for being there for me to the very end. As I like to call myself, "an ETA that is a recovering BETA."

In closing, I want to thank the men and women of the United States Navy Submarine Force, especially the commanding officers that I had the privilege of interviewing. I learned so much more than I was initially expecting. It is because of my experience and because of you that I wrote this dissertation. My hope is that it will improve leadership behaviors for the future. Thank you for your service and sacrifice to this Great Country.
ABSTRACT

Exemplary Leadership During Turbulent Times:
A Study of Wartime Navy Submarine Commanders from 2001 to 2009

by Rodney Perryman

Purpose: The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders practice to lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Methodology: This phenomenological study explored the specific leadership behaviors of personal temperament, concern for the collective interest, resilience, and moral purpose that occur during turbulent times by analyzing in-depth interviews with exemplary United States Navy Submarine Commanding Officers. The study sample for this research is ten Groton, Connecticut area United States Navy submarine commanding officers who have at least fifteen years of service. They all actively commanded a submarine during the Global War on Terrorism from September 2001 to December 2009. Each was personally awarded the Meritorious Service Medal or above for the performance of their duties while holding a position of command and is retired from active duty. The researcher used the leadership attributes and behaviors of Leadership in Turbulent Times (Goodwin, 2018) to collect descriptive data on the participants’ lived experiences.

Findings: The study revealed 14 themes that United States Navy Submarine Commanding Officers utilize to lead effectively through the turbulent times using the attributes of moral purpose, concern for the collective interest, personal temperament, and
resilience. They achieve this by using several different tactics and plans to help guide their actions during the crisis.

**Conclusions:** To lead effectively through turbulent times, it was concluded that exemplary Navy Submarine Commanding Officers must use frequent, direct communication up and down the chain of command to foster a feeling of community and appreciation among their crew. They also maintain integrity with accountability and personal responsibility to create an environment that promotes and rewards ethical values and moral veracity.

**Recommendations:** Further research on leadership through turbulent times is recommended by comparing and contrasting the Turbulence Team's findings to identify commonalities and variances in population and experience. Additionally, the study could be replicated by examining other commanding officers or enlisted leaders from other uniformed services.
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As leadership continues to be central to the work of the faculty of Brandman’s EdD. program, discussions among faculty led to a thematic dissertation topic which would examine the leadership framework established in Goodwin’s 2018 book examining four U.S. Presidents who led the country during turbulent times. The researcher was part of a four-member thematic team that was supervised by two professors. The team was comprised of one business professional, two retired military noncommissioned officers, and one K-12 educator. All team members took a qualitative phenomenological approach to their research.

In the area of business, the team member worked to discover and describe the behaviors that manufacturing managers used to lead their organizations through the turbulent times of the COVID-19 crisis. The retired Army noncommissioned officer looked at how Army first sergeants practiced when leading their companies through turbulent times while in Afghanistan throughout Operation Enduring Freedom or Operation Freedom Sentinel. The K-12 educator observed exemplary public school superintendents that have led their districts during turbulent times. Lastly, the researcher has 22 years as an active-duty senior leader in the U.S. Navy submarine force. The researcher searched leadership behaviors that exemplary Navy submarine commanders practiced when leading their command through turbulent times.

All researchers used the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose, which are the elements of Goodwin’s (2018) leadership research. The members of the thematic team conducted
their research independently. The team collaborated on the purpose of the research, the research questions, key definitions, and interview protocols and questions.
CHAPTER I: INTRODUCTION

Throughout history, prominent leaders such as Mahatma Gandhi, President George Washington, and Admiral Chester Nimitz have been respected and emulated. While there is may be questions about other aspects of their lives, the effects of their exceptional leadership on the people who surrounded them were long-lasting and profound. These three individuals varied widely in leadership actions, roles and responsibilities, but must have had some common characteristics that made them major leaders during turbulent times.

Gandhi championed the civil rights of the Indians to all who would listen; followers risked their lives by conducting marches against the British to forever transform the world (Rao, 2019). Politically, Washington endured numerous setbacks, led the United States through its most turbulent times, and showed effectively the ability to unify a country by his bold and definitive actions (Harris, 2018). Militarily, Nimitz achieved his goals optimally in World War II, managed a complex environment effectively and efficiently, and successfully defended the interests of Navy sailors around the world (Carter Jr & Jackson, 2014). All of these leaders showed the ability to inspire confidence in their followers.

Navy traditions of leader and character development were established during many years of independent sea operations. Though it might be assumed that such leadership training would only be useful in Naval settings, the characteristics of leaders of United States military personnel are consistent with those of leaders in private organizations (Naval Education and Training Command, 2017a). The leadership training that is obtained in the Navy is in line with the emerging focus on the need to develop the
character of future leaders, their moral and ethical standards, and the knowledge of how to exercise responsibility in the context of multicultural organizations (Bolden, 2005).

Leadership development is crucial to the achievements of anyone who wants to be successful in roles of responsibility in today’s organizations. Such training allows learners to gain insights into new roles that leaders must play and into the changing circumstances of military, private sector, public sector, and educational settings. Updated training is necessary for appreciating current knowledge of best practices. Dexter and Prince (2007) concluded that organizational leadership development education programs will succeed only when the personal leadership skills of the participants align with workplace goals and are vital for the success of any organization. In times of great change, leadership skills are also changing.

The transition from a peacetime scenario to one of turbulence is more evident in daily life than perhaps it has ever been in modern times. Already burdened with change as a result of a global pandemic, the nation saw political unrest and social justice activism in an intensity not realized since the 1960’s (Eliadis, 2019). The future state will have to be so fundamentally different that a new paradigm of leadership has to be created, introduced, and maintained. This level of change will have huge human and cultural consequences. Leaders and employees must change their attitudes, actions, and means of collaborating in order to cope with fundamental shifts in culture (Ackerman-Anderson & Anderson, 2015). As cultural norms shift, leadership must also shift to align with the changes in social mindsets. Leaders have to change what they do in order to transform, but first, they have to change how they think. The strategy for change must focus on how
organizations, and their leaders, can accomplish the level of personal growth that is needed to respond to changing times (Ackerman-Anderson & Anderson, 2015).

What happened in the Navy after Al-Qaeda attacked the towers of the World Trade Center in New York City, NY, on September 11, 2001 is an example of how leadership changes in accord with changing times (Jackson, 2008). The majority of the United States submarine force lay dormant from the early 1970s through 2001. Until 9/11, submarine commanders relied on classroom, land-based simulation training and war games at sea to replicate war-type scenarios. Turbulent times were ahead. How would submarine commanders lead their crews through an actual state of war? Do leaders shape the times or do the times summon their leaders (Goodwin, 2018)?

Background

Need for the Study

On September 11, 2001, the lives of the United States Navy submarine force personnel transformed significantly. Many submarine crews were mobilized immediately, and operational schedules became increasingly difficult to coordinate in order to satisfy the escalating security requirements for the Persian Gulf (Kelly, 2014). The operational tempo was high, and submarine commanders went from a training mindset to a wartime mindset almost overnight. The leadership lessons learned from the next several years were to be shared with the future commanders of the submarine force. Research shows that challenges, such as those in a crisis, will lead to meaningful learning. In a study on management, 34 percent of hundreds of management interviewees said their best learning was from difficulties, including learning in a crisis (Johnson, 2017). The crisis of the
post-911 military situation caused significant learning to take place for submarine commanders.

Submarine commanders and their crew live continuously in a training environment. The United States submarine force has some of the most highly technological simulation trainers in the world. The submarine crews can enter a building and receive the same type of training on their equipment as they can when they go on board their actual submarine. What the Navy did not have right after September 11, 2001, was real wartime leadership experience (Kean & Hamilton, 2004).

Simulated training is prevalent in the Navy during peacetime. The submarine warfare community in the Navy offers training in leadership development that is specifically focused on teaching the principles of successful management to Executive Officers (XOs) and Commanding Officers (COs). In Newport, Rhode Island, the Naval Leadership and Ethics Course (NLEC), previously known as Command Leadership Academy, provides training to prospective commanding officers (PCOs) and prospective executive officers (PXOs) (Joshua, 2018). Training for the potential commanders continues to classroom and simulation tactics training conducted in Pearl Harbor, HI for several weeks, and wraps up onboard an operational submarine to conduct real-time tactical situations using exercise torpedoes. Although these simulations provide invaluable training experiences, leadership conduct in a turbulent environment cannot only be taught; it also has to be experienced (Command Leadership School, 2016).

**Theoretical Foundation**

There are several types of well-studied leadership styles. According to Hollis (2014), studies have indicated that various military leaders use various forms of
leadership types including transformational, transactional, and situational leadership. Transactional leaders motivate their followers by governing their activities and using incentive mechanisms to inspire negotiated acts, while transformational leaders empower their subordinates by establishing and conveying a viewpoint which shifts the subordinates’ mindset to being part of an organization for the team’s benefit (Hollis, 2014). Transformational leadership seems suited to times of societal upheaval.

Transformational leadership encourages people and organizations to change significantly. It restructures attitudes and beliefs and shifts employees' priorities, goals, and mindsets (Bass & Riggio, 2006). Contrary to the transactional approach, it is based not on the relationship of giving and taking, but more so on the leader's characteristics, including their capacity to adapt through changes. Such leaders are able to clearly articulate an energetic vision and to set challenging goals. Transformational leaders are considered to be making change for the good of the staff, the enterprise, and society (Bass & Riggio, 2006). Such leaders may be more able to change with changing times, as transformational leadership is a flexible approach.

There are differing opinions about whether transactional and transformative leadership can be used together, or if they are incompatible. Burns (1978) stated that transforming and transactional leadership were mutually exclusive forms. Transactional leaders do not usually seek cultural change, but work in existing cultures, while transformational leaders can seek to change organizational culture. Bass and Riggio (2006) suggested that management can demonstrate transformational and transactional leadership simultaneously.
Another prevalent leadership style is servant leadership. Robert Greenleaf introduced servant leadership in 1970. Originally sluggish to gain a foothold in the business world, servant leadership garnered many headlines in the 1990s as a form of progressive leadership. Forward-thinking Fortune 500 organizations incorporated servant leadership in response to changing market needs and were credited with high returns on their efforts. The foundation for servant leadership, in which an organization's leader places a high priority on the interests of its followers first, may seem incongruent with military operations. In some military situations, the leader must put organizational and national needs before followers' needs. However, as a resource that leaders can use when necessary, servant leadership embodies other leadership traits often adopted in the military, such as listening, awareness, and foresight (Joshua, 2018).

Situational leadership, also known as contingency leadership, is a flexible type of leadership that is relatively recent. Situation leadership is enacted in different ways, depending on the characteristics of the follower. It is a way of changing job attitudes, how people behave, and the relationships of the leader and the follower. The situational leader adjusts their style to suit the team member or problem they are working with, making leaders seem more like collaborators than bosses. The military community, especially the United States Navy submarine force, performs extremely dangerous work (Palmer, 2016). Perilous situations may not be the optimal circumstances for this leadership type.

**Theoretical Framework**

*Leadership During Turbulent Times* by Doris Kearns Goodwin outlines four main attributes that great leaders use to navigate through a crisis: Concern for the
Collective Interest, Resilience, Moral Purpose and Personal Temperament. Research exploring the relationship between personality, beliefs, moral principles, and their effect on subjective well-being, resilience, job performance, and satisfaction of employees is almost non-existent. Such research might aid in coming to a new understanding of the intersection of personality and job performance. It might also clarify how leaders who create optimal change in difficult times are able to do so.

There are widely divergent views about the way that personality impacts leadership in the Navy. Kelly (2014) stated that the military has dedicated more time and energy to researching leadership, probably much more than the civilian world. The U.S. Navy has implemented the 360-degree leadership evaluation to help understand where leaders are weak and where leaders are succeeding. Forsling (2017) disagrees, stating that the U.S Navy’s leadership history includes toxic leadership. A toxic leader differs from a poor leader. A poor leader fails the mission or the people. A toxic mission leader may obtain the objective but fails their people. Such a command fails both externally and internally. Just being inept or inefficient does not make a leader toxic. Toxic leaders are self-interested and self-promoting, do not give support to quality subordinates, lack morals, and may even promote bullying. Professional support staff can conceal a technically incompetent commanding officer, while a toxic leader can create a very unhealthy work environment.

Resilient individuals are capable of a positive life, social cohesion, and social activity, which ultimately promote well-being. Leaders who promote a situation where these qualities are nurtured can create a positive environment for their followers. The literature is scarce in terms of how personality, values, and morality affect individuals in
regard to micro-foundations, however, there is growing interest in employee well-being and resilience during times of change (Robertson, Cooper, Sarkar, & Curran, 2015; Vanhove, Herian, Perez, & Harms, 2016; Williams & Shepherd, 2016). Navy leadership training is now reflecting this interest.

In order to meet the high standards that are called for by times of crisis, the Navy’s leadership training is beginning to reflect the latest research on optimal leadership styles. The U.S. Navy submarine force continues to be the finest navy in the world. Such a high standing calls for leadership to be established that reflects the Navy’s moral devotion to upholding the ideals of Navy core values. Leaders who are focused on fulfilling their duties of leadership and honesty and maintaining their duty with a strong and consistent sense of responsibility for their actions throughout their careers are the leaders the Navy needs now (Kelly, 2014).

**Leadership Development**

Effective Navy leaders show the ability to evolve throughout their careers. Naval leaders are trained in the basic values of integrity, bravery, and loyalty (Naval Education and Training Command, 2017a). Demonstrating honesty, transparency, determination and resilience, Navy leaders dedicate themselves and their teams to strengthening their abilities and character. Senior leaders encourage their teams to continue to pursue learning so subordinates can perform at their best. In the Navy, members will take full advantage of a rich mix of preparation, training, and self-guided instruction in both formal and informal institutions. The Navy must build leaders at every level of seniority who show operational excellence and strong character. Naval officers who wish to
succeed must grow and be compliant with the principles of leadership development (Naval Education and Training Command, 2017a).

The Navy tradition of leader and character development was shaped over years of independent maritime operation. The qualities that make great leaders in the U.S. military, however, are aligned with those of great leaders in private organizations. Over the last century, organizational leadership-development ideas have evolved, introducing new principles, including servant and moral leadership to Navy training (FY20 Navy Reserve Officer Leadership Development, 2019). The evolution of Naval leadership training reflects the changes that are taking place in the corporate world.

Leader development in the Navy is now shaped to meet the moral and professional obligations required by the leaders of Naval Education and Training Command. In order to fulfill military service obligations, training must include a variety of areas to model varied leadership styles and contexts. The Navy's leadership strategies in curricula include counseling, mentorship, 360 reviews, and networking. Contrasting approaches are extended to display complicated and diverse pathways towards successful organizational leadership development (Command Leadership School, 2016). Such varied models provide an updated approach to leadership training.

**Navy Leadership**

The basis for standards of character in formal entry-level Navy training is the Navy's institutional standards and aspirations. In the enlisted military culture, the courses consisting of formal seminars, small group discussions, and coaching are part of each successive advancement. These classes are limited to senior managers by the Senior Enlisted Academy. Officers engage in the creation of specific entry levels through
structured leadership training aligned with key career milestones. Department heads, commanding officers and commanding classes are included in the creation process in the Naval Leadership & Ethics Center (Bay, June 18, 2012; Naval Education and Training Command, 2017b). This multi-layered process is meant to ensure that people who move into leadership positions are trained to the highest standards in both technical expertise and ethical behavior.

Top Naval leaders take the chance every day to bring their leadership skills into action. There are several ways that leaders display and encourage good character. The Navy takes the time to discuss the importance of honesty and responsibility in formal and informal environments (LaSalvia, 2016). The Navy believes that the character of their leaders exists not just for the classroom, but it must also be shown in the operational environment. The strongest Navy leaders discuss standards of character in briefings, during operations, and in debriefing session. Excellent leaders believe that their personal example provided to sailors is the best vehicle to model leadership. A personal example is the best message to send (LaSalvia, 2016).

**Leadership Role**

The Navy defined effective leadership years ago as the right balance of personal example, effective governance principles, moral accountability, and inspiration. This definition still exists, and as stated by Kingsbury & Port (2017), the Navy invests as much in the growth of management skills as in naval leadership. While leadership and management positions can and will continue to be addressed, leaders at all levels of the chain of command can be trained to view their management as an innate and required ability (Kingsbury & Port, 2017).
Kingsbury and Port (2017) continue to state that management skills in the Navy minimize occupational tension, boost the moral standards of the employees, and make sailors ready for battle conditions. It ensures that all phases of the Fleet Response Plan, which is a 36-month training and deployment cycle designed to ensure more predictable schedules for sailors and their families, are carried out successfully. This plan improves the capacity for emergent or casualty repairs at sea in high-end combat situations, which are situations where threat of war is imminent. Just as the Navy affirms the need to reassert capacity regarding maritime regulation, or ensuring the security and legality of every ocean-going vessel, the organization also has the time to restore respect for management skills.

The formation of character consists of formal schools, self-study, and on-the-job training for the Navy. The Naval War College supports character education and training for the Navy. It helps to integrate skills and paths in the consistent development of naval leaders. The College is responsible for coordinating and promoting each one of its leading development efforts in collaboration with other sections of the marine industry, including local leaders and operational commanders (Paul, 2010; Reynolds & Earley, 2010). It carries out this mission through teachers, mentors, and coaches.

Teachers concentrate on transferring knowledge to students. Coaches establish effective abilities by "sets and reps" – activities and practices that enhance operational abilities. Mentors do all of the above and more, in a more personal, engaged, and long-term way. Through their work with their protégés, mentors often work for growth and success, moving resources from within themselves to their mentees. Growth in a fruitful mentor-protected partnership stems from a strong sense of reciprocal commitment.
between a mentor and a mentee. Such growth comes from a profound understanding of
the strengths and weaknesses of both self and other in the partnership (Goff, 2010; Naval

**Leadership Roles of Submarine Commanding Officers**

According to Wagner (2015), commanding a submarine needs a thorough
knowledge of nuclear energy, sonar, naval warfare, enemy capability, and hundreds of
other specialties. Leading the crew effectively requires a detailed working knowledge of
the personality and family of each officer and sailor, how they receive coaching and
recognition, and how they best learn.

“The most fascinating part of this job is the human interaction,” said Commander
Sager. “The components of the submarine are predictable, because they're
technology. When there’s a problem with a person, you don’t know how they’ll
react because you don't know what’s inside that person. Most of my conversations
with my officers are about the men, not the submarine.” (Wagner, 2015, para 10)

Leadership development in officers clearly includes an understanding of their crew.
Leaders must empower their subordinates to the fullest extent possible to help
submariners maximize the use of their talents (Wagner, 2015).

Leaders can be the source of most of the obstacles which limit human potential.
Limitations are rooted in a leader’s fears, ego needs, and unproductive habits. As leaders
deply examine their thinking and feeling, a greater understanding of their own strengths
and weaknesses will take shape (Aberman, 2017). This understanding shifts the leader's
view on all interactions in life and brings leadership from a more clear-sighted stance.
The choice of the effective leader differs from one made from a mindset that is blinded
by fear, ego, and habit. Most significantly, when others see their superior as more authentic, they will respond positively. Continuing authenticity will result in reinforcing new conduct in turn. This can significantly improve how people respond to their leaders and increase their loyalty to the source of gratification (Aberman, 2017).

**U.S. Navy Submarine Commanders during Post 9/11 Campaigns**

Members of a highly reliable organization can function effectively in situations marked by extremely time-sensitive issues, as well as in intense uncertainty about the existence of, and the severity of, possible threats. Leadership in such contexts, therefore, requires interactions that encourage the accurate assessment of dangers, threats, potential benefits, and resources. Often, highly charged situations have inadequate and ambiguous information that creates situations requiring creative and timely solutions. The lack of research in this leadership context suggests that life-threatening risks, unprecedented situations, and rapid events are when leadership is most important — certainly more so than in less extreme circumstances. While researchers have examined the demands placed by traditional environments on leadership, the demands imposed on leadership by highly dangerous environments have been much less explored. Although research is incredibly difficult to carry out in times of turbulence, additional studies are necessary if we are to understand how leadership functions in ways that are most important to crisis situations (Baran & Scott, 2010; Campbell, Hannah, & Matthews, 2010).

**Gaps in the Research**

There is insufficient research about the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose that are needed to foster organizational stability, to encourage behavior with dignity, and to create
an orientation in the context of post-crisis situations, especially in the U.S. Navy submarine setting. There are also gaps in research regarding leadership attributes of submarine commanders after September 11, 2001. According to DuBrin (2013), success in crisis management is not based on theory and research. There is a void created by this lack of understanding and analysis. The leadership skills required by an organizational leader in the post-turbulent environment literature calls for additional study (DuBrin, 2013; Normore, Javidi, & Long, 2019). The research conducted by Doris Kearns Goodwin is also included as a gap, because the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose research has not been conducted in the military leadership arena.

**Statement of the Research Problem**

Turbulent times present significant challenges for leaders. Leaders need to be prepared to lead by implementing concern for the collective interest, resilience, moral purpose, and control of personal temperament. In addition to managing themselves, they must be ready to lead not only individuals and organizations, but also all the stakeholders around them. Stakeholders may be suppliers, consumers, local communities, and their governments (Bass & Riggio, 2006; Goodwin, 2018; Holmberg, Larsson, & Bäckström, 2016). Leaders face their own fears, conflicts, and demands; this can sometimes be their biggest challenge.

A crisis will often illustrate the ability of a senior leader to manage turbulence effectively (Goff, 2010). A leader's ability to make good decisions under pressure is an expected ability for top leaders during a crisis (Johnson, 2017). As crisis situations become more frequent occurrences, and their impacts become more apparent, senior
leaders will need to use all available leadership tools to succeed. In fact, the most important factor in a crisis situation may be leadership (Goff, 2010; Johnson, 2017). While exceptional leadership cannot completely eliminate failure, and each decision may result in both success and disappointment, high quality leaders will still have a better chance of making a positive impact in high-risk situations. Senior leaders must evaluate their situation for change, making sense of existing or pending turbulence. Senior management should be the first to ask why turmoil is occurring. Leadership needs to decide on an appropriate course of action when daily operations or normal operations are disrupted (Baran & Scott, 2010; Normore, Javidi, & Long, 2019).

The twofold problem of interest in this analysis is how the United States Navy submarine commanders were prepared for leadership during turbulent periods and how leadership qualities were taught, versus leaders acting on the attributes that were instinctively ingrained in their leadership style. No recent studies have been conducted to examine the effects of preparation for leadership during turbulent times. Nor have there been studies of disruption and its influence on a leader’s ability to lead within the U.S. military, specifically in the U.S. Navy (Aberman, 2017; Bay, June 18, 2012; Lyso & Vie, 2010).

To be effective leaders in turbulent times, United States submarine commanders communicate, build relationships, share vision, and support subordinates. These commitments are several of the responsibilities that submarine commanders require, leading to increased command achievement and crew morale (Kelly, 2014). Contrary to Forsling’s (2017) assertion that the U.S. Navy leadership history includes toxic leadership and a higher-than-average number of submarine commander firings, current
submarine leadership has a direct efficacious impact on crew achievement and positively affects communication and mission growth (Kelly, 2014). Joshua (2018) identified a link between leadership and employee performance, indicating that changing a command culture would lead to improved submarine crew achievement.

To better understand how exemplary United States Navy submarine commanders lead during turbulent times, it is necessary to explore the leadership attributes of personal temperament, collective interest, moral purpose, and resilience. Carter Jr. (2015) and Light (2012) indicated that effective leadership qualities are focused on empathy, interactivity, participation, and purpose. It has been found that submarine commanders directly influence crew morale and crew efficiency, and that positive conduct is a necessary component of leadership transformation. However, a gap exists in describing behaviors that exemplary Navy submarine commanders practice when leading their command through turbulent times. Exploring how commanders use the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose could clarify the nature of effective leadership techniques.

**Purpose Statement**

The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders practice to lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

**Research Questions**

1. How do exemplary Navy submarine commanders lead their commands through turbulent times using personal temperament?
2. How do exemplary Navy submarine commanders lead their commands through turbulent times using concern for the collective interest?

3. How do exemplary Navy submarine commanders lead their commands through turbulent times using resilience?

4. How do exemplary Navy submarine commanders lead their commands through turbulent times using moral purpose?

**Significance of the Problem**

Given existing management methodology and leadership strategies, few empirical studies have specifically analyzed leaders’ and managers’ positions and attitudes that affect employee morale and productivity during organizational crises and turbulence. Personal experiences during the recent global war on terror suggest that leaders who are knowledgeable of the skills and resources needed to deal with crises can lead their people and organizations effectively and support them during turbulent times. That experience forms the premise for this study, which will delineate active-duty military experiences by a leader explaining what exemplary leadership in the navy entails. Wooten and James (2008) explained that crisis leadership skills promote resilience, integrity, and orientation to learning. Not all leaders have these competencies naturally. Thus, the traits of a leader who has these competencies must be identified in order for leadership development actions to progress (Wang, 2008). Navy senior leaders must know the nature and impact of a crisis on sailors and on commands so they can ascertain and develop successful improvement in instructional interventions (James & Wooten, 2010; Wang, 2008; Wooten & James, 2008, as cited in Turgeon, 2019).
This study is unique because this particular participant's demographic field does not include literature focused on this subject. The results may add to the current knowledge on leadership and the growth of Navy leadership by examining the impact of the leadership training course on decisions made by commanders during turbulent times in particular. Conjectures on preparation for leadership and its relation to the success of naval leadership training are now available. Navy officials are aware they could have a leadership crisis in their service branch (Whitlock, 2011). Others have suggested that when transferred to new leadership positions, the Navy does an inadequate job of articulating duties to all senior officers (Goff, 2010). The results of this current study may help inform the curriculum developer of the Navy War College and therefore improve leadership training.

Capturing the nature of naval leadership training from the experience of submarine commanders who have completed such training will help to identify strengths and weaknesses that lead to better performance and potentially less attrition (Naval Education and Training Command, 2017a). As evidenced by the announcement of the U.S. Naval War College (2013), the results of the research may also reinforce existing efforts to develop a structured Navy Leader Training Program strategy. In turn, the study may encourage other armed services to perform their own service-specific work on carrying out additional research on the feasibility of a transformational leadership model.

**Definitions**

The following terms were used throughout this study.
Theoretical Definitions

Moral Purpose. Leaders who conduct themselves with moral purpose are legitimate and credible role models who practice what they preach and make principled and fair choices that can be observed and emulated by others. They use frequent, two-way communication to define ethics and create moral codes for the organization and infuse the organization with principles that will guide the actions of all employees (Brown, 2006; Brown, 2005; Kaptein, 2019; Strother, 1976; Treviño, 2000).

Collective Interest. Collective interest refers to prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes (Alexander, 2011; Goldsmith, 1987; Steffens, 2016; Arjoon, 2018).

Personal Temperament. The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual (Goldsmith, 1987; Keirsey, 1984; Rothbart, 2003).

Resilience. The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events (Carver, 1998; Luthans, 2002 Rutter, 2006).

Turbulent Times. Turbulent times are situations which are large and uncontrollable in scale, happening at a high velocity and with fluctuation, with cascading effects and unclear patterns of evolution, that lead to chaotic situations. These characteristics distinguish turbulent times from normal critical situations (Jelassi, Avagyan, & Perrinjaquet, 2017).
Operational Definitions

Captain. The rank of Senior Officer, O-6 pay level. A Captain is above a commander and below rear admiral (lower half). In the other branches of the military, it is equal to the rank of colonel (Institute, 1990).

Command. This term reflects the Commanding Officer’s jurisdiction over Navy organization subordinates, including the responsibility both for the success and well-being of and discipline of assigned staff; it also defines the entity that is under the responsibility and accountability of a person (Command Leadership School, 2016.).

Commander (O-5). The rank of a commissioned officer, O-5 pay level. A Commander is above a Lieutenant Commander (O-4) and below Captain (O-6) (Institute, 1990).

Commanding Officer (CO). The commanding officer has absolute control over a command and is usually granted broad latitude to operate the command in compliance with military law. Commanding officers have significant obligations, roles, and powers in this regard (Institute, 1990).

Conflict / Turbulent situation: A time when sailors are placed in harm’s way at the hands of enemies. This may also refer to ship emergencies. These situations include peacekeeping missions, police actions, or first attacks by combatants before war is declared (Kolditz, 2007).

Executive Officer (XO). Second in command of a Navy military unit, reporting to the Commanding Officer (Institute, 1990).

Wartime. Conflict between armed forces of two or more states or nations that is public and proclaimed (Pendas, 2007).
Delimitations

This study was delimited to 10 Groton, Connecticut area United States Navy submarine retired commanding officers. These officers commanded a submarine during the time of the Global War on Terrorism in Afghanistan and Iraq between September 2001 and December 2009. They were personally awarded at a minimum, the Meritorious Service Medal for service.

Organization of the Study

This research study consists of five chapters. Chapter I presents an introduction to the framework of this study, including background information, problem statement, study significance, definitions used, and study delimitations. Chapter II offers a detailed literature review of leadership attributes during turbulent times and of the roles and development of today's Navy submarine commanding officer leaders. The methodology used for the analysis, including the design of the research, study population, and sample guidelines used, is outlined in Chapter III. Chapter IV provides a thorough analysis of the findings of the study. Chapter V continues with the analysis of the data, presents conclusions and recommendations based on analysis methods of the results of the study, and suggests recommendations for further research.
CHAPTER II: REVIEW OF THE LITERATURE

Chapter II examines the research and supporting literature relating to the leadership attributes of concern for the collective interest, resilience, moral purpose and personal temperament of exemplary United States Navy Commanding Officers during turbulent times. The literature review starts with an examination of the theoretical foundation of transformational leadership, transactional leadership, servant leadership, and situational leadership, moving into the theoretical framework of the four attributes of leadership of personal temperament, concern for the collective interest, resilience, and moral purpose. The literature review will then review the career trajectory of a submarine commanding officer and dive into the types of leadership development Naval officers receive during their career. The overall leadership roles of competence, character, and intellectual and personal connections will be examined along with the leadership roles of U.S. Navy submarine commanders. Finally, the literature review offers an overview of how exemplary submarine retired commanding officers lead their commands through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Turbulent Times and Leadership

Tragedy in America

One of the worst crises in American history was the events of 11 September, 2001. The combined attacks on the World Trade Center, the Pentagon, and the Flight 93 crash in Somerset County, Pennsylvania, were of enormous societal and psychological importance to Americans. The impacts of those acts of terrorism in the United States and across the globe would be impossible to overestimate. The 9/11 attacks have significantly
altered both the country’s atmosphere and the world’s leadership (Bligh, Kohles, & Meindl, 2004).

In reality, the USA and the international community were mostly stunned, and the events of that day were not like any other tragedy in the United States (Alavosius et al., 2002; Jackson, 2008). Financial markets were stopped for a span of four days, and upon reopening, the market instantly dropped by 684 points; the 9/11 attacks actually created further worry, because markets had already suffered from turbulent times during the dancing in dollars era near to the end of 2000 (Jackson, 2008). Although economic growth continued to slow immediately after the attacks, consumer morale had already fallen into recession during the months preceding the terrorist attacks. Finally, the United States had just had a very turbulent presidential race. The 2000 election led to a divisive nation, with many political analysts immediately blaming both the outgoing administration of Clinton, and to a lesser degree, the current government of Bush, for not stopping those attacks (Jackson, 2008; Makinen, 2002; Miron & Cernușca, 2008).

Turbulence in the Military

Before September 11, 2001, the U.S. military was deployed in operations to restore nations, build infrastructure, and boost economies for almost half a century. The occupations of Germany, Japan, Italy, and Austria during the Second World War were the most famous and prosperous precedents of U.S. military involvement in mid-century. In the late years of the 20th and the beginning of the 21st century, US military troops were engaged in attempts to establish more democratic regimes in the Philippines, Central America, and the Caribbean. The new round of violence in those areas started
shortly after the end of the Cold War in 1989 with a spike in intra-state conflicts (Serafino, 2006).

The U.S. military was facing another turbulent time in recruiting and retention of troops and sailors. Recruitment and retention deficit factors in the late 1990's included the lingering effects of a post-Cold War drawdown, competition with a strong civilian economy, competition with higher education institutions, demographic shifts among younger Americans, and the need for more recruitment services (Kapp, 2002). Many analysts voiced concerns over that the U.S. military had been undermined by the growing speed of overseas operations. These topics are generally based on a discussion of "increased operational tempo": deployments and their potential impact on preparation for force readiness and morale. In previous U.S. defense analyses, many of these problems were highlighted along with the effect of "small-scale contingencies" (SSCs), for example, operations in Bosnia, Kosovo, Haiti, and Somalia. These concerns continue today as issues for discussion, as the continuing public and parliamentary interest has recently contributed to legislation requiring increased pay for military workers deployed for prolonged periods (Castaneda, 2008; Sortor, 2001; Wietlishbach, 2000).

Turbulence in the U.S. Navy Submarine Force

Prior to 9/11 and the Global War on Terrorism, the submarine force experienced isolated amounts of wartime experience. In the 1990s, there was never a shortage of training opportunities “… each day at sea and in port helped [submarine] crews develop basic submarine skills—such as diving, surfacing, maintaining depth, propulsion plant operations, and underway maintenance. The leaders of the U.S. Navy needed to consider ways to provide more realistic and complex training for conventional war at sea” (Dobbs,
Transitioning from peace time to war time is the true definition of turbulence. The U.S. Navy submarine is already a turbulent environment on a normal day. Changes are constant, including water production, breathing oxygen production, the elimination of all air pollutants, food preservation and production for many months, and maintaining the health and medical needs and welfare of each sailor in the most hostile setting (Laing, 2009). Another source of turbulence, and one that directly affects the quality of life of Navy personnel, is the amount of time the submarine crew is away from home. Operating tempo in the United States submarine force increased considerably after September 11, 2001 (Clark & Sloman, 2015).

Operating tempo (OPTEMPO), which is the measure of the time that a ship spends at sea, has increased for the past few decades. Between 1998 and 2014, there were approximately 100 ships deployed abroad. However, the fleet shrank by 20%, meaning each ship had to work harder to maintain the same presence. For instance, the share of underway ships that were deployed grew from 62% in 1998 to 86% in 2009, before decreasing to about 74% in 2015, as shown in Figure 1 (Clark & Sloman, 2015).
Figure 1. Navy Ships Deployed and Underway from 1998 to 2014 (Clark & Sloman, 2015).

Figure 1 also shows that time each ship spent at sea has increased over the past decade, as the fleet has decreased and the number of ships on deployment increased or remained the same. OPTEMPO grew 8% across the entire fleet between 2001 and 2009 and increased by 18% for war ships (Castaneda, 2008; Clark & Sloman, 2015). After September 11, 2001, the U.S. Navy submarine force was entering the Global War on Terror with a high OPTEMPO. This OPTEMPO has resulted in deferred maintenance actions, reduced readiness, and demoralized crews (Clark & Sloman, 2015; Dobbs, 2017; Feigen, Wallach, & Warendh, 2020). U.S. Navy submarine commanding officers were responsible for leading their crews through these turbulent times to ensure mission success by maintaining motivational leadership and setting a professional example by using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.
While researchers have considered the situational needs of leadership in traditional environments, the total weight on individuals who hold leadership positions in turbulent environments is much less discussed. Although it is incredibly difficult to perform studies in these settings, such analysis is necessary if we are to understand the workings of leadership in situations where leadership matters most: turbulent times (Campbell, Hannah, & Matthews, 2010). Many organizations that find themselves in a turbulent environment make the first call to a crisis management consultant, or a fixer, but if the leader is caught so flat-footed that they need outside help immediately, the organization is already behind (McGinn, 2017).

Turbulent times can create conditions for progress and improvement, no matter how destructive the challenge. The more complicated and immediate the situation, the better the essential actions of leaders are brought to light. Crisis-driven leadership requires a variety of diverse yet interrelated actions, including knowledge seeking, concept or hypothesis formulation, concept experimentation, assessment of experiments, and a review of the difference between objectives and outcomes (Yeo, Gold, & Marquardt, 2015). The more unique, intense, and hazardous the situation, the more uncommon and multi-level the approach to leadership in military contexts needs to be. Riskier military situations tend to require agile, flexible, and adaptive leadership and team dynamics (Yammarino, Mumford, Connelly, & Dionne, 2010).

Leadership and crisis are closely intertwined. Leadership is an important function and skill required for effective crisis management and recovery (McGinn, 2017). Leaders are a critical building block and the relationship between leaders and followers is a complex partnership based on intimate, technical, and corporate goal alignment and
accomplishment. Submarine commanding officers are frequently identified as the proverbial “tip of the spear” military leader (Laing, 2009). This definition applies to military leaders who communicate with front line staff in an environmentally sound atmosphere in which activity takes place on the outskirts of the organization (James & Wooten, 2010), but that does not indicate that commanding officers are alone in the decision-making process. Military organizations participate in shared leadership, especially in times of crisis. Shared leadership is a strategy at the group or team level that is very necessary in turbulent circumstances. The dynamics of this style will concentrate on the whole team or unit and how they work together. The emphasis is on common mental models and exchange of information and cognition, as well as transactive memory structures, within teams or units, in particular in high-performance teams (Avolio, Jung, Murry, & Sivasubramaniam, 1996; Bass & Riggio, 2006; Yammarino, Dubinsky, & Spangler, 1998). This style of leadership requires that no team member stands out as leader; instead, responsibilities are shared and spread around the team, according to problems, situations, skills, or time constraints (Pearce & Conger, 2003).

**VUCA World**

Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) better reflects the unpredictable and turbulent market, economic, and physical world in which we all have to learn how to navigate. Uncertainties remain about decisions made as a result of an incomplete interpretation of complicated and turbulent situations (Cousins, 2018; Elkington, Pearse, Moss, Van der Steege & Martin, 2017; Fry & Tuleja, 2016; Tint, McWaters & van Driel, 2015). The U.S. military developed the term VUCA with the goal of exposing the turmoil in Afghanistan and Iraq in the 1990s. Consequently, VUCA was
introduced by corporate executives to deal with the increasingly shifting global and operational markets (Fry & Tuleja, 2016). Alunni and Llambías (2018); Bushe and Marshak (2016); Schoemaker, Heaton, and Teece (2018) stress that the best way to realize the challenges in turbulent situations is to understand the problems organizations face and to redirect energy into the needs of the project. The meanings and explanations of each VUCA component below allow a better explanation of the major distinctions and signals of any of the elements to differentiate between the occurrences present in the field.

**Volatility.** Volatility refers to the rate of transition in a business, the economy, or the environment as a whole. It is related to variations in competition, instability, and short market periods, and is well known in industrial economics literature. The more unpredictable the environment is, the faster it evolves. In a volatile environment, for example, in a small amount of time, the economy can increase or decline dramatically, and trend directions can abruptly reverse (Bennett & Lemoine, 2014).

**Uncertainty.** A word used to denote circumstances marked by a lack of information, not of causation or consequence, but of whether an occurrence is sufficiently important to represent a significant cause. This idea is demonstrated by the outcomes of the U.S. terrorist attacks in 2001. After these incidents, the world has faced more uncertainty about if, when, and where a next attempt could take place (Bennett & Lemoine, 2014).

**Complexity.** Complexity refers to the number of variables, their diversity, and their interactions that must be taken into consideration. The more variables, the greater the spectrum and interconnectivity, the greater the complexity of the problem. Under
greater complexity, the environment cannot be completely evaluated and rationally interpreted. The more complicated the environment is, the harder it is to assess. When developing well-informed objectives, plans, and actions, complexity refers to the number of elements one includes in thinking about challenges or scenarios. Technically advanced organizations and structures are becoming ever more complex, generating major leadership problems through their diverse, chaotic existences. Leaders must strive to negotiate what is known and take into account what may not be known. Leaders need to consider the networked character of uncertainty and how their distinct components are interdependent to aim for a proper balance (Moore, 2015; Schoemaker et al., 2018).

**Ambiguity.** A lack of understanding about how something can be perceived. For example, where the evidence is insufficient, inconsistent, or too unreliable to draw reasonable conclusions, a situation is unclear. It applies more broadly to fluidity of techniques and methods. The more vague the world is, the more complicated it is to grasp (Schoemaker et al., 2018).

Leadership theory relies on numerous and nuanced aspects that have their origins in sociology and psychology, but it essentially reflects on what leaders feel and think, and their signals sent for building trust. Leadership is about building an atmosphere for the organization that unleashes maximum human capacity to lead and motivate people to do great things. In an ever-increasing V.U.C.A. climate, leaders are grappling with new ways of looking at the organization to properly adapt their strategies to predict a volatile and evolving future that is, by its essence, approaching turbulence (Bennett & Lemoine, 2014; Moore, 2015; Schoemaker et al., 2018).
The theoretical foundation of contingency planning for organizations is crucial in preparing for crises. The emotional reactions that reverberate throughout the business are equally significant. During a crisis, the acts of leaders frequently contradict common sense, such as micromanaging, not delegating appropriately, and displaying self-pity (Anderson & Bhakuni, 2010). From an interpersonal psychological perspective, however, their mistakes may be clarified. As turbulence strikes, leaders frequently behave in uncharacteristic ways and often discover that they are not trained to deal with their own emotional reactions as well as those of their subordinates. Moreover, they do not know how to adapt their leadership style based on the changing circumstances. However, they should equip themselves with insight and preparation to manage these conditions efficiently (Anderson & Bhakuni, 2010).

Leadership implies a partnership between a leader and his subordinates in a situation and organization. Rost (1993) describes leadership as a strong and value-added partnership between leaders and supporters, according to observations and analysis. Leaders must be able to encourage and empower their supporters to accomplish their objectives and goals in order to be successful at work. The special leadership styles exhibited by the leader influence the stability, understanding, and success of the team (Bucic, Linda, & Ramburuth, 2010). Leaders with successful leadership styles allow their subordinates to explore new and inventive ways to conduct business so they can increase production in the company and foster a team-friendly atmosphere.

Leadership styles in organizations can affect morale, supporters, and the plan and vision of the organization, positively or negatively. When no particular leadership style
fits well in any circumstance; the leadership style must respond to the situation. In addition, achieving the objective may require a number of leadership types to be used, based on the situation and needs at hand. As Grover and Walker (2004) indicated, a situational leader must be simple, succinct, and direct with subordinates in order to be successful, so that there is no uncertainty in the instructions provided to accomplish a mission.

United States Navy submarine commanding officers hold the central leadership position in their submarine and must demonstrate a positive personal example, effective governance principles, moral accountability, and inspiration to ensure that the submarine has, and retains, a competitive edge in the world's oceans. Commanding Officers must be able to not only to motivate their sailors in today's turbulent world, they must be influential among their peers and superiors to accomplish their goals (Kingsbury & Port, 2017). As cited earlier in Grover and Walker (2004), there is no single leadership style that is successful in all situations. Commanding officers must utilize a number of leadership styles to effectively lead their crew during turbulent times. Baran and Scott (2010) argue that leadership becomes a mutual sense-making mechanism in crisis circumstances that serves to reduce the inherent uncertainty of the world while fostering resilience in the face of danger at the same time. Such leadership (i.e. mutual sense-making) emerges, regardless of their formal organizational rank or authority, from the ongoing, shared interactions between all team members in the situation. Commanding officers with strong, successful leadership styles encourage their crew members to think beyond the box and thus become more inspired inside the submarine, and to foster an atmosphere conducive to teamwork (Hollis, 2014). Servant, situational, transactional, and
transformational are the styles of leadership being utilized onboard submarines in today’s Navy. Submarine crews are an intrinsically a symbiotic family, where each member depends on the others for their own survival. The value of these styles of leadership is the power they offer by allowing all crew members to deliberately pursue opportunities to serve and lead others, thus setting up the opportunity for improving the quality of life throughout the fleet (Hollis, 2014; Laing, 2009; Tankersley, 2007).

**Servant Leadership**

Servant leadership’s morality as demonstrated by displaying sacrifice, duty, and conscience was best said in Greenleaf’s (1977) timeless assertion, “The servant leader is servant first. It begins with a natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead” (p. 27). Greenleaf (1977) emphasizes that service-first leaders concentrate on the interests of the individuals they represent and are able to sacrifice their own needs in the service of others. Greenleaf believed adherents should be increasing their own competitiveness, intelligence, independence, sovereignty, and chance to become servants. Likewise, he also indicated that servant leaders should consider their effect on the least affluent and whether their work is actively contributing to those less fortunate (Greenleaf, 1977; Parolini, Patterson & Winston, 2009).

Many scholars have concluded that, with the teachings of Jesus Christ, the true beginning of servant leadership started, and thus has close historical links to Christianity and the Bible (Blanchard & Hersey, 1996; Greenleaf, 1977; Jones, 2014; Kgatle, 2017). There were also other prominent leaders who practiced servant leadership, such as Buddha, Gandhi, Moses, and Mother Teresa. Army Generals such as George C. Marshall and Matthew Bunker Ridgway both used methods of servant leadership long before the
term was introduced by Greenleaf (Farmer, 2010). Such an individual will be of excellent character for a military servant leader, skilled in motivating and encouraging others to contribute enthusiastically to mission-oriented objectives defined as part of a broader strategic vision (Fountain, 2017). The emphasis of servant leadership is strengthening followers and prioritizing their mutual needs. Since the beginning of civilization, the idea of leadership has existed, but as an academic research subject, it is relatively new (Farmer, 2010). Leadership is an extensive topic, with most studies focused on military, business, and government organizations. Posner and Kouzes (2007) suggested that all individuals are future leaders and are leading by example most of the time.

One thing that distinguishes the United States Armed Forces leadership skills from corporate or other government leaders is a coordinated and comprehensive sequence of deliberately organized training exercises (Posner & Kouzes, 2007; Vickery, 2016). These skills and qualities are accumulated over a long period of time. This is one reason why military leaders are the people who attain leadership positions much lower in the hierarchical system. Military leadership is based on a concept of service, duty, and sacrifice; one takes a pledge of allegiance to that spirit. Military leaders view their devotion to their followers as an ethical responsibility, defining leadership as prioritizing follower needs over those of the leader. Senior leaders teach this value to junior leaders (Myers, 2018). Military leadership also extends to the care of service members’ families when the service member is deployed. When leaders serve in turbulent situations where physical integrity or survival of the leader and the soldiers is at stake, transactional rewards (and punishments) are found to be insufficient (Jordan, 2016; Kolditz, 2007; Myers, 2018).
The best leadership style in both peace and turbulence emerges out of an unshakable sense of duty to one’s country (Kolditz, 2009). In a corporate climate, it is difficult to impart the leadership qualities that transform one into servant leadership to followers (Kolditz, 2009). Individuals who have served in turbulent times in the military and other dangerous civil service fields tend to have these expectations. Connecting compassion and empathy with the resilient capability, ingenuity, and versatility required by crisis circumstances, makes it clear that servant leadership in the military is a strong model for private sector leadership (Kolditz, 2009; Vickery, 2016).

**Situational Leadership**

Situational leadership is one of the various contingency hypotheses of leadership. The guiding assumption of the contingency model is that there is no perfect form of leadership for all circumstances. For leaders to be successful, they must change their actions according to the situation (Grover & Walker, 2004). Situational Leadership theory is based upon Reddin’s (1979) 3D management style theory. Hersey, Blachard, and Natemeyer (1979) set out to investigate the relationship between an effective form of leadership and the extent of the responsibility of subordinates. The situational leadership hypothesis explains how the relationship between the top-down approach of leaders and followers is more critical than the bottom to top relationship between followers and leaders. It is based on a mechanism of (1) the amount of job direction a leader provides, (2) the amount of social - emotional assistance a manager gives, and (3) the preparation the followers show on a particular task, function, operation or goal the leader is attempting to accomplish (Hersey et al., 1979). The identification of mission and interaction as two essential aspects of supervisory behavior has been an important aspect
of study, but it does not discuss the mentoring practices supervisory staff display while using the Situational Leadership style (Hersey & Blanchard, 1982).

In addition to the supervisor’s actions, situational leadership theory discusses the competence of subordinates. Hersey et al. (1979) described subordinates’ maturity as the capacity to set high, yet attainable goals (achievement-motivation), the ability and desire to take responsibility, and the educational and/or experience level of a person or team. Another way of addressing this notion considers the degree of growth of a person or team. Hersey and Blanchard (1977) theorized five factors of maturity:

First, in terms of task-relevant maturity, in the capacity to set high but attainable goals because this tends to affect attitude towards risk;

Second, in terms of responsibility, we look at this concept as a dual factor concept—willingness (motivation) and ability (competence). There are, of course, four combinations of these two factors: (1) individuals who are neither willing nor able to take responsibility, (2) individuals who are willing but not able to take responsibility, (3) individuals who are able but not willing to take responsibility, and (4) individuals who are willing and able to take responsibility;

Third, in terms of education and/or experience, we are contending that there is no conceptual difference between the two;

Fourth . . . in terms of task-relevant maturity is that the general concept of maturity really involves two factors: (1) job maturity—ability and technical knowledge to do the task, and (2) psychological maturity—feeling of self-confidence and self-respect about oneself as an individual; and
Finally . . . your boss’s style (if he or she is in your specific location), a crisis or time bind, the nature of the work, can sometimes be as important if not more important. (pp. 162-163)

Both the manager’s technique and the employee’s experience are crucial considerations in how an organization's objectives can be achieved. Hersey and Blanchard identified how a leader's approach is used in relation to the competence of the subordinates. Hersey and Blanchard’s (1969) model of leadership is based on four quadrants of maturity: telling, selling, participating, and delegating. Hersey et al. (1979) gave the overview of each quadrant:

“Telling” is for low maturity. People who are unable and unwilling to take responsibility need clear, specific directions and supervisions. This style is called “telling” because it requires telling people what, how, when, and where to perform. It emphasizes directive behavior. Too much supportive behavior with people at this level may be seen as permissive or, more important, as rewarding poor performance. Telling involves high task behavior and low relationship behavior.

“Selling” is for low to moderate maturity. People who are willing but unable to take responsibility need directive behavior because of their lack of ability, and supportive behavior to reinforce their willingness and enthusiasm. This style is called “selling” because most of the direction is still provided by the leader. Through two-way communication and explanation, the leader may guide the followers into desired behaviors. Selling involves high task and high relationship behavior.
“Participating” is for moderate to high maturity. The follower has the ability but lacks self-confidence or enthusiasm, so the leader needs to maintain two-way communications to support the follower’s ability. This style is called “participating” because the leader and follower share in decision-making, but the leader is the facilitator. Participating involves high relationship behavior and low task behavior.

“Delegating” is for high maturity. The people have both ability and motivation, and little direction or support is needed. Followers are permitted to decide how, when, and where to perform. They are psychologically mature and therefore do not need above-average amounts of two-way communication or supportive behavior. Delegating involves low relationship behavior and low task behavior. (p. 422)

Hollis (2014) conducted a study on leadership styles: a phenomenological study of transformational, transactional, and situational leadership styles employed by CIOs (Chief Information Officers) at military combatant commands. In each of the four combatant commands that were interviewed, situational leadership was the primary style of leadership for both senior and midlevel officers (Hollis, 2014). It is difficult to establish a particular leadership style that would be successful in all cases; leadership style must shift to accommodate the actual situation. In addition, when coping with the situations and tasks at hand, one may need a wide selection of leadership styles to attain the desired outcome (Goodson, McGee, & Cashman, 1989; Grover & Walker, 2004; Hersey, Angelini, & Carakushansky, 1982). Grover and Walker (2004) continue on to
state that to be effective in leadership, a situational leader must be straightforward, articulate, and direct with followers so that there is no uncertainty in the directions given.

**Transactional Leadership**

Transactional leadership centers on interactions between leaders and subordinates (Di Schiena, Letens, Van Aken, & Farris, 2013). These interactions help leaders to achieve their production targets, execute the necessary obligations, sustain the current organizational condition, empower their subordinates by legal agreement, and steer their subordinates’ actions towards the achievement of their specified goals. Avolio and Bass (1998) define transactional leadership as arrangements or contracts to fulfill particular job goals, to define the skills of employees, and to determine the compensation and benefits that can be anticipated when projects are successful. Transactional leadership facilitates self-interest for followers, cuts job anxiety, and focuses on clear business goals, including better service, consumer care, cost reduction, and improved performance (Yammarino et al., 1998).

Transactional leaders are empowering their followers to control their actions and rewarding negotiated actions, while transformational leaders are mobilizing supporters by establishing and formulating a mission that shifts the ways of thinking of their supporters to the good of the organization (Bucic et al., 2010; Judge & Piccolo, 2004). For example, a leader who uses transactional leadership might offer a day off to his employees if the employees meet certain goals of a mission. According to Bass, Avolio, Jung, and Berson (2003), transactional leaders exhibit three specific characteristics: (1) working with members of their teams to establish straightforward, comprehensive goals and ensuring that individuals obtain incentives already decided upon, (2) sharing awards and rewards
for individual commitment, and (3) being mindful of employees’ present desires when they are hired. In a negotiated agreement, transactional leaders frequently emphasize and convey what action must be performed and how these actions are addressed once successfully accomplished (Bass et al., 2003; Di Schiena et al., 2013; Ghattas, 2004). According to Yammarino et al. (2010), military leadership is context dependent; thus, the more unusual, serious, or risky the circumstance, the more unique and complicated the leadership strategy that is necessary. In military settings, these dangerous conditions call for greater adaptability and resilience in teams. Leadership methods that go past mere crisis mode are urgently needed (Aberman, 2017; Campbell et al., 2010; Palmer, 2016; Yammarino et al., 2010). In times of crisis, such leaders often operate at their highest standards, and are particularly successful in emergency situations and during periods of turbulence while using transactional leadership techniques (Di Schiena et al., 2013; Yammarino et al., 2010).

Transactional leadership is commonly classified into two groups. The first is contingent reward, which means that the leader sets success targets, clarifies goals, and recognizes the accomplishment of the goal (Di Schiena et al., 2013). Active management by exception is where the leader observes his followers, concentrates on weaknesses and discrepancies from expectations, and instantly rectifies or counsels his subordinates where necessary (Di Schiena et al., 2013).

**Contingent Reward.** According to Bass et al. (2003), most researchers tend to agree that transactional contingent reinforcement theory is the key factor behind successful leadership behavior in organizations. Exhibiting transactional leadership means that subordinates had no involvement in the judgment or agenda of the leader and
employees were compensated if they performed their work and responsibilities (Bucic et al., 2010). The contingent reward-type leadership clarifies standards of success and provides appreciation and praise when goals are accomplished. When reasonable targets have been set, the standard of success can be expected to improve because of the awareness of what needs to be done. Transactional (contingent reward) leadership in non-crisis and turbulent contexts is indicative of good military unit performance (Wansink, Payne, & van Ittersum, 2008). If military leaders follow a transactional leadership style, their leadership vision and goals are filtered across the different system layers within their command. This technique is best for leaders who want to strengthen their current administrative and management processes and who want to promote encouragement using a reward-based system. A transactional leadership style does not necessarily involve a military leader transcending their operational boundaries, rather, situational guidance is given down the chain of command to convey their strategic direction to subordinates (Bass et al., 2003; Di Schiena et al., 2013).

**Active Management-By-Exception.** Unlike contingent rewards where leaders reward employees for their efforts to keep them inspired, active management-by-exception leaders are described as “monitors that detect mistakes” (Di Schiena et al., 2013). The leader sets up requirements for completing such duties, and can discipline followers who fail to perform to these levels. This style of leadership means actively watching for faults and failures, taking disciplinary steps as soon as possible when they arise, and not tolerating deviance (Bass et al., 2003). Responsive leaders focus on their followers’ reactions to predict challenges and take corrective steps before hazardous circumstances occur. In a study conducted by Tankersley (2007), it was stated that a
primary benefit of active management-by-exception is that the task-specific arrangement may be formed in advance of the assignment and achieved with the leader having little knowledge of the follower's skills or maturity level. Leaders with a broad span of control, such as those in certain government departments, or leaders who often switch from one organization to another as in the military, may take advantage of this positional influence implicit in transactional leadership (Di Schiena et al., 2013; Tankersley, 2007).

**Transformational Leadership**

Transformational Leadership is the leadership strategy that creates breakthrough results for people and social structures (Reinhardt, 2004). It produces beneficial and meaningful improvements in its ideal form by aligning with the intention of the leaders. By questioning the organizational *status quo*, transformational leaders are innovative, charismatic, and more likely to promote change (Reinhardt, 2004). Bass (1985) stressed that transformational leaders are usually excellent motivators who bring out the best in their followers. In times of crisis and turbulence, transformational leadership is particularly important when the situation needs empowering individuals to excel amid adverse circumstances. Usually professional and trustworthy, transformational leaders are skilled at empowering followers to think critically and creatively. More significantly, transformational leaders understand and adapt to the individual differences of supporters and empower them to succeed beyond expectations (Avolio, 1999; Bass & Riggio, 2006; Burns, 1978; Moniz, 2008; Newland, 2016).

Leadership is context-based, and if the situation is more unique, intense, and risky, the leadership approach would be unique and multilevel. During a crisis in the military, a dynamic leader and a team strategy are required to allow for adaptability
Transformational leadership techniques are needed that explore some issues beyond just crisis management. By developing personal attachments with supporters and other leaders, shared purpose will cause unity within a mutual cause. Transformational leadership understands how such leaders encourage success above stated expectations (Yammarino et al., 2010). Transformational leaders encourage and enable their supporters to be inspired and to excel within an enterprise. In the same way, a holistic mission and motivation teaches individuals to think past their own interests and optimize the value of the team and organization. Transformational leaders embrace their followers. Additional analysis has shown that transformational leaders provide their workers with intellectual stimuli (Bass & Riggio, 2006; Campbell et al., 2010; Hollis, 2014; Yammarino et al., 1998). For example, the ability of submarine commanding officers that practice transformational leadership to get their crew inspired and empowered will deliver positive outcomes in today’s turbulent world.

**Inspirational motivation.** Inspirational motivation is when a leader tries to express the importance of desired goals in simple ways, communicates a high level of expectations, and provides followers with work that is meaningful and challenging (Muenjohn & Armstrong, 2008). Motivation is a psychological mechanism that represents an individual's relationship between beliefs, desires, expectations and choices (Masi & Cooke, 2000). To appreciate the contributions of an individual, which is the desire to work and commitment to work, there are two absolute requirements. (1) The expertise of the leader will include motivation for workers based on their skills; (2) the leader's ability to fulfill employee expectations will be evident in the nature of the job (Masi & Cooke, 2000). Based on the aforementioned interpretation, it can be inferred that
inspiration is a mechanism that facilitates, preserves, and channels human accomplishment (Bass & Riggio, 2006; Di Schiena et al., 2013; Hacker & Roberts, 2004).

Transformational leaders can empower and encourage followers through reasonable aspirations and a commitment to a collective goal. The development of an inspiring vision is a factor in most transformational leadership theories (Bass & Riggio, 2006). A vision may be a collective endeavor to solve the different challenges facing an organization. A persuasive vision serves as an important, forward-looking target for the followers and acts as a blueprint for the organization’s future course. Leaders who have motivated inspiration tend to paint a positive future, to formulate goals that create self-fulfilling prophecies, and to look ahead. The underlying themes of leaders with inspiring motivation sustain an expressed vision through continuous engagement, and if deemed appropriate, provide the required guidance (Shadraconis, 2013).

**Intellectual stimulation.** Muenjohn and Armstrong (2008) describe intellectual stimulation as, “leaders who challenge their followers’ ideas and values for solving problems” (p. 4). The fundamental concept behind intellectual stimulation is to encourage subordinates by challenging and altering perceptions, reframing challenges and solving old issues in a new way to be imaginative and inventive (Avolio, 1999; Avolio et al., 1996). This technique of "thinking outside the box" offers the business a modern approach to problems. Leaders must be resilient to face the turbulence of an operational environment that evolves quickly. In order to be tailor-made, leaders should promote input and innovative approaches to existing or evolving challenges (Huse, 2003). Transformational leaders request input and new ideas and do not openly condemn
individual employee mistakes. Di Schiena et al. (2013) and Susilo (2018) argue that companies can respond best to new challenges by mentally stimulating subordinates, as emerging developments and future threats can be spotted by scanning existing issues and testing assumptions.

**Idealized influence.** Idealized influence is defined as “when a leader is being a role model for his/her followers and encouraging the followers to share common visions and goals by providing a clear vision and a strong sense of purpose” (Muenjohn & Armstrong, 2008, p. 4). Researchers say that leaders who are attentive and influential often promote a need to communicate information within the community and share and improve learned knowledge (Bass & Riggio, 2006; Di Schiena et al., 2013; Huse, 2003). Features of a leader who enjoys idealized influence vary from effective role models to risk-taking leaders who are constant rather than unpredictable. Northouse (2010) states that leaders with an idealized influence generally have very high expectations of moral and ethical action and can be relied on for doing the right thing.

All meanings of idealized influence suggest that there is a need for faith in a common vision, and for subordinates to always have a sense of direction, clear intent and confidence (Avolio et al., 1996). Leaders show conviction, prioritize trust, take positions on tough challenges, present their major principles, and emphasize the importance of decision-making intent, dedication, and ethical implications. These leaders are respected as role models, generating confidence, commitment, trust, and unity for a common cause (Huse, 2003). Leaders must still be self-aware, attentive to their impacts on others and their ability to affect their own organization. A strong organizational leader in turbulent environments should be powerful with respect to global interests and have high emotional
intelligence. Successful institutions will seize these developments as an advantage, having the objective of addressing three intertwined aspects of systemic transition simultaneously: leadership, technology, and community (Pandey, 2014; Shadraconis, 2013; Yammarino et al., 2010).

Individualized consideration. Muenjohn and Armstrong (2008) define individualized consideration as, “leaders who spend more time teaching and coaching followers by treating followers on an individual basis” (p. 4). Transformational leaders who demonstrate individualized consideration also concentrate on the success and development needs of each subordinate, serving not only as a leader, but as coach and mentor (Bass & Riggio, 2006; Huse, 2003). Another, perhaps most significant characteristic of individual consideration is that the true leader recognizes subordinates’ skills and limits and also assigns tasks on the basis of assessment. Leaders interact as individuals with their subordinates. They take their individual needs, talents, and goals further into account and always communicate intently (Di Schiena et al., 2013).

Individualized consideration also increases engagement at all levels. Subordinates believe that their personal professional needs are fulfilled. In addition, the coaching and mentoring provided to them by their superior gives them greater competence to execute orders (Avolio & Bass, 1998). Submarine leaders are committed to understanding that members of the team each have their own talents, challenges, objectives, and values. By understanding the individuality of team members and by changing motivating styles/role distributions, and discussing and capitalizing on these discrepancies, transformational submarine leaders can increase the effectiveness of their teams (Huse, 2003). This element of transformational management can be extremely problematic for submarine
commanders within more diverse teams, where crew members often rotate. Recognizing the problems related to this aspect of teams, submarine leaders should concentrate on individualized actions more carefully (Laing, 2009).

**Theoretical Framework**

In the book *Leadership: In Turbulent Times*, Goodwin (2018) provides a theoretical framework that was pivotal for four U. S. Presidents. She defines the four leadership attributes of: personal temperament, concern for the collective interest, resilience, and moral purpose in describing Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Lyndon B Johnson. This was key to their leadership success during the turbulent times of their presidencies. *Leadership: In Turbulent Times* tells the tale of how the four presidents all clashed with sudden setbacks that devastated their lives and attempted to end their leadership dreams. However, they all rose up to face the challenges and the dilemmas of their times. Though set apart in history, skills, and disposition, these men shared a ferocious ambition and deep-seated toughness that enabled them to endure unusual hardships. At their peak, the four were motivated by a sense of moral purpose to lead the country in the right direction. In times of immense difficulty, they were able to summon their skills to expand the opportunities and aspirations of others (Goodwin, 2018).

**Personal Temperament**

The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual is their personal temperament (Goldsmith et al., 1987; Keirsey & Bates, 1984; Rothbart, Ellis, Rosario, Rueda, & Posner, 2003). Many qualities of effective leadership can be taught. An individual who is fairly emotionally intelligent can
learn the arts of relationship building, community building, and commitment (Goldsmith et al., 1987). An observant leader will learn public policy dynamics and see potential for action in due time. With humility, a good leader will find their role and fill it beautifully with a little boldness. The best leaders, however, have one trait, which cannot easily be learned, and that is personal temperament. It is an old term that refers to the essence or behavior of the individual, particularly when it affects the actions of the leader. The temperament of the strongest leaders allows them to quiet themselves and not get out of control (Goldsmith et al., 1987; Keirsey & Bates, 1984).

Temperament is a part of the genetic code that exists within the individual (Chess, Thomas, Birch & Hertzig, 1960). Chess et al. (1960) regarded temperament as part of the genetic code reinforcing people's emotions and reactions to life; however, change is possible if people’s perception of their temperament is apparent. Each person has a particular form of temperament that makes them respond to others’ acts or circumstances in specific ways (Kelemen, Puschita & Podea, 2013; Shin, Lim, Choi, Kim & Grant, 2009). Some people handle high-stress rates and respond healthily, while others do not (Hall & Webster, 2007). Temperament is part of who a person is, and the ability to modify this genetic characteristic varies from person to person. In the 1900s, scholars saw temperament as part of an individual’s personality (Kelemen et al., 2013). Cloninger (1986) researched 2,420 women and 840 men, dividing temperament into different dimensions of personality. The researcher acknowledged that people are individuals with feelings, rather than categorizing people as good or ineffective as leaders. Cloninger’s (1986) parameters included mood, threshold, rhythm, and adaptability. According to Chess and Thomas (2012), nine temperament levels exist; activity, rhythm, adaptability,
threshold, approach, distraction, intensity, persistence, and mood. Chess’ and Thomas’ temperament levels are used as part of everyday practices in leader’s lives, by those counseling teens, by social science professionals, in education departments, and in government areas (Keirsey & Bates, 1984).

In conjunction with the nine temperament levels as explained by Chess and Thomas (2012), Keirsey and Bates (1984) label four fundamental patterns of human personality: Artisan, Guardian, Idealist, and Rationalist.

**Artisans.** Artisans tend to be fun loving, ambitious, and practical. They place their interest in their jobs. They think they are original, bold, and unorthodox. As such, they are impulsive and crave stimulation, prize independence, and long to master ability in action-based practices ("Keirsey's Temperament Portraits," n.d.).

**Guardian.** Guardians emphasize working diligently and being dependable. They seem to be healthy, loyal, and are fixed on excellence. As such, they trust authority, are concerned with defense, prize reverence, and want to dispense justice ("Keirsey's Temperament Portraits," n.d.).

**Idealists.** Idealists are optimistic, trusting their instincts, and dreaming with constructive insight. They take pride in being sincere and kind-hearted. They seem to be inclusive, trustworthy, moral, and conscious of human potentials ("Keirsey's Temperament Portraits," n.d.).

**Rational.** Rational types are typically practical, critical, and self-contained, and have progressive tendencies. They pride themselves on being innovative, agile and conscious. They respect rationality, yearn for success, lead by vision, pursue information,
prize innovation, and dream of learning how the world works ("Keirsey's Temperament Portraits," n.d.).

Individuals with all four temperaments can be found in the workplace, and all make good followers. What is important is that leaders understand, consider, and incorporate the individual temperaments of their supporters to improve connectivity and the dyadic partnership to provide inspiration (Humphreys & Einstein, 2004). Leaders who typically hold these temperaments are also found in many organizations. It is recognized that anyone can be a successful leader, if they consider their own talents and shortcomings, as well as those of their subordinates, and provided that gratitude is expressed whenever subordinates are noticed contributing to the shared enterprise (Keirsey & Bates, 1984). The ability of leaders is assessed by the capability to comprehend what followers want, which helps leaders have effective leadership behaviors, input, and communication (Humphreys & Einstein, 2004).

**Collective Interest**

Collective interest is prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-centered advantages or outcomes (Alexander & Buckingham, 2011; Arjoon, Turriago-Hoyos, & Thoene, 2018; Goodwin, 2018; Steffens, Mols, Haslam, & Okimoto, 2016). Prioritizing the collective interest is seen as a virtuous leadership approach. Leaders who are able to lead their organization through turbulent times have considered the collective interest when making difficult decisions. Arjoon et al. (2018) describe virtuousness as the best of human circumstances, the noblest behaviors and results, the height and peak of human endeavor.
and quality, and the loftiest ambitions of humanity. The virtuous promotion of the collective interest has been a part of ancient and modern leadership practices.

The ancient East Asian Indian traditional leaders were taught to develop a common-good approach which identified both tangible and intangible benefits for society as a whole, as described by Alexander & Buckingham (2011). Even in current East Asian Indian philosophy journals there are continued discussions of leadership and its role in supporting the collective in today’s increasingly narcissistic world (Prabuddha, 2019). As outlined by leadership research, leaders operating in support of the collective interest are operating under the transformational leadership model. The leader is not working from a transactional standpoint, getting something for helping others, but linking the group by operating to support the common higher moral goals (Emler, 2019).

Currently in the broader discussions of leadership, the focus is on the common interest of a society or organization. As political systems developed in the modern world and countries again began to embrace democracy, supporting the collective interest was a key component of civic leadership. The idea that each person had the opportunity to lead if they chose to, and in doing so, they would be in support of the collective interest is now commonly accepted (Chrislip & O'Malley, 2013). The support of the collective interest is something that connects leaders to their followers. When there is authentic transformational leadership, there is an important collective connection, especially when the leader is promoting collective interest before their own. Steffens et al. (2016) discuss how a leader’s focus on higher order interests enhances the perception of their leadership from their followers. Doris Kearns Goodwin’s examination of four U.S. Presidents, their lives, and how they made difficult decisions during turbulent times discusses how these
presidents focused on the collective interest. Goodwin (2018) states transformational leaders inspire others to identify something larger than themselves and encourages them to see the vision of a future worth working for.

The concern for and support of the collective interest is also part of current research in both the private and public sectors. Successful leaders who are building an authentic relationship with those they lead and supporting the collective interest of their organization have a stronger connection to their followers. Employees were more willing to put aside self-interests, felt higher job satisfaction, and wanted to increase their output to support the organization with such leaders (Peter, Feng, & Supamas, 2007). Mohammed and Kurian (2014) discuss how both the public and philanthropic sectors, where people are drawn by their desire to support the collective interest, still need leaders who use the collective interest as part of their personal leadership vision. Again, as discussed above, leaders need to show there are committed to supporting the social contracts that exist as part of the collective interest.

Friedrich, Vessey, Schuelke, Ruark, and Mumford (2009), O’Neill (2017), and Senge (2015) define collective interest leadership as being timely, because society faces difficult challenges that need this form of leadership. Knowledge workers are constantly confronted by circumstances and issues that arise unpredictably over time and that may have no clear answer (Friedrich et al., 2009). The many problems society faces are not basic, and their solutions do not always come easily. Traditional theories of leadership emphasize the strengths and talents of people, which, however essential to successfully solve the problems we face, still require a shift beyond a fixation on the individual interest and a move toward a collective interest in leadership (Senge, 2015).
Collective interest is beneficial for a group's efficiency and sustained growth. It makes a proper use of skills, while improving the leadership effectiveness of the team by outsourcing facets of leadership to those that are best qualified to take them on (Friedrich et al., 2009). There are diverse components to this process and a multitude of factors which impact whether and how it occurs. However, teams and corporations should build harmonious and productive cultures to promote imagination and innovation. To build a consistent leadership paradigm, a pragmatic approach to understanding how a team leads itself can be followed (Friedrich et al., 2009). In the real world, a single person cannot be assumed to be a well-equipped leader in all circumstances. Leaders and team members are urged to take responsibility and the initiative to train themselves so they can adapt quickly and effectively (Friedrich et al., 2009; Senge, 2015).

**Resilience**

Resilience is defined as the ability to prepare and plan for, absorb, recover from, or more successfully adapt to, actual or potential adverse events (Carver, 1998; Luthans, 2002; Rutter, 2006). There is a considerable volume of literature on resilience, as well as coping mechanisms and causes, such as social reinforcement, inner strengths, and behavioral and problem-solving capabilities that are also beneficial for an individual’s appraisal of and coping with adversity (Robertson, Cooper, Sarkar, & Curran, 2015; Vanhove, Herian, Perez, & Harms, 2016; Vera, Samba, Kong, & Maldonado, 2020). Human resilience is the capacity of people to absorb the tension that emerges from adversity to work back to a normal level and to recover from the adversity. It may refer to an organization’s capacity to continue operating in the face of turbulence, such as financial difficulties, natural disasters, and organizational interruptions (Athota, Budhwar
& Malik, 2019; Ludwig, Walker & Holling, 1997). The emphasis has been on lowering risks, reducing complexity, and mitigating the issues surrounding adversity at the lowest possible expense. With an emphasis on problem solving within organizations, most research on organizational resilience has concentrated on improving prevention processes, practices, and procedures aimed at recognizing significant structural vulnerabilities and why these weaknesses occur (Vera et al., 2020). Multiple variables such as slack capital, strategic human resource management systems, and information retrieval and control systems may help businesses return to normal functioning following disasters (Carver, 1998; Holmberg, Larsson & Bäckström, 2016).

In order to be successful in a crisis, a person and an organization must be able to withstand not only the onset of the crisis, but the duration of the crisis at many levels. Crisis does not only affect the leader, it alters the leadership and those who work with the organization (Holmberg et al., 2016). A leader’s welfare and safety are impaired when they are under heightened, unpredictable tension. In addition to cultivating resilience, leaders’ organizations must also incorporate resiliency into their leaders and institution.

External events, such as political legislation or technical advances, may also cause the need for resiliency (Besuner, 2017). Companies can train their executives for future turbulent scenarios by helping them prepare for emerging crisis issues before they arise. Individuals with high tolerance are very resilient during a crisis and are able to work effectively with little or no adverse effects during a crisis. When companies bring in a new generation of leaders, the leadership and development team must recognize the resiliency growth needs of the leadership development programs. This intervention would
help the company defend against instability, as well as better handle such uncertainties (Athota et al., 2019; Holmberg et al., 2016; Vera et al., 2020).

In turbulent times, it is important to remember that it is not just the leader who must be resilient. The staff and frontline administrators should be able to confront crisis conditions and work out of them effectively. Besuner (2017) explains that the effectiveness of a company depends on the willingness of its workers to persevere in their jobs amid the adversity they face. Employers should expect workers to show endurance. In addition to showing endurance, a positive outlook and positive affect will improve how someone reacts to disturbance or disaster, as well as how easily they will come back. Similarly, if any individual or team reacts negatively, they are less likely to respond resolutely in working towards a target (Athota et al., 2019). Vanhove et al. (2016) sought to investigate how leader activities during periods of anxiety and crisis can affect team member behaviors. The investigators concluded that transformational leadership habits, including staying cool and talking clearly in a crisis, elevated the beneficial results for the team members, which culminated in overall team resilience.

**Moral Purpose**

Legitimate and credible role models practice what they preach and make principled and fair choices while using frequent, two-way communication to define ethics and create moral codes for the organization and infuse the organization with principles that will guide the actions of all employees. That can be observed and emulated by others (Brown & Treviño, 2006; Brown, Treviño, & Harrison, 2005; Kaptein, 2019; Strother, 1976; Treviño, Hartman, & Brown, 2000). Moral purpose is about both the ends and the means of accomplishment. The ultimate goal is to make a difference in the lives of
subordinates, but all the other ways of getting to that point must also be taken into account (Kaptein, 2019). In addition, leaders who have a sincere moral purpose will still have their judgement clouded if ideas are not questioned through the complexities of transformation, the give and take relationships, and the ideas produced by new understandings (Kaptein, 2019). If the decision-makers refuse to recognize, embrace, and make an attempt to work around obstacles, they might leave reform initiatives emasculated. People should feel as though they are actively adding to the success of their work. If so, they can build a future for the business that involves them. Employees in an organization value what they help build, even though it is not always apparent (Treviño et al., 2000). A transition within an organization (and culture) can be made possible if leaders provide clear meanings and procedures, while also maintaining the symbolic identity of the organization. When a company succeeds in self-preservation, transition becomes a catalyst for hope for the future, and an incentive to preserve the true sense of development. Beliefs, principles, behaviors, authority, communications, and awareness are required to decide whether a program reflects the status quo, a transition, or a desire for organizational reform (Treviño et al., 2000). Knowing an organization's culture and finding opportunities to improve it also defines what positions are appealing and fulfilling for workers. In an atmosphere that does not inspire, educate, or compensate workers, they could depart for another opportunity (Emler, 2019; Warrick, 2017).

**United States Navy Submarine Commanding Officer**

Command at sea is the jurisdiction and authority exercised by officers of high rank over submarines, surface ships, and aviation squadrons. Command of a submarine is the peak of the submarine officer's career (Laing, 2009). It is a moment when the
submarine officer has risen to full battle readiness, or in Navy terms, the tip of the war fighting spear (Laing, 2009). The mantel of submarine command carries with it a strong responsibility of the command of the sea. In no culture is one person responsible for any part of life, to the degree that a submarine captain is (Chatfield, 2009; Laing, 2009).

**What Makes a Submarine Commander?**

The history of U.S. Navy submarine commanders could be written as a dissertation on its own, but for the sake of this study, concentration will focus on the path of leadership. The path to commanding officer starts as a new Navy ensign, as shown in Figure 2, the lowest rank in the U.S. Navy officer paygrade. After completion of undergraduate study, the preparation period starts for a prospective Naval submarine officer. The first phase is Officer Candidate School (OCS) – a 12-week course geared to college graduates that trains them to be a Navy officer. After graduating OCS, freshly commissioned Officers then go on to undergo specialized training in Navy Nuclear Propulsion. This involves an advanced curriculum that is regarded as one of the most challenging in the world – rivaling the top-notch nuclear programs across the Country ("Navy recruiting command," 2021). It is a hard path for a new ensign to make it up the ladder to become a commanding officer. For 100 ensigns entering service, only eleven would be promoted to serve as commanding officers (Bay, June 18, 2012).

**Junior Officer Tour.** A junior officer must attend various submarine officer technical courses such as a 10-week submarine officer basic course that trains new officers in nuclear-powered submarine theory and operation. The junior officer attends instruction in leadership that imitates the first tour of a Division Officer in order to prepare officers for becoming Division Officer leaders. The key theme in the course is
the importance of creating and sustaining an effective work environment, as well as having constructive leadership and control of resources. The Navy Leader Development Strategy (NLDS) assigns the following outcomes for the average rank of a Division Officer: Understands and lives relationship of Oath to Navy Core Values, Personal values consistent with Navy Core Values, Practices sound judgment, Enforces rules, regulations and procedures, is a valued team leader, and Fosters loyalty up and down the chain of command. The Navy Leadership Competency Model (NLCM) assigns the following competencies to the Division Officer Development program: Accomplishing Mission, Leading People, Leading Change, Working with People, and Resource Stewardship ("Naval leadership and ethics center," 2020). After successful graduation of all required courses, the junior officer reports to their first submarine and gets the first taste of submarine duty. The tour generally lasts for 30 – 36 months and during that time the young officer is receiving leadership training in a myriad of subjects. The first and foremost is getting qualified in supervising the sophisticated nuclear engineering systems.

The junior officer also gets assigned to various divisions within the submarine to serve as a division officer and to learn about all of the submarines various weapons, electronics, and engineering systems. The opportunity to lead is significant, and the Chief Petty Officer— the subject matter expert and senior member of the division, takes part in the training process to help the junior officer learn and to provide valuable leadership lessons along the way. During the assignment, the junior officer takes part of being in charge of damage control (fires, flooding, battle stations) teams, trains and qualifies to lead the ship in command and control, and eventually earns the coveted gold submarine dolphin insignia that signifies the officer is now qualified in submarines and can
effectively lead the ship in a fight, if needed. The junior officer has advanced in rank and is usually a Lieutenant, as shown in Figure 2, when departing the submarine for their first shore rotation.

**Department Head tour.** The Navy Lieutenant returns to a different submarine after their shore duty and successful graduation of the Submarine Officer Advanced Course (SOAC), which is twenty weeks of instruction in preparation for increased responsibilities as department heads that provided extensive instruction in tactics, sonar, weapons, fire control, navigation and operations ("Naval Education and Training Command," 2019). After completion of SOAC, these prospective department heads attend an Intermediate Leadership Course (ILC) that will prepare intermediate officers heading to Department Head positions or positions of similar responsibility by promoting professional growth in ethics, self-awareness, leader development, and decision making. ILC is an education class, not a training class, taught using an adult learning environment that benefits from seminar participation (Naval Leadership and Ethics Center, 2020).

The second tour officers report to their second submarine command to serve as the department head within their respective department: Engineer, Weapons, or Navigator. The assigned department head job is for the tour of approximately 24 months. The department head is responsible to the Commanding Officer (CO) for the efficient management of their department (Brown, 2012; College, 2013; Command, 2020). As the representative of the Commanding Officer, the department head is responsible for and reports to the CO about all matters that affect the department. That includes administrative matters, the operational readiness of the department, and the general condition of equipment. The department head also serves as a mentor to all junior officers.
onboard the submarine. During a successful department head tour, the department head will usually be selected for a position as executive officer, the second in command on a ship, and is advanced to the next higher rank of Lieutenant Commander (Gillen, 2019; Joshua, 2018; Laing, 2009).

**Executive Officer tour.** Continuing up the ranks, the prospective executive officer reports to their third submarine to serve as second in command, after attending multiple technical courses and the Executive Officer Leadership course (Navy, 1990). The executive officer is responsible managing day-to-day activities, such as maintenance and logistics. The executive officer supports the Commanding Officer freeing them to concentrate on tactical planning and execution. The executive officer also takes charge of the submarine the absence of the Commanding Officer (Gillen, 2019). During their successful tour as executive officer, the Lieutenant Commander is advanced to the rank of Commander (see figure 2) and is notified that orders to command a U.S. Navy submarine will follow. This notification sets additional coursework in motion, notably more leadership training.

<table>
<thead>
<tr>
<th>Paygrade</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-10</td>
<td>Admiral</td>
</tr>
<tr>
<td>O-9</td>
<td>Vice Admiral</td>
</tr>
<tr>
<td>O-8</td>
<td>Rear Admiral (Upper Half)</td>
</tr>
<tr>
<td>O-7</td>
<td>Rear Admiral (Lower Half)</td>
</tr>
<tr>
<td>O-6</td>
<td>Captain</td>
</tr>
<tr>
<td>O-5</td>
<td>Commander</td>
</tr>
<tr>
<td>O-4</td>
<td>Lieutenant Commander</td>
</tr>
<tr>
<td>O-3</td>
<td>Lieutenant</td>
</tr>
<tr>
<td>O-2</td>
<td>Lieutenant (Junior Grade)</td>
</tr>
<tr>
<td>O-1</td>
<td>Ensign</td>
</tr>
</tbody>
</table>

*Figure 2. Navy Officer Rank Structure*
Commanding Officer

The path to Commanding Officer takes approximately 17 years, four submarine assignments and scores of technical and leadership-type courses once a junior officer puts on their ensign stripe. The commanding officer, like the Chief Executive Officer (CEO) of a major company, is the head of a naval command (Marquet, 2012). To ascend to the rank of commanding officer takes time, expertise, credentials, and personal characteristics, such as leadership, inspiration, intellect, coordination, teamwork, and analytical thinking (Brown, 2012; Hagerott, 2008). Unlike other CEO positions, U.S. Navy commanding officers are carefully vetted through a lengthy and comprehensive procedure, for which all criteria are tested and then validated (Joshua, 2018; Provencher, 2015).

Charge of Command. The charge of command is frequently compared with a chain of command. The chain of command is an official hierarchy of authority and control that enables the transfer of resources, knowledge, and tasking (Richardson, 2016a). Decisions are taken at the highest levels of the organization, or over the broadest regions, based on the structure of the organization. Members of a chain of command may come and go with or without official recognition, but with respect to the charge of command, a change of command is expected between the outgoing and incoming commanding officers, according to the Department of the Navy (1990). The change of command is a ceremony to share in the joy of the beginning and end of leadership (Navy, 1990). The aim of the charge of command is to create a focal point of authority within an organization. Commanding officers are the trustworthy instruments of leadership as outlined in the charge of command by the Department of the Navy regulations. In short,
the commanding officer's power is absolute, duty is irrefutable, and transparency is critical (Navy, 1990; Richardson, 2016a). Therefore, the basic concept of confidence is fulfilled as commanding officers combine their power with duty and actions to carry out the U.S. Navy mission (Navy, 1990; Richardson, 2016a).

**Leadership.** The requirement for exemplary conduct for commanding officers is mandated by law. "Requirement of exemplary conduct" states,

> All commanding officers and others in authority in the naval service are required to show in themselves a good example of virtue, honor, patriotism, and subordination; to be vigilant in inspecting the conduct of all persons who are placed under their command; to guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Navy, all persons who are guilty of them; and to take all necessary and proper measures, under the laws, regulations, and customs of the naval service, to promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge. (p. 1968)

Command is the cornerstone on which the United States Navy is reliant. Authority, commitment, and integrity are three facets of leadership which are the pillars of Command. Successful leadership is compromised if all of these values are not upheld. Further, a commanding officer's power must not be greater than what is acceptable for his or her role. This widely accepted reality has served as the pillar of our Navy since 1775 (Richardson, 2016a).
Leadership Development. Leadership development (Appendix A) in the United States Navy emerged from the Department of the Navy's (DoN) Leader Development Framework ("Naval Education and Training Command," 2019). In essence, leadership standards for all U.S. Navy personnel are rooted in the core attributes of accountability, integrity, toughness, and initiative as the expression for the Navy's core values of honor, courage and commitment ("Naval Education and Training Command," 2019). The DoN Leader Development Framework combines character, competence and connections in leadership development. To regain leadership's value in the U.S. Navy's operational climate, the United States Navy Chief of Naval Operations released an all-U.S. Navy message, “One Navy Team,” to outline how the Navy can cultivate leaders who embody organizational excellence, strong character, and resilience through community at any level of seniority (Richardson, 2016b). The specifics for leader development would be influenced by community leaders; however, the principles explored in this Framework will extend to the entire Navy Team. The position of commanding officers involves prudence and ethical conduct ("Naval Education and Training Command," 2019; Richardson, 2016a). Thus, officers cannot become a commanding officer without extensive leadership training. Leadership development is continuously required during the entire development of a U.S. Navy officer's career ("Naval Education and Training Command," 2019; "Naval leadership and ethics center," 2020).

Gaps in Research

Despite the substantial research conducted in the subject of leading during turbulent times regarding the role of commanding officers in the United States Navy, there is no research conducted on the leadership attributes of personal temperament,
concern for the collective interest, resilience, and moral purpose of exemplary submarine retired commanding officers in times of crisis. After the actions of September 11, 2001, the demands of commanding officers are getting more nuanced as the world grows more unpredictable (Sestak, 2020). Literature is lacking regarding the leadership attributes of U.S. Navy commanders, much less U.S. Navy submarine commanders. The nation trusts the submarine commanding officers to take the submarine and crew to sea without direct assistance, and to do the assigned task while enduring the most hostile and turbulent conditions. Good leadership attributes and ethical conduct are extremely important. Those two traits alone contain integrity, strength, patience, and stability. Positive leadership and behavior keep the commanding officer and sailors to high expectations, while also making positive improvements and noticing and reinforcing choosing right over wrong. Lastly, the opportunity to adapt the leadership structure outlined by Doris Kearns Goodwin in her book, *Leadership in Turbulent Times* (2018) will be helpful to learn, and to see how the application of such attributes would affect submarine commanding officers in leading their submarine crews.

**Summary**

The book, *Leadership in Turbulent Times* (Goodwin, 2018), details the chronicles of four United States presidents that each faced turbulence during their time in office. Goodwin (2018) describes universal traits, perhaps hereditary, but certainly nurtured. Her study of each president's development will help leaders realize what greatness demands in their workplace. She demonstrates that deserving champions gain success less through cognitive or physical talents than from their own grit and resolve. The book was the basis of this review of current and seminal literature on exemplary United States Navy
submarine commanders during turbulent times after the tragic attacks on September 11, 2001. The literature provided scholarly and practical insights on the leadership attributes of personal temperament, concern for the collective interest, moral purpose and resilience.

A comprehensive analysis examined the theoretical foundation of transformational, transactional, situational and servant leadership and explored them through the lens of leadership during times of crisis. An analysis of the different military roles and the importance of a leader’s sense of responsibility was conducted. The study contained comparisons and contrasts between theories, but concentrated mainly on leadership effectiveness and the applicability to military leadership.

Finally, the career development of United States Naval Officers and the leadership path to become a United States Navy submarine commanding officer was addressed. It was important in the review to include the leadership development and the multitudes of training courses the submarine officers attended before given the humbling responsibility of commanding a ship and its crew.

The synthesis matrix, which helped to organize the research that was utilized in this study, can be found in Appendix B.
CHAPTER III: PROPOSED METHODOLOGY

Overview

This qualitative study analyzed how exemplary leaders lead their organizations through turbulent times by using the attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. Within Chapter III the following are discussed: purpose statement, research questions, research design, population, sample, instruments, validity and reliability, data collection procedures, data analysis, and limitations. The chapter concludes with a summary. Throughout the research, the term turbulence team refers to four students from Brandman University who served on this thematic team, guided by two faculty professors, who engaged in the research design and implementation. Chapter III describes the methodology that the thematic team selected for this phenomenological study.

Purpose Statement

The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders practice when they lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary Navy submarine commanders lead their commands through turbulent times using personal temperament?

2. How do exemplary Navy submarine commanders lead their commands through turbulent times using concern for the collective interest?
3. How to exemplary Navy submarine commanders lead their commands through turbulent times using resilience?

4. How do exemplary Navy submarine commanders lead their commands through turbulent times using moral purpose?

**Research Design**

The research design is the strategy that allows researchers, if executed properly, to find answers to the research question or questions which prove or disprove the hypothesis (McMillan & Schumacher, 2010). The need to match study design explicitly with research questions rises with a variety of research questions (McMillan & Schumacher, 2010). In deciding the appropriate research methodology for this analysis, the thematic team examined various methods that would enable the discovery of actions of exemplary leaders to lead their organizations through turbulent times using the four attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

The researcher was a member of a thematic research team of 4 doctoral students which was supervised by two professors. In addition to this study, one researcher looked at discovering and describing the behaviors of retired U.S. Army First Sergeants who lead their companies through turbulent times during their active-duty service. The study considered their actions while deployed in combat operations in Afghanistan throughout Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS). The second team member undertook to discover and describe behaviors that exemplary leaders in for-profit organizations used to lead their organizations through the turbulent times of the COVID-19 crisis. Finally, the third team member analyzed and described the behaviors
that exemplary superintendents practiced leading their school districts through turbulent times.

The turbulence team and the two faculty members consulted, debated, and agreed that qualitative analysis was the most appropriate method to identify the attributes of the leaders. When a researcher needs to collect personal observations of a certain experience to understand what it means to the people in question, they choose qualitative methodology (Morgan, 2011). Qualitative methodology is a tool used to gather knowledge, primarily by text, based on the interpretation and ideas of the researchers (Creswell, 2014). McMillan and Schumacher (2010) describe qualitative studies as a way to investigate the operation of social interaction in a complex environment. The turbulence team thus found that the qualitative methodology satisfies the special needs of the phenomenon of leadership attributes during turbulent times. This concept was extensively investigated using qualitative methodology.

The phenomenon for this research is a turbulent environment in which an exemplary leader will make life or death decisions for subordinates in a command organization. The thinking processes which a leader undergoes, and the way the leader trains his people for the task, are part of the phenomenon and germane to this study (Osborne, 1994). Phenomenological method attempts to collect data utilizing the informed experience of research subjects (Osborne, 1994). This methodology was selected because it allowed the researcher to examine leadership traits in a turbulent environment through the collection of lived experiences of the participants. Phenomenology is used to understand how people think and behave in specific situations. It facilitates reflection on what thoughts and feelings are occurring in the individuals who
are involved in the phenomena. The purpose of the researcher is to understand the person’s life environment and to extract an account of the experience from the person who was involved in the phenomenon (Bentz & Shapiro, 1998). Under ideal conditions, the researcher, as a self-observer or participant observer, acquires a direct understanding of the research participant’s, or subject’s, feelings and conceptions of the experience. This must be done in such a way that the observed behavior of the subject matches as closely as possible their reported responses (Bentz & Shapiro, 1998).

Phenomenological analysis encompasses the experiences of an individual, or group of individuals, who have a specific trait in common (Moustakas 1994), which in this study includes specific leadership attributes of exemplary leaders during turbulent times. Phenomenology does not require generalizations and unbiased findings. Instead, this phenomenological work is focused on analyzing the individual perspectives of exemplary leaders during times of crisis (Moustakas, 1994). The responses of the test participants were assumed to be accurate even though the knowledge could not be extended beyond the sample (Moustakas, 1994).

This research explores specific leadership behaviors that occur during turbulent times by analyzing in-depth interviews with 10 exemplary United States Navy retired submarine commanding officers. The objective of this qualitative research was for exemplary leaders to acknowledge a phenomenon's richness by discussion. The study was coded to classify commonalities, ideas and compatible characteristics after the collection of data (Patton, 2015).
Population

The population of a study is the category of subjects that "conforms to specific criteria" and that is to be generalized by the researcher (McMillan & Schumacher, 2010, p. 129). Creswell and Plano (2011) defined a population as a collection of individuals or objects within a certain group known to have common characteristics of traits. The population of this study included United States Navy nuclear submarine qualified commanding officers. In the United States Navy, there are approximately 85 active submarines and multiple onshore commands that contain approximately 300 naval submarine commanding officers. The data is limited to the exact number of submarine commanding officers in the United States Navy at any given time due to the security restrictions of the U.S. Navy and the number of personnel entering and exiting the service each day. The population of this study was all 300 United States Navy submarine commanding officers (Navy Recruiting Command, 2020).

Target Population

The study for the whole population was generalized on the basis of outcomes from the target population. McMillan and Schumacher (2010) discussed the value of having a clearly defined target group for the purpose of a study. The target population was identified by Creswell (2014) as a community of subjects with core traits, enabling the research to examine and generalize observations on the findings. The United States Naval Recruiting Command reported in 2010 that there were approximately 80 American submarines in service all over the world. Of the 80 American submarines in service, 18 of them have two commanding officers due to the two-crew configuration. This statistic alone brings the total qualified submarine commanding officers to 98. Submarine
squadrons, Naval schools, and the Pentagon are popular locations for submarine commanding officers that have transferred from command and those billets raise the number to approximately 300 (Navy Recruiting Command, 2020). For this study, the population is all United States Navy nuclear submarine qualified commanding officers. Due to the large geographical area of the United States Navy and the large number of submarines and shore command locations, all United States Navy nuclear submarine qualified commanding officers could not be studied. As a result, the researcher decreased the target community to a sample that could be managed with a population too large to perform qualitative research (Creswell, 2014).

Since this was a qualitative study, it was impossible to access all United States Navy submarine commanding officers. Time, geographic restrictions, and expenses are some of the reasons why the entire population of the submarine commanding officers could not have been researched. Instead, the writer selected a section of the population for this analysis as the target population. The cities of Groton, CT; Norfolk, VA; and Kings Bay, GA were included in the target population. These three cities contain the highest saturation of retired submarine commanders because of the close proximity of many federal government contractors, submarine builders, and the Pentagon. These organizations allow former commanders to further their career after military retirement due to their direct insight and knowledge of submarine construction. The researcher additionally reduced the target population to 100 retired submarine commanders who met the study requirements established by the thematic team as exemplary.
Sample

The collection of participants chosen from the population to be considered for the study by the researcher is called the sample. The sample is defined by McMillan and Schumacher (2010) is "a group of individuals from whom data is collected" (p. 129). The sample is described both by Patton (2015) and Creswell (2014) as a collection of persons, objects, or items taken for measurement from a broader population. To ensure that the results from the study sample can be obtained across the entire population, the sample must be representative of the population. The sample size is generally small for a phenomenological approach (Morgan, 2011). The samples for this research were obtained using a specific military characteristic that decreases the number of possible respondents.

Purposeful sampling is one where specific persons and locations are selected for their research experience rather than for random sampling, where everyone has a level playing field (Creswell, 2005). McMillan and Schumacher (2010) defined purposeful sampling as when the researcher “selects a sample that is representative of the population or that includes subjects with needed characteristics” (p. 138). This study selected as the purposeful sampling as the method for sample selection based on the criteria of United States Navy submarine commanding officers who each have at least fifteen years of service. The commanders all actively commanded a submarine during the time of the Global War on Terrorism from September 2001 to December 2009, and each was personally awarded the Meritorious Service Medal or above for performance of their duties while holding a position of command. All are retired from active duty. Since turbulent leadership experiences are the criteria for the phenomenon of this research, all samples come from a context that included leading in turbulent times. In phenomenology,
it is important to pool people who have had defining encounters (Morgan, 2011). The number of people chosen for this study is known to be adequate to provide a cross section of experiences without being too large to complete in an acceptable period of time.

For the researcher, the snowball sampling strategy succeeded in expanding the net of potential participants. Each participant was asked during the interview for recommendations on how to attract other retired commanding officers with their experience using the criteria of United States Navy submarine commanding officers who each have at least fifteen years of service. The commanders all actively commanded a submarine during the time of the Global War on Terrorism from September 2001 to December 2009, and each was personally awarded the Meritorious Service Medal or above for performance of their duties while holding a position of command. With each interview, the snowball sample becomes larger due to the multiplying referral system (McMillan & Schumacher, 2010). This method began when the researcher contacted his network of veterans when he was in active service. Subsequently, the researcher asked them to help locate the required list of ten participants to complete this study.

For all research studies, the sample size is a critical issue. The sample size is influenced by the balance between breadth and depth within the sample. Russell and Gregory (2003) state that research with smaller samples will analyze more thoroughly the experiences of the subjects, whereas research with large samples normally relies on a limited range of experiences. Research using an overly small sample may have unusual results, posing validity concerns (Russell & Gregory, 2003). The sample size is typically smaller in the phenomenological study than in grounded theory or ethnography studies. Robson (2016) provides the following sample size guidelines: "You continue to go as far
as ‘saturation,’ when there appears to be little or no further data collection to what you have learned” (p. 199). Qualitative researchers determine how thoroughly and completely the research questions are answered in the sample for a given study (Russell & Gregory, 2003). The study sample for this research will be ten Groton, Connecticut area United States Navy submarine commanding officers who each have fifteen years of service. They all actively commanded a submarine during the time of the Global War on Terrorism from September 2001 to December 2009 and each was personally awarded the Meritorious Service Medal or above for performance of their duties while holding a position of command. All are retired from active duty.

![Diagram of population target population sample]

*Figure 3. Population-Target Population-Sample.*
Instrumentation

The researcher is the critical element during qualitative analysis (Patton, 2002). For this study, the author was used as an instrument to perform research by asking specific predetermined exploratory questions of each participant. This researcher documented the questions and answers and transcribed them confidentially. The study collects knowledge from a systematic method through close observation (Creswell, 2007). A common tool used in research analysis is to interview (Creswell, 2013). The competency of the researcher who performs the interviews is the key during this type of study. The researcher has substantial involvement in the submarine community. His experience includes serving in the United States Navy submarine force for 22 years, working for a defense contractor, and working for the country’s largest Naval shipyard where submarine repair is the most common work that is undertaken. His involvement as a leader in the submarine force gives him the essential background and experience to examine the lived experiences of other submarine professionals.

A phenomenological analysis using structured interview techniques and follow-up questions for the processing of data appropriate to the sample was determined by the turbulence thematic research team (Patten 2012). The researchers created open-ended questions based on the intent of the analysis in order to collect knowledge that reflects the submarine commanders’ lived experiences during turbulent times (Patton, 2015). The researchers developed structured questions consistent with the four attributes of exemplary leadership during turbulent times: personal temperament, concern for the collective interest, resilience, and moral purpose.
The turbulence team created open-ended research. The researchers each took a research question and were assigned to develop three questions for their designated attribute. The team’s questions correlated to personal temperament, concern for the collective interest, resilience, and moral purpose. The two faculty members, who are the advisory group, also consulted with the turbulence team to achieve agreement on the final questions, to review the supplemental inquiries in order to gain further details, and to develop interview protocols.

Table 1

Alignment Table

<table>
<thead>
<tr>
<th>Leadership Variables</th>
<th>Interview Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Purpose</td>
<td>1-2</td>
</tr>
<tr>
<td>- Brown (2006); Brown (2005); Kaptein (2019); Strother (1976); Treviño (2000)</td>
<td></td>
</tr>
<tr>
<td>Collective Interest</td>
<td>3-4</td>
</tr>
<tr>
<td>- Alexander (2011); Goldsmith (1987); Steffens (2016); Arjoon (2018)</td>
<td></td>
</tr>
<tr>
<td>Personal Temperament</td>
<td>5-6</td>
</tr>
<tr>
<td>Resilience</td>
<td>7-8</td>
</tr>
<tr>
<td>- Carver (1998); Luthans (2002); Rutter (2006)</td>
<td></td>
</tr>
</tbody>
</table>

After the faculty's final input as the advisory group, the researcher started field testing the questions and accepted protocols. The turbulence team created the field test interview to mimic how real interviews will be performed during data collection. The thematic researchers carried out field tests in July 2020. The interview questions were checked in the field so that the interviewer provided input and made appropriate
adjustments before performing field work (Creswell, 2014). The field test subject for this research was an exemplary submarine commander, as described in the research, but who was not included in the analysis.

During the field test, the researcher spoke momentarily about the research and introduced the informed consent and Brandman Bill of Rights. The researcher had an independent, expert field observer. This observer was an exclusion from the corroborated interview process (Patten, 2012). A qualitative analysis was conducted by the expert observer who had an earned doctorate and experience in qualitative research at Brandman University. The observer acted as a process analyst, making observations and suggestions to the interviewer during the field test interview. Notes were taken on how the interviewer performed the interview, how anxious the researcher was, how organized the interview was, how the interview process was made transparent and if the interview questions were clear and precise. In order to clarify the procedure, the interviewer and observer met to discuss the field test interview, discuss improvement points, and make recommendations for upcoming interviews. The researcher was briefed by the expert observer and field test interviewee and obtained information from the faculty panel in order for all members of the turbulence team to finalize the interview questions.

**Validity**

Roberts (2010) described validity as example of the research's soundness. In fact, the research design and methodology of the study contribute to the validity. Validity in data collection means that the measurements actually reflect the phenomena that the researcher is trying to test. Researchers use a number of techniques to check the authenticity of the evidence being collected, while ensuring the mechanism used to
record the findings was correct. The thematic team developed the interview instrument with expertise from two University professors of organizational leadership who are research experts in organizational leadership. The questions were field tested by the four thematic students within their unique sample. Each of the thematic students used the same interview questions with their individual study population (Appendix A).

The accuracy of information collected by researchers requires confirmation that the qualitative questions in the research questionnaire contribute to the validity of the research (Patton, 2015). The researchers used the authenticity of the findings to ensure that conclusions were based on the obtained evidence to avoid any confusion. The researcher is the instrument for this analysis and expertise with qualitative studies thereby reduces limitations. To overcome the limitations, the researcher used the following steps:

1. Using a subject that was not part of the sample, the researcher conducted a field test with an exemplary submarine commander, who led his submarine crew through turbulent times, before conducting the actual data collection. Before beginning the interview in the field test, the researcher tested the interview procedures, such as obtaining the Brandman Informed Consent and reiterating the confidentiality of the interview. The researcher recorded the interview questions and answers with the Zoom recording feature to compile the data. The researcher also engaged an expert who has expertise in qualitative data interview techniques and who has an earned doctorate from Brandman University to observe the consistency of the data collection in the field-testing interview.

2. Together with the faculty, the turbulence team produced and refined the eight qualitative interview questions based on feedback from the observer and the
interview participant. The turbulence team analyzed interview questions and used an immersive approach to address the importance of each question. In order to ensure proper consistency with the interview questions, the turbulence team worked closely together verifying the interview question alignment with the research questions.

Reliability

Roberts (2010) described reliability as the level to which the process of analysis achieves consistent and standard outcomes. A specific process is called accurate if it is performed to the same measurement item several times with the same effects. Qualitative analysis needs data collection reliability to demonstrate that the tools used for the interview procedures are clear and objective. Reliability also requires that the interviewing of subjects is precise and comfortable. Subjects should completely understand the questions of the interview (Creswell, 2008). In order to ensure that all participants in this study were asked the same questions using the same method, the researcher used an interview guide and a script as developed by the thematic team.

Internal Reliability of Data

Internal data reliability is metric-based on the similarities of different subjects in the same task (or on a broader task sub-scale). It tests whether many things proposing the calculation of the same general system create identical values (Creswell, 2008). Data triangulation involves cross-checking of the collected details to ensure accuracy. Methods of triangulation can involve several parties monitoring interviews and matching transcripts of interviews with written program records documenting the interview claims (Creswell, 2008). This research analysis used a four-member turbulence research team.
with each researcher examining the exemplary leadership during turbulent times phenomena on an explicit type of exemplary leader. The thematic research team established the same purpose statement, research questions, and data collection methods. The thematic team collaborated as a collective to identify and analyze the outcomes of each researcher’s study. Each researcher gathered various pieces of documentation, including artifacts and field observations, which the academic scholar used in field interviews to check and confirm the information obtained. Research findings also expanded the accuracy of the analysis by the variety of methods used for collecting and testing information.

**Intercoder Reliability of Data**

After data collection, the researcher checked, transcribed and coded the data. For the thematic team, the researcher provided another team member ten percent of the data obtained for their independent analysis. Patton (2015) refers intercoder reliability as the degree to which two or more separate coders comply with the use of the same coding scheme to code material of interest. In surveys, such coding is mostly used in response to open-ended questions, but coding may be used for the study of other forms of written or visual material in other types of research. After the turbulence team member had performed the data analysis, the researcher checked the reliability standard of the intercoder. Lombard, Snyder-Duch, and Bracken (2002) described intercoder reliability as “coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices” (p. 589). The method of reviewing evidence with an impartial investigator has provided a degree of reliability (Patton, 2015).
External Reliability of Data

External reliability of data enables an unbiased study to replicate the study survey and produce the identical assumptions with the similar findings (Patton, 2015). Phenomenological work finds it difficult to reproduce external data reliability, since phenomenology depends on the subject's lived experiences for qualitative evidence. Subjects in a review of phenomenology have their own individual observations, making replication more difficult.

Data Collection

For this research analysis, the researcher, due to the global COVID-19 pandemic, focused on Zoom video interviews with 10 exemplary retired submarine commanding officers to collect evidence. The researcher documented the interviews electronically, copied the files and stored them in encrypted files that used password protection. The researcher kept all signed informed consents, written materials and transcripts generated during the data collection process locked in a safe location. The phase of data collection started after the researcher had completed the Brandman University Internal Review Board process (BUIRB). The BUIRB procedure demands that each researcher apply for approval of all research proposals that include human subjects before launching a study. The BUIRB is responsible for securing the interests of participants in research programs by requiring the following:

• the rights of the participants to give informed consent;

• protection and security from unacceptable risk;

• guided study using ethical standards as illustrated in the Belmont Report;

• research performed with competence and integrity;
• research complies with all relevant legislation, rules and regulations; and
• confidentiality of the contact details of the study participants.

This researcher attained The National Institutes of Health (NIH) certification to secure human study participants. During the process of the analysis the researcher maintained the interests of all test participants. The interviewer presented the informed consent documentation to each applicant and obtained the signed document before the interview proceeded.

**Interview Process**

Once permission was given by BUIRB, the researcher contacted the 10 exemplary retired submarine commanding officers via e-mail to request their inclusion in the study. The researcher arranged for 60-minute Zoom video interviews using the interview questions and follow-up prompts produced for this analysis by the thematic team. When the respondent agreed to participate in the analysis, the researcher arranged the date and time for the interviews, as well as the web address for the Zoom room. The researcher gave each participant notification e-mails with contact details from the researcher, which provided informed consent statements from Brandman University. The researcher received the signed informed consent statements from each individual before beginning data collection and also reiterated the informed consent verbally before continuing with the interview. The interviewer clarified the interview process and continued with the interview using the eight defined open-ended questions that sought out the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. If required, the researcher used probing follow-up questions to acquire additional relevant information during the course of data collection. The researcher used
the Zoom recording feature to collect interview results. As part of the observational evidence the researcher made handwritten notes of the participant's nonverbal reactions.

After the interview, the researcher provided the participants with a comprehensive report from a skilled transcription provider. The researcher recommended that each study participant review the transcribed interview report so that the findings were accurate before data analysis started. Following the quality check of the transcribed interviews by participants, the researcher used the interview transcripts with NVIVO software to identify patterns in respondents' answers to locate commonalities among all interviews.

Data Analysis

Creswell and Guetterman (2019) describe the following six steps to qualitative data analysis:

1. Preparing and organizing the data for analysis
2. Engaging in an initial exploration of the data through the process of coding it
3. Using the codes to develop a more general picture of the data (descriptions and themes)
4. Representing the finding through narratives and visuals
5. Interpreting the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings
6. Conducting strategies to validate the accuracy of the findings. (p. 237)

After conducting the interviews with the retired submarine commanding officers, the researcher examined the 10 transcribed interview documents. The study used the method of coding the qualitative data obtained during field analysis. Coding consists of
the compilation of data from participant interviews and of the processing of data according to patterns (Patton, 2015). Once the field interviews had been completed, the interviewer used a transcription service to transcribe the interviews. After the interview transcriptions were obtained, the interviewer presented the participants with a copy to ensure the interview’s authenticity. When all field findings were done by the researcher and transcribed interviews were validated by the participants, data coding started by using the NVIVO software platform. NVIVO allows the researcher to code a large amount of information and recognize relevant themes from the subject interviews (Patton, 2015). The researcher evaluated each interview to provide a general sense of commonalities in the interviews. Through comparing findings and measurement results, the researcher triangulated the results. The researcher made remarks on the commonalities, and new themes began to emerge. The researcher then started to code the data into common subjects, classes, sub-categories and conclusions (Patton, 2015).

Once the data is organized and coded, the researcher recognizes certain themes. Frequency tables are employed to arrange and present themes in order of occurrence. Further, frequency tables promote the researcher's ability to array vast quantities of collected data in columns that represent various values. There can be a clear relationship between the patterns observed and the research questions in the study. The researcher analyzed four exclusive rudiments of leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose related to Doris Kearns Goodwin’s book, *Leadership in Turbulent Times* (Goodwin, 2018). The researcher worked with the other members of the thematic team to check codes to ensure that the results remained correct after the coding process was done.
Limitations

Roberts (2010) defined limitations as those factors outside the control of the researcher which make it more difficult to generalize the population. There were four key limitations found for this analysis. Location, sample size, time, and instrument were those limitations.

**Location**

The population of the research was a challenge. The United States Navy submarine force has over 300 commanding officers that served between 2001 and 2009 and those commanding officers are in locations all over the world. Due to the wide-spread location of these commanders, the study was delimited to the Groton, Connecticut area. This choice was made due to Groton’s centralized location between Washington, D.C. to the south and the Naval War College to the north. Groton, Connecticut is also known as the “Submarine Capital of the World” and is where most submarine commanders retire when they are done with Naval service because of the number of submarine and submarine system contractors in the area. Thus, it was the best location to find commanders who fit the criteria for the study.

**Sample Size**

The United States Navy submarine force has hundreds of officers who commanded a submarine between 2001 and 2009. Due to the qualitative nature of the study, 10 exemplary retired submarine commanding officers were selected for interviews. The restricted sample size limited generalizations for the sample of the population. In fact, the number of retired commanding officers had to be reduced because of the limitation of the research deadline.
Time

For this analysis, time became a constraint. The interview was already an important component of the study with a qualitative sample method. The interviews for this analysis were restricted to 1 hour, which generated difficulties in acquiring the scope of detail required for the exemplary retired submarine commanding officers to thoroughly answer the research questions. The researcher often encountered time-constraints while conducting the work. To fulfill university deadlines, the data collection duration was reduced to a few months.

Researcher as the Instrument

The researcher is the instrument of conducting a qualitative phenomenological study (Patton, 2015). While the researcher has the necessary qualifications and expertise, with 30 years of experience as a professional submariner with the U.S. Navy, the researcher is limited in the performance of individual subject interviews. The researcher must be responsible for any favoritism, explicit and implicit, when performing field research. During field experiments, the researcher received input from a qualified expert and the respondent to remove bias and predicted outcomes. The use of field tests, data, expertise, and work experience often helps minimize the impact of a researcher's position as the instrument.

Summary

Chapter III concentrated on the qualitative research approach used by the analysis. The purpose statement and research questions presented the framework for the study. The chapter addressed the research design, the sample, the population and the instrument used
for the collecting and preparation of data for the study. In the end, limitations of the study were examined.
CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

This chapter restates the purpose of the study, the research questions, methodology, and the data collection procedure. Demographic information about study participants is summarized before data analysis and summarizing significant findings related to the study’s research questions.

Purpose Statement

The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders practice when they lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary Navy submarine commanders lead their commands through turbulent times using personal temperament?
2. How do exemplary Navy submarine commanders lead their commands through turbulent times using concern for the collective interest?
3. How do exemplary Navy submarine commanders lead their commands through turbulent times using resilience?
4. How do exemplary Navy submarine commanders lead their commands through turbulent times using moral purpose?

Research Methods and Data Collection Procedures

The researcher used the behavioral aspects of personal temperament, concern for common interest, resilience, and moral purpose to define exemplary Navy submarine
commanders’ actions to lead their commands through turbulent times. The major data source was qualitative in-depth interviews with each submarine commander, which provided extensive explanations of the submarine commanders’ lived experiences and how the behavioral aspects studied contributed to their success.

The interview protocol (Appendix C) and interview questions (Appendix D) were established by a team of peer researchers under the supervision of faculty chairs. The interview protocols were structured around four behavioral elements: moral purpose, collective concern, personal temperament, and resilience. Two questions addressed each behavioral attribute. Additionally, the protocols contained one or two probes for each topic to allow participants to go deeper into their experience using the elements and questions. All ten interviews were performed through Zoom, audio captured within the program, and then transcribed using the Otter.ai application (Appendix G). The interviews lasted between 41 and 72 minutes on average.

While the major data sources for this study were the ten in-depth interviews performed, other data sources were employed to confirm the original data sources. The researcher collected 32 artifacts after conducting a study of publicly available artifacts on Naval websites, social media sites, and other publications. Participants’ resumes, newspaper stories outlining submarine command leadership activities, and website and social media comments by Naval authorities and public relations officers about unclassified submarine leadership and crew performance and change of command updates were among the artifacts. The artifacts were used to determine further frequencies of the behavioral attributes in this research. The collection of these artifacts
allowed the researcher to corroborate the information gathered from the interviews in this study.

**Population**

The study population is the category of subjects that "conforms to specific criteria" and is generalized by the researcher (McMillan & Schumacher, 2010, p. 129). Creswell and Plano (2011) defined a population as a collection of individuals or objects within a certain group known to have common traits. The population of this study included United States Navy nuclear submarine qualified commanding officers. In the United States Navy, there are approximately 85 active submarines and multiple onshore commands that contain approximately 300 Naval submarine commanding officers. The data is limited to the exact number of submarine commanding officers in the United States Navy at any given time, due to the security restrictions of the U.S. Navy and the number of personnel entering and exiting the service each day. The population of this study was all 300 United States Navy submarine commanding officers (Navy Recruiting Command, 2020).

**Target Population**

The study for the whole population was generalized based on outcomes from the target population. McMillan and Schumacher (2010) discussed the value of having a clearly defined target group for the purpose of a study. The target population was identified by Creswell (2014) as a community of subjects with core traits, enabling the research to examine and generalize observations on the findings. The United States Naval Recruiting Command reported in 2010 that approximately 80 American submarines were in service worldwide. Of the 80 American submarines in service, 18 have two
commanding officers due to the two-crew configuration. This statistic alone brings the total qualified submarine commanding officers to 98. Submarine squadrons, Naval schools, and the Pentagon are popular locations for submarine commanding officers that have transferred from command, and those billets raise the number to approximately 300 (Navy Recruiting Command, 2020). For this study, the population is all United States Navy nuclear submarine qualified commanding officers. Due to the large geographical area of the United States Navy and many submarines and shore command locations, all United States Navy nuclear submarine qualified commanding officers could not be studied. As a result, the researcher decreased the target community to a sample managed with a population too large to perform qualitative research (Creswell, 2014).

Since this was a qualitative study, it was impossible to access all United States Navy submarine commanding officers. Time, geographic restrictions, and expenses are some of the reasons why the entire population of the submarine commanding officers could not have been researched. Instead, the writer selected a section of the population for this analysis as the target population. Groton, CT, Norfolk, VA, and Kings Bay, GA were included in the target population. These three cities contain the highest saturation of retired submarine commanders because of the proximity of many federal government contractors, submarine builders, and the Pentagon. These organizations allow former commanders to further their careers after military retirement due to their direct insight and knowledge of submarine construction. The researcher additionally reduced the target population to 100 retired submarine commanders who met the study requirements established by the thematic team as exemplary.
Sample

The collection of participants chosen from the population to be considered for the study by the researcher is called the sample. The sample is defined by McMillan and Schumacher (2010) as "a group of individuals from whom data is collected" (p. 129). The sample is described by Patton (2015) and Creswell (2014) as a collection of persons, objects, or items taken for measurement from a broader population. To ensure that the results from the study sample can be obtained across the entire population, the sample must be representative of the population. The sample size is generally small for a phenomenological approach (Morgan, 2011). The samples for this research were obtained using a specific military characteristic that decreases the number of possible respondents.

Purposeful sampling is where specific persons and locations are selected for their research experience, rather than random sampling, where everyone has a level playing field (Creswell, 2005). McMillan and Schumacher (2010) defined purposeful sampling as when the researcher "selects a sample that is representative of the population or that includes subjects with needed characteristics" (p. 138). This study selected purposeful sampling as the method for sample selection based on the criteria of United States Navy submarine commanding officers each of whom has at least fifteen years of service. The commanders actively commanded a submarine during the Global War on Terrorism from September 2001 to December 2009. Each was personally awarded the Meritorious Service Medal or above for performing their duties while holding a position of command and is retired from active duty. Since turbulent leadership experiences are the criteria for the phenomenon of this research, all samples come from a context that included leading in turbulent times. In phenomenology, it is important to pool people who have had
defining encounters (Morgan, 2011). The number of people chosen for this study is known to be adequate to provide a cross-section of experiences without being too large to complete in an acceptable period.

For the researcher, the snowball sampling strategy succeeded in expanding the net of potential participants (McMillan & Schumacher, 2010). Each participant was asked during the interview for recommendations on how to attract other retired commanding officers with their experience using the criteria of United States Navy submarine commanding officers with at least fifteen years of service. The commanders actively commanded a submarine during the Global War on Terrorism from September 2001 to December 2009. Each was personally awarded the Meritorious Service Medal or above for performing their duties while holding a position of command and retired from active duty. The snowball sample becomes larger with each interview due to the multiplying referral system (McMillan & Schumacher, 2010). This method began when the researcher contacted his network of veterans when he was in active service. Subsequently, the researcher asked them to help locate the required list of ten participants to complete this study.

For all research studies, the sample size is a critical issue. The sample size is influenced by the balance between breadth and depth within the sample. Russell and Gregory (2003) state that research with smaller samples will analyze the subjects’ experiences more thoroughly, whereas research with large samples normally relies on a limited range of experiences. Research using an overly small sample may have unusual results, posing validity concerns (Russell & Gregory, 2003). The sample size is typically smaller in the phenomenological study than in grounded theory or ethnography studies.
Robson (2016) provides the following sample size guidelines: "You continue to go as far as 'saturation,' when there appears to be little or no further data collection to what you have learned" (p. 199). Qualitative researchers determine how thoroughly and completely the research questions are answered in the sample for a given study (Russell & Gregory, 2003). The study sample for this research will be ten United States Navy submarine commanding officers who have fifteen years of service and have been stationed in Groton, CT. They all actively commanded a submarine during the Global War on Terrorism from September 2001 to December 2009. Each was personally awarded the Meritorious Service Medal or above for performing their duties while holding a position of command and retired from active duty.

**Demographic Data**

All data were published anonymously to maintain anonymity without identifying the individuals who participated in this study. Each participant was assigned a number between 1 and 10. This study did not identify any participants or military affiliations. All ten participants were exemplary retired submarine commanding officers between 2001 and 2009 and were stationed in Groton, CT. Tables 2 and 3 characterize the research participants according to their criterion fit and demographic characteristics.
Table 2

*Exemplary Criteria: Navy Submarine Commanding Officers*

<table>
<thead>
<tr>
<th>Study participant</th>
<th>Command between 09/2001 and 12/2009</th>
<th>Awarded Meritorious Service Medal or above</th>
<th>Retired from Active Duty</th>
<th>Stationed in Groton, CT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2</td>
<td>X</td>
<td>X</td>
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<td>3</td>
<td>X</td>
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<tr>
<td>10</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 3

*Study Participant Demographic Data*

<table>
<thead>
<tr>
<th>Participant number</th>
<th>Years of Service at Command</th>
<th>Total Years in Service</th>
<th>Age range at Command</th>
<th>Gender</th>
<th>Identified ethnicity</th>
<th>Terminal degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>30</td>
<td>40-45</td>
<td>M</td>
<td>C</td>
<td>MEM</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>31</td>
<td>40-45</td>
<td>M</td>
<td>C</td>
<td>MS</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>31</td>
<td>40-45</td>
<td>M</td>
<td>C</td>
<td>BS</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>28</td>
<td>35-39</td>
<td>M</td>
<td>C</td>
<td>BS</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>29</td>
<td>35-39</td>
<td>M</td>
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<tr>
<td>6</td>
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<td>40-45</td>
<td>M</td>
<td>C</td>
<td>BS</td>
</tr>
</tbody>
</table>

The demographic data gathered from each participant are summarized in Table 4.

All participants served a successful tour as submarine commanding officers. The average age when the participant was in command was between the age of 40 and 45. Two participants were younger at 35 to 39.
The average number of years the submarine commanding officer had in the Navy when taking over command was 18.7 years, and the average of total years of service was 30 years. Four participants held a master of science degree, one participant held a master of engineering management, one held a master of administrative science, and four held a bachelor of science degree.

**Presentation and Analysis of the Data**

**Data Analysis**

The researcher conducted ten interviews using the online interviewing platform, Zoom. The transcription software, Otter.ai, was used in conjunction with Zoom to record and transcribe the interviews. After transcribing the interviews, they were submitted to the participants for verification of correctness. The researcher also located 24 public artifacts (resumes, newspaper stories outlining submarine command leadership activities, and website and social media posts by Naval authorities and public relations officers about unclassified submarine leadership, crew performance, and change of command information) to supplement the interview data. Observations could not be accomplished due to all participants being retired from active duty.

Following transcription of the interviews and receipt of artifacts, they were uploaded to NVIVO and coded. The interviews were the primary source of information for developing the themes, while the artifacts offered evidence to support the information presented in the interviews. The themes were developed in alignment with the study’s research questions. After reviewing the codes and the consolidation and elimination of redundant codes, the data was evaluated and interpreted based on the theme’s frequency and strength.
Reliability

According to Creswell (2012), qualitative reliability is attained when “the researcher’s approach is consistent across different researchers and different projects” (p. 251). This study utilized triangulation of data sources, ensuring the correctness of transcripts and agreement amongst coders on the findings (Creswell, 2012). Two sources of information were employed in this study: interviews and artifacts. Additionally, a peer researcher examined 10% of the data to confirm that at least 80% of the results were consistently reported. Creswell (2012) suggested achieving this level of consistency (80%) to ensure high qualitative dependability. In this instance, there was 91% agreement in the peer researcher's coding.

Research Question Results

Qualitative Data Results

The research team developed an interview protocol (Appendix C) with research questions that addressed the four traits from the turbulence leadership framework used for this study: moral purpose, concern for the collective interests, resilience, and personal temperament. To ensure uniform data collection, each respondent was asked the same questions and probes in the same order. Each interview transcript was equally examined and categorized. Each research question was first coded independently. The researcher next combed through the coded transcripts, identifying similar themes that pertained to all four leadership attributes and the primary research questions.

A detailed analysis of the data from ten interviews and 24 artifacts revealed 14 themes with 527 frequencies. The themes were divided across the four turbulent
leadership attributes. The distribution of themes across the four behaviors is seen in Figure 4.

*Figure 4. Turbulent Leadership Attribute Trait Themes*

With four themes, Collective Interest and Personal Temperament were the most prevalent, followed by Moral Purpose and Resilience with three each. The frequency counts for the themes arranged according to the four attributes are visualized in Figure 5 as numbers and percentages.
With 176 instances, Moral Purpose was the highest frequency count (31 percent). Concern for the Collective Interest was mentioned 128 times (21 percent). At 101, Personal Temperament was the least frequent (19 percent). Finally, 122 times, Resilience was mentioned (28 percent). The next section will go into detail about each of the turbulent leadership attributes.

**Moral Purpose**

Moral Purpose is defined as being legitimate and credible role models who practice what they preach and make principled and fair choices that can be observed and emulated by others. Such leaders use frequent, two-way communication to define ethics and create moral codes for the organization, and infuse the organization with principles that will guide the actions of all employees (Brown & Treviño, 2006; Brown, Treviño, & Harrison, 2005; Kaptein, 2019; Strother, 1976; Treviño, Hartman, & Brown, 2000). Table 4 summarizes moral purpose themes by interview source, artifact, total, and frequency.
Three themes emerged from the research on moral purpose through the interviews and artifacts. These themes were referenced a total of 176 times. Table 4 summarizes the findings. All the participants were vocal when talking about moral purpose.

Communicate directly with their crew had a frequency count of 62 and was referenced in 16 sources (10 interviews and six artifacts). The next highest theme involved all the participants who stated maintain integrity with accountability and personal responsibility, which had a frequency count of 58 and was referenced in 13 sources (10 interviews and three artifacts). Finally, all participants expressed that it was important to build trust; it was referenced 56 times in 13 sources (10 interviews and three artifacts).

**Communicate directly with their crew.** Communicating directly with their crew is the highest frequency theme of 62 regarding the leadership attribute of moral purpose as an exemplary leader during turbulent times. 100% of the participants talked at length about how communicating with the crew was of the utmost importance. Direct communication guarantees that no detail is overlooked, causing difficulties later. In other
words, it assists in pursuing greatness rather than simply avoiding faults (Marquet, 2012).

Participant 1 responded,

In the evenings, after dinner, I would walk the decks and just talk to all of the crew members that were on watch during that time. Since it was a rotating schedule, it was my thing to do after every dinner time. I would spend time just talking to the sailors, communicating with them about how the deployment or time at sea was going, if they had any questions and so on and so forth. This wasn’t formal communication, but it was a way to show the crew that I was generally concerned with what they were thinking and what they were doing. I made it a habit and later during the deployment the sailors would look for my visit and be prepared with a list of subjects to talk about. It was important to them……and to me.

All of the participants had similar stories about their conversations with the crew while walking about the submarine. Participant 4 iterated,

Talk, talk to your people. Very early on, it’s like, we need to know that we can talk about things of no consequence, because there are going to be things in life, things in the Navy that you need to have really hard conversations with me about. And you need to know that I'll listen, and I need to know that you're going to come talk to me, right? So, you talk to them in their work spaces, down in the work out room, in the line for meals, you just walk around you ask them about life, hobbies, family and nine times out of ten they get comfortable enough that they can come talk to you when they really need it.
All participants mentioned all-hands meetings as a collective means for communication with their crew. An all-hands meeting brings together the entire submarine crew to discuss command developments. These meetings are beneficial because they guarantee that all members of the organization in the submarine receive the same information from the commanding officer and in the same manner. Rather than news flowing from person to person or department to department, all-hands meetings ensure that all submarine members are informed and understood. Participant 3 added,

I had a common set of tools that I think every commanding officer had in order to facilitate two-way communications with my crew. We had weekly all-hands calls, I mean, every CO had their common set of tools. They do it in various ways, they achieve the communication goal in various degrees. I made an effort to spend as much time walking the decks as I could and talk to sailors. And I also held individual paygrade calls [E-5, E-6 and so on]. This would put sailors in a position where they feel like they had some peer support and can open up. As leaders, we knew there were several sailors in the crew that were a little more forthright than others, and we would plant questions for the outspoken members of the crew. So, you know, the first guy would ask something pretty benign. And then the next thing you know, the other people would feel free to talk. So, we primed the pump, so to speak. Once that floodgate opens, the sailor who does have something weighty on his mind feels a lot freer to ask.

Leaders of organizations must convey the pathways for providing feedback and highlight how much they value hearing from employees at all levels, especially during a crisis (Holtom, Edmondson, & Niu, 2020). For instance, submarine commanding officers
may provide their crew with communication channels such as speaking with a senior leader, presenting concerns to a regular one-on-one meeting with a department head, and having an anonymous suggestion channel. Participant 1 described the following,

When I took over as commanding officer, I talked to the IT division and had them develop an anonymous email address where I could get leadership suggestions, complaints… I wanted an anonymous location that someone can say I need help, whether it is a hazing event, sexual harassment, or whatever it may be. It was a way for a sailor to communicate with me anonymously and then as a leader, I could go investigate what it was and not upset the mission, at least not right away.

It was another path of communication with my crew.

By conversing with employees rather than just issuing instructions, leaders may preserve or recover some of the characteristics of operational flexibility, high levels of employee engagement, and tight strategy alignment (Evans, 2015).

**Maintain integrity with accountability and personal responsibility.** Maintain Integrity with self and others had a frequency score of 58. Integrity is a comprehensive characteristic that covers the other two characteristics of honesty and trustworthiness. Good leaders are believed to adhere to a strong set of ethical ideals and principles when making decisions. They strive to be objective and equitable (Treviño, Hartman, & Brown, 2000). All participants shared experiences of integrity and ensuring they maintained integrity with themselves and with their crew. Participant 5 responded,

I used to describe integrity to members of my crew, you know, imagine that you're handed a bag of integrity when you join the Navy. When it starts off, it’s you know, its round, it’s got some weight to it, imagine almost a bag of goo that
really gives it some heft. And your job is to guard that as you work through your life and career. And people are going to take little stabs and swipes and God forbid somebody gets a full slash at it and cuts it open. But you don’t want to get to the end of your personal and professional responsibilities and look over and have that thing be empty, right? So, I said guard that and said as long as you tell me when you can’t or when you didn’t, we don’t have an integrity issue. You’re allowed to make mistakes.

Mistakes, small and large, happen in the submarine force just like any other job. How the submarine commander’s leadership mistakes or errors are dealt with determines how the crew views a submarine commander. Maintaining integrity means the leader is constantly under the microscope of making sure situations are equitable and fair.

Participant 5 explained,

A commanding officer or any leader, you’ve got to own your mistakes. It’s like the Who Wants to Be a Millionaire show? Right? The audience always gets it, right. So your crew, your staff, your organization knows when you've screwed up, when you've made a bad decision. They are waiting to see whether you know that you know it. Right? And are you willing to own it? They still said the name of my ship arriving when I walked across the brow. So, it wasn't a question of my positional authority, right? During my weekly meeting with the crew on the pier or in the mess decks, I tell them, ‘Hey, you know, what, the other day, that was a bad call on my part. But essentially, I want you to know that I know that that wasn’t the best call for what we were trying to achieve.’ Own your mistakes, maintain your integrity and it will never let you down.
On the opposite side, crew members also make mistakes and errors, and how the submarine commander issues punishment is also viewed by the entire crew. Participant 9 stated,

"Unfortunately, sooner or later a member of the crew makes a mistake, whether accidental or on purpose, and non-judicial punishment needs to be handed down because of what the rules dictate. At some point, you must hold someone accountable for their actions. You can never make it personal. The sailor understands they did wrong and the crew want to know that you will both hold people accountable and fight for them. The crew doesn’t mind firm, but you’ve got to be fair, they want you to be consistent, right?"

Participant 6 reiterated,

"It’s not personal, it is professional. Accountability is dealt with professionally and the next day as a commanding officer, you have to forget about it. The ship has to continue down course. The mission still needs to be completed. The sailor knows this and they rely on their chain of command to learn from the mistake and move on."

Accountability both up and down the chain of command is important in the submarine force. Former Secretary of the Navy Donald Winter stated, “I am a very strong believer in the strict concept of accountability. The commanding officer has to be held accountable from the moment they say, ‘I am in command’” (Johnston, 2019). Participant 5 added to this by saying,

"From day one, you must establish the tone; you must establish what your
expectations are, what your standards are going to be. And that’s two ways it’s not only so that you can hold them accountable, but that they can hold you accountable. This kind of gets to the next piece, you must have at least your leadership and even all the way down to every sailor or every person in your command know that they can hold you accountable, and that’s the first basis for establishing that ability to have those tough conversations. You know, if we have ethical dilemmas in the submarine force, then we’re in the wrong job. If I had ethical dilemmas, then I’m in the wrong line of work. Because my ethics should never come into play when it comes to decision-making for the nations’ treasures and the people they entrust me with.

**Build trust.** As a leader, you gain trust in the same way that everyone else does by intentionally practicing what you preach, fulfilling your commitments, and matching your conduct with your expectations of others. When you maintain that foundation, you are continuously increasing your team’s trust. The most trusted leaders supplement the fundamentals with a set of trust-inducing actions (George, 2010). In the submarine force, trust is a sailor’s statement of confidence that their susceptibility will not be manipulated and that they will not be victimized by the other sailors’ behaviors or actions (Ludwig, 2021). The research participants responded overwhelmingly concerning the importance of building trust with their crew. Build trust had a frequency score of 56.

Participant 1 explained in great detail about building and maintaining trust. Referring to the story of creating an anonymous email address, the crew had a way to communicate with the commanding officer “off the record.” The senior enlisted
leadership and some senior officer leadership did not agree with the commanding officer at first. Participant 1 stated,

> With the anonymous email system, I had to have a talk with my senior enlisted leader and my department heads. I asked them, in the past have I ever came down from my stateroom with my hair on fire yelling about some kind of new information I have received? No, I am going to sit on it, think about it just as I have done in the past. You have to TRUST me not to overreact because I have not given you a reason to not trust me.

Building trust starts at the very beginning. Participant 5 added,

> You start building trust from day one; the sailors need to trust that I am going to do what I say when I say it. Every single sailor that came on board, when I got my time to sit down with them, I would tell them, I expect you to know your job. Do your job. Tell me when you can’t. Or tell me when you didn’t. When you tell me that you didn’t is when you screwed something up and at that point, they needed to understand that’s when I was going to expect them to bust their tail and learn their job. And when you tell me you can’t do your job, that means either you don’t think you’re trained properly, or I haven’t given you the right tools. We will absolutely fix that. My job is to give the sailor every tool they need to be successful, to make the submarine successful.

Submarine deployments are long and stressful. Depending on the type of submarine the sailor is on, only about 120 to 150 personnel are on board. There is no safety net when a crisis arises; the crew is the emergency responders. Emergencies can happen anytime, and most submarine sailors will tell you that it is always a turbulent
situation on deployment. Some of the most routine procedures can prove dangerous. The crew relies on each other. Trust and ‘having your shipmate’s back’ is all day, every day. Submarine commanding officers maintain trust with their crew by involving the entire chain of command. Three of the participants recollected various lived experiences much the same way. Participant 2 recalled,

When a particular division (work center) was doing maintenance on any part of the submarines vital systems, whether it be hydraulics, pneumatics or electrical, I mandate that the division officer (which is generally a new officer onboard and is learning the ship) come with the technical expert to explain the shutdown procedure on the system. The division officer is not a mechanic or an electrician, and they certainly will not be doing the actual maintenance, but it is important that they learn how the system works, the dangers of what can happen if the system wasn’t de-energized properly. This helps the trust process the more they interact with the work center. They become comfortable talking about something they never went to school for. The young, enlisted sailors have a chance to make an impact on the junior officers’ young career. Down the road a few years, as the young officer advances into a department head, executive officer position and perhaps even a submarine commanding officer, they will recall all the knowledge they received from the various sailors throughout their career. Building trust starts at day 1 and doesn’t end. Even after retirement.

**Concern for the Collective Interest**

Collective interest is prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-centered advantages or
outcomes (Alexander & Buckingham, 2011; Arjoon, Turriago-Hoyos, & Thoene, 2018; Goodwin, 2018; Steffens, Mols, Haslam, & Okimoto, 2016). Prioritizing the collective interest is seen as a virtuous leadership approach. Leaders who can lead their organization through turbulent times have used collective interest when making difficult decisions.

Four themes transpired from the research on this attribute, with a frequency of 128, from the interviews and artifacts. Table 5 compiles the discoveries when answering how exemplary submarine commanding officers lead their commands through turbulent times using concern for the collective interest.

Table 5

<table>
<thead>
<tr>
<th>Theme</th>
<th>Exemplary submarine commanding officers lead successfully with concern for the collective interest when they</th>
<th>Interviews Sources / Frequency</th>
<th>Artifacts Sources / Frequency</th>
<th>Total Sources</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritizing the crew first</td>
<td></td>
<td>10 / 35</td>
<td>3 / 7</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>Giving control, not taking control</td>
<td></td>
<td>8 / 26</td>
<td>2 / 10</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Trust in one another</td>
<td></td>
<td>7 / 19</td>
<td>4 / 8</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Be a knowing leader, not a telling leader</td>
<td></td>
<td>8 / 14</td>
<td>3 / 9</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Frequency</strong></td>
<td></td>
<td></td>
<td></td>
<td>128</td>
<td></td>
</tr>
</tbody>
</table>

Prioritizing the crew first theme came up 42 times in all participant's interviews and artifacts. Giving control, not taking control had a frequency of 36 and was referenced by 8 participants in artifacts and interviews. Trust in one another was referred to 7 interviews and four artifacts with a frequency of 27. Be a knowing leader, not a telling leader was brought up by 8 participants in interviews and three artifacts in a frequency of 23.

**Prioritizing the crew first.** With a frequency score of 42, leadership is mostly the skill of performing simple tasks exceptionally effectively. However, leaders frequently
make things considerably more difficult than it needs to be. Empowering one’s self via others and assisting sailors in feeling good about their profession and themselves makes their job more effective, and the leader’s morale soars (Abrashoff, 2004). Participant 7 explained,

I concentrated on developing self-esteem. I’m aware that the majority of us carry an invisible baggage of childhood anxieties, and that many sailors have labored under the weight of prior insults, such as being ridiculed at home or crushed at school. I had the option of increasing or decreasing the load, and the correct decision was apparent. Rather of destroying sailors in order to turn them into machines, I attempted to demonstrate to them that they were trustworthy, and I had confidence in them. I trusted my senior enlisted personnel to put sailors in positions that could make them successful, whether it was a team leader on a fire team, a nuclear trained mechanic as a member of the torpedo reload team for battle stations or a culinary specialist on the medical response team.

Participant 4 added,

It is essential for leaders to be involved in a Sailor’s career by learning about their objectives, assisting them with progress, and giving them the resources necessary to succeed. It is also critical that we engage with Sailors personally and professionally to assure they understand they are not alone in their struggles. Senior management is always accessible to assist.

Leadership is critical to the Navy’s success and the development of a young Sailor. While having the means to assist Sailors is an important part of a leader’s
repertoire, real caring, listening skills, and the ability to recognize crisis signals can take years to develop. Participant 3 explained,

The submarine is going to thrive when all the departments within the command thrive. I spent a lot of time with my division officers talking about the advancement results of the sailors in their division; how many eligible sailors do you have? How many of them got promoted this time? How did they do on the exams? Does your divisional training program include in rate [job] training that will get your sailors promoted? Do your sailors have all the schools they need? That is when the sailors felt like, ‘Hey, someone’s paying attention to my personal career development.’ They're quite frankly, a lot more apt to be willing contributors to team performance.

**Giving control, not taking control.** The theme of giving control, not taking control had a frequency score of 36. Leaders are tasked with many projects, which means they do not have time to accomplish everything personally. Their role is to provide the vision, encourage the team to accomplish the goal, and then delegate implementation to the team (Sheninger & Rubin, 2017). Involving the entire submarine crew in planning and executing the command’s mission is just another way to ensure the commanding officers are concerned for the collective interest when giving control, not taking control. Participant 3 added,

The big picture is if I, the captain, am running the ship, it’s not a well-run ship. So I tried to push as much planning in day-to-day operations. For me, the actionable level was the department and the division. I really drove home the fact that developed the way for the department heads to make our weekly plans and
develop our patrol level goals and make sure that they did that with their
departmental and divisional leadership. The senior enlisted were working with
their departmental enlisted leader, and the department head was putting the plan
together. The senior enlisted leader was present with me while all of it was going
on. The crew ran the submarine, not just the commanding officer.

Individuals must feel appreciated and proud to be a part of something greater than
themselves. They are aware of the organization’s objectives and contribute meaningfully
to their fulfillment through decentralizing management and decision-making (Marquet,
2012). Individuals accept accountability and possess the authority to rise to the occasion,
even in times of uncertainty. The organization’s success is dependent on everyone, not
just the leader (Marquet, 2012), Participant 6 provided,

As commanding officer, I was to know what was going on all the time. That being
said, I didn’t need to give permission for every single operation that was
happening. My crew, officers and enlisted, needed to know what it took to get the
job done. When something specific needed to happen, for example, loading
torpedoes, taking a critical system down for maintenance or bringing the
submarine to periscope depth, whoever oversaw the evolution came to me for an
in-brief. It all started with the words, ‘Captain, I intend to do the following…’
The brief would commence. The team would talk through all their actions,
expectations and possible emergency actions, if needed. This gave the team buy-
in on what is happening on the submarine. I knew the procedure, I knew what was
about to happen, but instead of asking permission to do the evolution the words, ‘I
intend to put the responsibility of it directly on the person and the team in charge.

It empowered the team with my concurrence.

**Trust in one another.** Trust in one another had a frequency score of 27. Being a professional submariner requires a high level of trust - a variety of numerous forms of trust. Commanding Officers must trust in a Sailor’s competence and honesty when they certify a system ready to dive, when removing a critical system offline for maintenance, or ensure that machinery is operating properly (Ludwig, 2021).

Commanders place their trust in those responsible for planning and coordinating an operation or deployment and have faith in their crew and leaders to uphold high standards regardless of the consequences. There must be confidence in the submarine Captain’s capacity to make the correct decision in the face of adversity and the inability to seek counsel from land (Commander, 2018). Participant 4 explained,

*When your team has faith in you as a leader, their dedication to the crew’s goals rises. Improved communication and the open flow of ideas result in increased involvement and production. Sailors will become more used to change and more receptive to a new course. Trust enhances a person’s capacity to operate in a team.*

Participant 8 added,

*Trust takes time to develop, but it can be swiftly destroyed. The crew will observe and emulate your acts and conduct. Every day, you must invest in trust. To earn people’s trust, you must first earn theirs. I trusted the crew to make their own choices. If you have earned their confidence, they will reach out to you when they require assistance.*
Every aspect of serving onboard a submarine has some element of trust to it.

Participant 2 explained,

Even the newest sailor onboard is trusted in one way or another. We let our most junior sailors drive the submarine. As a matter of fact, that is usually the first watch station they qualify [to ‘qualify a watch station’ means that they are officially certified to do that job]. ‘Congratulations, you just reported onboard, sit right there and drive this submarine.’ Trust begins early and continues through the sailor’s career.

Submarine emergencies are taken care of by the crew, as mentioned by Participant 6,

There is no fire department that will come rescue the submarine, we train and we trust our crew to protect each other. If a fire happens onboard a submarine, the crew takes care of it very quickly. As a commanding officer, I have to trust that they will do a good job or the entire submarine could be in jeopardy. We have each other’s back, always.

**Be a knowing leader, not a telling leader.** Being a knowing leader, not a telling leader, had a frequency score of 23. The ultimate objective of delegation is to create a follower who feels completely empowered and competent enough to take the ball and run with it with little monitoring (Hersey & Blanchard, 1969). The follower possesses exceptional competence, dedication, motivation, and empowerment. The leader may now assign duties to the follower and watch with minimum supervision, certain that acceptable, if not exceptional, outcomes will be obtained. There is a lack of emphasis on duties and a lack of emphasis on relationships. There is no need to commend the follower.
on each job, but repeated praise for exceptional achievement should be provided as needed (Grover & Walker, 2004). The submarine force is no different. A commanding officer wants their crew to learn, but telling a crew member to do something is not as beneficial as telling them what has been done or what is getting ready to take place. The commanding officer is overall responsible for the command and control of the submarine but leading by telling only makes the commanding officer all-knowing, not the crew.

A submarine commanding officer wants the crew to think on their own and to inform and act instead of asking permission to do certain operations. Participant 7 explains,

I want to be tolerant of my crew, this is not a ‘my way or the highway’ leadership practice. I know there are many ways to do the same task and I want to hear the ideas and the many ways to make it happen. Good change does not happen by ‘I have been doing it this way for many years.’

Participant 4 adds, “Leadership success to me is having my sailors make decisions and act on them, it’s the ultimate in positivity for the entire crew.” Participant 10 stated,

Most people think that the military is just a bunch senior leadership yelling at junior crew members, but it’s not at all, we want to be cohesive together as a team. We want our surfaces to equal our dives and I want all my crew to make it home safely to their loved ones. These folks are out here putting it on the line for their Country and it is up to me to make sure they make it back.
Personal Temperament

The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual is their personal temperament (Goldsmith et al., 1987; Keirsey & Bates, 1984; Rothbart, Ellis, Rosario Rueda, & Posner, 2003). Numerous characteristics of good leadership are teachable. An emotionally intelligent individual can develop the skills of connection building, community building, and commitment (Goldsmith et al., 1987). An awareness of one’s personality type and attitude to leadership should lead to transformational behaviors. While personality is founded in temperament and is mostly constant, leadership style can be characterized as situational (Adams, 2009). Table 6 presents the findings while answering how exemplary submarine commanding officers lead their commands through turbulent times using personal temperament.

Table 6

*Personal Temperament Frequency by Theme and Source*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Interviews Sources / Frequency</th>
<th>Artifacts Sources / Frequency</th>
<th>Total Sources</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm and even keeled</td>
<td>10 / 41</td>
<td>0 / 0</td>
<td>10</td>
<td>41</td>
</tr>
<tr>
<td>Adjustment of behavior according to situation</td>
<td>10 / 34</td>
<td>0 / 0</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>Stay true to values</td>
<td>8 / 26</td>
<td>0 / 0</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>Total Frequency</td>
<td></td>
<td></td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

The attribute of personal temperament was interesting throughout all the interviews. The participants were very candid when talking about their temperament and how they led their commands through some intense turbulent times. Calm and even-keeled were mentioned by all 10 participants with a frequency score of 41. Adjusting
behavior according to the situation showed up 34 times, and stays true to values was touched on 26 times by eight participants. Unfortunately, there were no artifacts found that exhibited personal temperament.

**Calm and even-keeled.** All ten participants reflected the significance of remaining calm in the face of crisis and how not overreacting to situations plays a vital leadership role for the crew. All participants were asked to describe their temperament, and all ten immediately and without hesitation said, “calm and even-keeled.” The frequency score for this theme was 41. In times of crisis, leaders must make a conscious decision to maintain a calm frame of mind. Then, rather than reacting immediately in a volatile or high-stakes scenario, they may take a step back and select how to respond (Rao, 2021). These individuals grow accustomed to stress and have a new perspective on adversities. Participant 1 told a very detailed story of what he meant by that,

On [redacted ship name] we were getting ready conduct a personnel transfer just outside of [redacted port] for the fifth day in row. We were just about to make the turn into the channel, passing buoys one and two in about 15 minutes. I am in my stateroom with all my safety equipment on in preparation of going to the bridge to oversee the operation. I left my stateroom and walked through the control room, and it was an absolute zoo; no one was doing what they were supposed to be doing. A lot of talking, a lot of joking around. To me it felt like the crew in the control room were comfortable with the situation and felt they were ‘experts’ and being on the complacent side, which is always a recipe for disaster. I sat there for a second, I have a few options. I could turn the submarine around and head back to sea to reset everything and with three other ships in line to come in this could
take four or five hours, I could lose my mind in the control room and yell and scream at everyone to see it my way, but I remained even keeled and yelled out across the control room to the Executive Officer (XO) to ‘GET TO MY STATEROOM NOW.’ As the XO entered my stateroom, I slammed my stateroom door. I told the XO, calmly that we needed to stay here for about 30 seconds, ‘but do you see how messed up the control room was?’ We then left my stateroom, went back to the control room and it was like the Red Sea had parted. Everyone was doing their job, the frivolous conversation was silent, and I went up to the bridge, we conducted the personnel transfer safely and expeditiously headed back to sea. There are times that you must lose your mind to make the crew understand that we are about to do something serious with the potential of risking lives but there are times like this. It’s a ‘disappointed father’ illusion of sorts.

Participant 3 explained,

…being the quiet Captain meant that when I did express displeasure, I think it carried a lot more weight. And I tried to ask meaningful questions while trying to avoid the famous, or infamous nuclear tendency to phrase questions in the form of accusations or phrase accusations in the form of questions.

Participant 7 included,

There is no need to raise your voice. It is ineffective for my teenager, so why would it be effective for a crew member? I believe that raising your voice demonstrates an incapacity to exert influence by means other than volume.
Yelling is reserved for emergencies, such as when someone’s safety is threatened. Conserve it.

Even-keeled can mean different things in different situations to different people. If the Navy made submarine commanders all lead the same way, it would negatively affect good order and discipline. Participant 5 added that being even-keeled may not always mean quiet,

Sure, I'm passionate and the reason I say that, you know, some will say, loud, some will say, temperamental, I believe that there’s a difference between passion and anger. I believe that there are times when your best way of demonstrating that passion is to show compassion, which is you can be quiet and thoughtful. And sometimes they need to see that you care that you have a pulse that you’re human.

Adjustment of behavior according to situation. Ten of the participants referred to this theme 34 times and spoke about the importance of adjusting their behavior according to the situation. Adapting behavior to the circumstances is suitable for submarine commanding officers since they continuously revise their tactics considering their crew’s personalities and strengths (Chesley, 2007). Additionally, they must alter their trajectory in response to crises and unforeseen events. Participant 6 recalled,

I remember once on deployment to the Middle East, Persian Gulf area we were one of the many submarines available for offensive strikes in Iraq. Tensions on the submarine were high just from the current situation. We were running strike drills, we had sailors that had pregnant wives that were due any minute, at one point the clothes dryer started smoldering from lint build up. As a Commanding Officer, I used every leadership tool in my book, from compassion for the new
fathers to delegation for the multiple emergencies onboard to direct leadership for the potential strikes against adversaries and that was just the first week of being on station [in the area].

Submarine commanders adjust their behaviors in response to the sailors they manage, the crude environment they lead, and the external forces they face. To successfully negotiate such turbulence, a high level of self-awareness is required.

Participant 4 echoed,

Submarines are one big turbulent situation, even a normal day onboard is not normal. You are hundreds of feet underwater, for every 100 feet the submarine is down equals to 44 pounds per square inch of pressure on the hull. We have a nuclear reactor for fuel, high pressure hydraulic systems, high pressure air systems, high voltage electrical systems and high explosives onboard. All these components are being operated by a human. Humans are not perfect, things happen. I use whatever leadership means necessary to make sure all these crew members come home safely. I am passive when I need to be passive, and I am active when I need to be active. I must adapt constantly, but I would not have it any other way. My respect for every one of my sailors is off the charts.

Of course, submarine sailors come from all different parts of the United States and beyond. Submarine leadership wants everyone to get along, but disagreements happen, and the different cultures clash. Participant 6 explains how adjusting his behavior during this type of situation can diffuse those issues,

In circumstances such as crew member disagreements, I like to let the senior enlisted take care of their own, but as a commanding officer I want to transform
into a charismatic leader. I want to be an advocate for my sailors and convince
them that despite differences and uncertainties they must continue to do the jobs
and obligations they signed up for.

**Stay true on values.** Stay true had a frequency score of 26. Submarine
commanding officers must build a triad of awareness—an internal concentration, an
outward focus, and a focus on others. By alternating between internal and outward
concentration, commanders can develop emotional intelligence (George, 2009). Focusing
on the external environment may enhance their capacity to develop strategy, innovate,
and manage their submarine. Participant 3 explains,

As far as values are concerned, ‘shooting straight’ for me just had a much broader
meaning than just mere integrity. Integrity speaks very clear issues of truth. But
‘shooting straight’ is being able to clearly communicate your approach and your
opinion, your leadership style and, to actually quote a favorite movie of mine;
being a gentleman is never doing or saying something that would make someone
feel bad for who they are. But getting back to my point, ‘shooting straight’ is
being true to yourself and executing your duties in accordance with who you are.

Participant 2 adds,

Be true to yourself and your beliefs and build relationships on a foundation of
trust... when trust exists, you have the opportunity to innovate; you have the
ability to take calculated risks; and you have a lot more forgiveness and mercy
when you make errors.

Continuing with staying focused on values, Participant 8 maintains,
I wanted to be leader that pushed his sailors to be much more inclusive, where they feel their viewpoint is respected and their ideas and input are recognized and acknowledged, so it may help foster a more robust and durable submarine culture that can endure tremendous challenges.

**Resilience**

Resilience is defined as the ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events (Carver, 1998; Luthans, 2002; Rutter, 2006). Human resilience refers to a leader’s potential to absorb the stress created by hardship, work back to a normal level, and recover stronger than ever. It relates to an organization’s ability to continue operating in the face of adversity such as financial challenges, natural catastrophes, or organizational disruptions (Athota, Budhwar, & Malik, 2019; Ludwig, Walker, & Holling, 1997).

Table 7 illustrates the findings from the final research question and leadership attribute of how exemplary submarine commanders lead their commands through turbulent times by relying on resilience to ensure the success of their submarine crew.
Table 7

*Resilience Frequency by Theme and Source*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Interviews Sources / Frequency</th>
<th>Artifacts Sources / Frequency</th>
<th>Total Sources</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary submarine commanding officers lead successfully with resilience when they maintain emotional stability</td>
<td>10 / 36</td>
<td>2 / 3</td>
<td>12</td>
<td>39</td>
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<tr>
<td>Tolerate ambiguity or uncertainty</td>
<td>10 / 30</td>
<td>2 / 2</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Communicate confidence</td>
<td>9 / 23</td>
<td>3 / 4</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Deal with setbacks with calm and finesse</td>
<td>8 / 21</td>
<td>2 / 3</td>
<td>10</td>
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</tr>
<tr>
<td>Total Frequency</td>
<td></td>
<td></td>
<td></td>
<td>122</td>
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</tbody>
</table>

Four themes transpired through the research study. Maintain emotional stability had the highest code frequency. All 10 participants discuss the importance of maintaining emotional stability and it came up three times when reviewing artifacts 39 times. Right behind with 32 frequencies was tolerate ambiguity or uncertainty. This was mentioned by ten interviewees and came up in two of the artifacts. Communicate confidence had a frequency count of 27, being mentioned by nine participants and three artifacts. Deal with setbacks with calm and finesse was the last theme that emerged from the research. It had 24 frequencies mentioned by eight participants and in two of the artifacts.

**Maintain emotional stability.** Emotional stability refers to a person’s capacity to maintain balance and steadiness. Maintaining emotional stability on board a submarine as a commanding officer leading their crew through turbulent times starts by being aware of one’s emotions, strengths, limitations, desires, values, and objectives, seeing their influence on others, and then adjusting or redirecting disruptive emotions and impulses, as well as adapting to changing situations (Provencher, 2015). This theme was mentioned by all ten participants for a frequency total of 39. Participant 7 adds on to this by describing the way various inspections on board the submarine are scripted,
Generally the inspections are scenario driven over the course of several days. They start simple, slow and ramp up with complexity to the point that we may have a simulated fire burning in the engine room while we are at battle stations getting ready to shoot weapons and reload and, oh by the way, the ship just entered a submerged minefield. There are 1,000 things going on. Some commanding officers just need chaos to make sure things run smoothly. I maintain calm when situations are chaotic. It’s the slow Sundays, when we have nothing going on that test the management of my emotional stability.

Participant 1 continued,

When I was in Prospective Commanding Officer School, we spent some time at sea on a guest submarine for tactics and operational training. During a particular stressful situation in the control room, the instructors would send two or three crew members to the control room to start a conversation with each other. This happened over the next 20 to 30 minutes. The next thing I know, I have so many people in the control room that I am standing on the periscope fairings with my hands on some rails in the overhead just so I can see people. It didn’t bother me. I was still barking out orders and getting the job done all while maintaining chaos and being levelheaded emotionally.

Participant 6 added,

Managing emotional stability, in my opinion, is being aware of what you’re doing and how it impacts or relates to other people, as well as how what they say and do affects and relates to others and how you react to it. As a result, you can either intensify or de-escalate a situation. And it may or may not be correct or incorrect.
My own style is that the more upset a person is—whether it’s a sailor, an officer, a family member or superior the calmer I have to be.

Participant 8 agreed, “The more that’s going on in the submarine, the more emotionally stable I am and that really transfers down to the crew and keeps them level-headed.”

**Tolerate ambiguity and uncertainty.** Ambiguity and uncertainty are the only constants in the submarine force. Crisis planning enables selecting the appropriate personnel, controlling the crisis team’s environment, and mitigating fatigue and memory demands. Teams can develop the ability to manipulate perceptions of danger, tolerate uncertainty, and become accustomed to making rational decisions at the time (Wright-Reid, 2018). Operations are always changing, crew members are cycling in and out and the commanding officers swap out on the average of every two years. Ten participants mentioned this theme a total of 32 times. Commanding officers have to be tolerant of the constant change going on. Participant 1 said,

I want to make sure I communicate small or large crisis situations to my crew. I never get my coffee from the officer’s wardroom, I always get it from the crew’s mess decks. This allows two things, the coffee is fresh and I can get a tune of how the crew is doing. They freely come and ask questions about how a mission is going or how the boat is doing during an inspection and the other side of it, I overhear conversation and can get a temperature on how things are going with the crew. Hiding out in the officers’ wardroom doesn’t afford me that.

Participant 10 continued with,

In today’s complicated, fast-paced submarine environment, captains who are unable to draw conclusions until they get ‘all of the facts’ will be crippled.
Having a high tolerance for ambiguity enables me to proceed with strategies and objectives based on insufficient or contradictory facts. I am more confident that sound decisions will result in positive outcomes over time, even if some of them fail miserably in the short term. I have to make educated guesses regarding the state of affairs on the submarine and how they will unfold. It also implies that I will be more effective at the critical task of establishing trust and boosting camaraderie.

**Communicate confidence.** Communicate confidence was referred to 27 times by 9 participants. When commanding officers develop a strong sense of self-worth and confidence, they begin defining and embodying their values and beliefs in everything they do. This profound self-belief develops into resilience. Such resilience will not prevent anxiety, disappointment, or pain (Reynolds & Earley, 2010). That is a part of the emotional range that is inherent in human nature. Confidence and resilience work in tandem to keep you hopeful. Participant 6 explained,

> Even in the most dangerous waters of the most dangerous parts of the world, I could be a nervous wreck on the inside, but by externally exuding confidence in my ship control team and communicating how about much we trained for this was reassuring to the crew.

Participant 2 emphasized,

> During missions, I would hold meetings for the oncoming section to brief them on what was going on for the past six hours. I would cover the good things that happened, the bad things that happened, how we are recovering from them and reemphasize how much time we spent in the multitude of trainers to get to this
point. Watching the teams bounce back from a bad event was satisfying. You could see and hear the sense of accomplishment.

Nine of the participants agreed that during a crisis, whether it was a damage control issue, a vital piece of machinery that was broken, or they were on a mission in a dangerous location, that communication with the crew had to be done in person and not via the announcement system. “It's critical to give the situation a face.” Participant 4 added, “Communicating confidence during any crisis, let alone a wartime scenario, is difficult.” Participant 7 puts it succinctly, “You cannot conceal yourself behind your stateroom door. Make every effort to maintain a clear head and focus. If you become overwhelmed, recall why you became a submarine commanding officer in the first place.”

**Deal with setbacks with calm and finesse.** Eight participants mentioned this theme 24 times. Setbacks during adverse conditions are a natural part of life for persons and bigger systems since they are constantly confronted with various internal and external life impulses, stresses, opportunities, and other types of change (Hoegl & Hartmann, 2020). Submarine commanding officers find setbacks around every corner, especially during a crisis. Stepping back and looking at the entire situation gives the commanders time to evaluate the situation, find support, and regain control. Keeping calm and handling the setbacks also encourage the crew to do the same thing. As quoted by Robert Louis Stevens (2013), “Don’t judge each day by the harvest you reap but by the seeds that you plant.”

Participant 3 said,
We got extended on a deployment multiple times, my response to that was clear communications with the crew didn’t hide the fact, ‘Hey, you know, we’re out here because this other boat can’t get out of a maintenance period.’ I’m not pointing the finger at them, but it was an opportunity for me to step back and say to the crew, ‘Look, you know, as we sit out here for another, two weeks, they wouldn’t keep us out here if the mission was not important. So, the fact that you’re here and you can’t go home, is an endorsement of your importance to the national security of the United States. Next time while you’re doing maintenance, or next time you’re faced with a material issue, take it seriously, because we don’t want to be the team that keeps another submarine crew out here when their deployment time is up.’ Principle number one of my command philosophy is we have to take care of our ship, so that this stuff doesn’t happen.

Participant 1 added,

I can’t make things better sometimes, but I can reduce stress and what reduces stress is knowledge and finesse. So, if we’re stressed about something, whether we’re going to be extended [on deployment], or whether we are doing a dangerous open water personnel transfer or any of the things that stress people out. I’ll just say, ‘Hey, I can’t change what’s coming up, but I can at least provide you knowledge.’ And to me that reduces stress and increases resilience.

**Key Findings**

The data analysis from coded interview transcripts and artifacts revealed 14 themes with ten key findings that exemplary Navy submarine commanders use as they lead their command through turbulent times with the leadership attributes of personal
temperament, concern for the collective interest, resilience, and moral purpose. The key findings from qualitative data were determined by analyzing which themes were referred by at least 90% (9) of participants or with a minimum frequency score of 36. Table 8 illustrates the key findings that were found as a result of the data analysis.

Table 8

Summary of key findings based on selection criteria

<table>
<thead>
<tr>
<th>Trait</th>
<th>Theme</th>
<th>% of Participants</th>
<th>Frequency count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Purpose</td>
<td>Communicate directly with their crew</td>
<td>100</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Maintain integrity with accountability and personal responsibility</td>
<td>100</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Build trust</td>
<td>100</td>
<td>56</td>
</tr>
<tr>
<td>Concern for the Collective Interest</td>
<td>Prioritizing the crew first</td>
<td>100</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Giving control, not taking control</td>
<td>80</td>
<td>36</td>
</tr>
<tr>
<td>Personal Temperament</td>
<td>Calm and even-keeled</td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Adjustment of behavior according to situation</td>
<td>100</td>
<td>34</td>
</tr>
<tr>
<td>Resilience</td>
<td>Maintain emotional stability</td>
<td>100</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Tolerate ambiguity or uncertainty</td>
<td>100</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Communicate confidence</td>
<td>90</td>
<td>27</td>
</tr>
</tbody>
</table>

Moral Purpose

1. Communicate directly with their crew

2. Maintain Integrity with Accountability and Personal Responsibility

Concern for the Collective Interest

3. Build trust

4. Prioritizing the crew first

5. Giving control, not taking control

Personal Temperament

6. Calm and even-keeled

7. Adjustment of behavior according to situation
Resilience

8. Maintain emotional stability
9. Tolerate ambiguity or uncertainty
10. Communicate confidence

Summary

The purpose of this qualitative study was to describe behaviors that exemplary Navy submarine commanders practice when they lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. This study analyzed 14 themes and 527 frequencies based on interviews and artifacts. The ten interviews supplied data, whereas the artifacts offered evidence to corroborate the interview results. Ten key findings were discovered as a result of this research. Chapter V will summarize the key results and conclusions, examine the practical consequences of the findings, and provide recommendations for more study.
CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Overview

In this phenomenological study, the researcher discovered and described behaviors that exemplary submarine commanding officers practiced leading their commands through the turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. The examination of data gathered through participant interviews and artifacts led to identifying ten key findings and 14 themes. Chapter V concludes the study with a final summary. It will contain information on the study’s purpose, research questions, and key findings of the study; the chapter will include unexpected findings, conclusions, recommendations for future research, concluding remarks, and researcher reflections. The following is the study’s purpose and research questions:

Purpose Statement

The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders practice when they lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary Navy submarine commanders lead their commands through turbulent times using personal temperament?

2. How do exemplary Navy submarine commanders lead their commands through turbulent times using concern for the collective interest?
3. How do exemplary Navy submarine commanders lead their commands through turbulent times using resilience?

4. How do exemplary Navy submarine commanders lead their commands through turbulent times using moral purpose?

The researcher used the behavioral aspects of personal temperament, concern for common interest, resilience, and moral purpose to define exemplary Navy submarine commanders’ actions to lead their commands through turbulent times. The major data source was qualitative in-depth interviews with each submarine commander, which provided extensive explanations of the submarine commanders’ lived experiences and how the behavioral aspects contributed to their success.

The primary data source was qualitative in-depth interviews with each submarine commanding officer to elicit a thorough account of their lived experience as leaders of their command during turbulent times. The interviews were performed with questions developed by a thematic team (Appendix D). Ten exemplary submarine commanding officers were selected for face-to-face online interviews. The researcher utilized open-ended, guided interview questions to get information on how they utilized the leadership behaviors of personal temperament, concern for the collective interest, resilience, and moral purpose to lead their commands through turbulent times. The interviews were recorded and transcribed, after which they were coded and evaluated for major themes and patterns.

Additionally, artifacts were gathered to help triangulate the data obtained during the interviews. The population of this study included over 300 United States Navy nuclear submarine qualified commanding officers that each have fifteen years of service
and have been stationed in Groton, CT. They all actively commanded a submarine during the Global War on Terrorism from September 2001 to December 2009. Each was personally awarded the Meritorious Service Medal or above for the performance of their duties while holding a position of command are retired from active duty.

**Major Findings**

The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders practice when they lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. The following major findings were resultant from the Chapter IV key findings. A major finding has to be mentioned by 100% of participants and has a frequency count of 32 or greater.

**Moral Purpose**

1. Exemplary submarine commanding officers create unwavering interaction up and down their chain of command by having direct communication with their crew.

   Communicating directly with their crew was mentioned in interviews and artifacts 62 times by 100% of the participants.

2. Exemplary submarine commanding officers lead with honesty and trustworthiness by maintaining integrity with accountability and personal responsibility. Maintaining integrity with accountability and personal responsibility was referred to 58 times in 100% of the interviews and three artifacts.

3. Exemplary submarine commanding officers lead their command by building trust.

   Build trust was mentioned by 100% of the participants and found in eight artifacts 56 times.
Concern for the Collective Interests

4. Exemplary submarine commanding officers put the needs of their crew before their own by prioritizing the crew first. Prioritizing the crew first was brought up 42 times in three artifacts and 100% of the participants.

Personal Temperament

5. Exemplary submarine commanding officers inspire trust or loyalty from their crew by being calm and even-keeled. Being calm and even-keeled was mentioned 41 times by 100% of the participants.

6. Exemplary submarine commanding officers adjust their behavior according to the situation. Adjustment of behavior according to the situation was referred to 34 times by 100% of the participants.

Resilience

7. Exemplary submarine commanding officers lead their crew by maintaining emotional stability. Maintain emotional stability was declared by 100% of the participants and two artifacts 39 times.

8. Exemplary submarine commanding officers lead their crew by tolerating ambiguity or uncertainty. Tolerate ambiguity or uncertainty was brought up by 100% of the participants 32 times in interviews and artifacts.

Unexpected Findings

After gathering and evaluating data, the researcher came to unanticipated findings. The participants responded with [leading] calmly and even-keeled during the interview questions under personal temperament and under resilience with maintaining emotional stability. In the turbulence of submarine life, it was interesting that all 10
participants responded in this manner. Upon deeper investigation, 100% of the submarine commanders diagnosed themselves with the personality type of being an introvert. This unexpected finding makes sense due to the amount of intense nuclear power schooling Naval officers (and other crew members) have to go through to serve in the submarine force. The navy nuclear program is commonly regarded as the most rigorous academic program in the United States military. Academics move at a breakneck speed, with rigorous academic standards enforced across the board. Introverts may have a higher I.Q. score as a result of their calculating and analytical nature, since they are more likely to think things out rather than act impulsively (Trotsiouk et al., 2015).

The second unexpected finding was that, in tandem with leading calmly and bring even-keeled, 100% of the submarine commanding officers said they rarely raise their voices when in the leadership role. When the submarine commanding officers decided to yell, they did so in a preplanned, tactical way to get the "most bang for their buck." Several participants shared their stories about preplanned yelling so that the affected party (and the surrounding area) knew that the captain was not pleased with the performance, and if the captain was yelling, it was a truly serious thing. Leaders must immediately capture their followers’ attention and provide guidance in warfare and training, or else people will perish. It is suggested that leaders may do so without adopting a continuous tone of hostility. It is the distinction between inspiring and demoralizing behavior (Steadman, 2016).

Conclusions

The purpose of this study was to describe behaviors that exemplary Navy submarine commanders practice when they lead their command through turbulent times
using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. Following an analysis of the key findings of this study, the following conclusions may be reached.

**Conclusion 1**

*Exemplary submarine commanding officers create unwavering interaction up and down their chain of command by having direct communication with their crew to successfully lead with moral purpose during turbulent times.*

The submarine commanding officers shared how frequent, direct communication up and down the chain of command was a practice that aided them in their leadership during crisis. Ten commanding officers talked about the various ways they ensured communication was being delivered to his crew.

Exemplary submarine commanding officers understand that communication involves connection energy — with inclusion, recognition, clear guidance, meaningful engagement, and feedback serving as the submarine's nerve center. The commanders are aware that success is inextricably linked to communication. They are deliberate in their efforts to foster a feeling of community and appreciation among their crew. Much of a crew’s performance is determined by the commanding officers’ pattern of connection with his sailors, and how he enables them to extend that pattern. In an atmosphere where employee engagement is sorely inadequate, leaders who are not actively interacting with the crew are themselves a liability (Soloman, 2015).

The interviews and artifacts reinforced the following:

1. Exemplary submarine commanding officers who were able to lead during turbulent times constantly successfully walked the submarine decks at all hours of the day to
ensure they would interact with all crew members regularly. This would provide the opportunity for the sailors to ask questions to the commanding officer on a one-on-one basis without the interference of peer pressure.

2. Exemplary submarine commanding officers who were able to lead during turbulent times successfully met with all hands on a regular basis to ensure the crew was able to get information at the same time and directly from the commanding officer. These sessions benefit the submarine crew tremendously by ensuring that all members hear the same information from the commanding officer and in the same manner. All-hands meetings guarantee that all submarine members are informed and understood rather than information being passed from person to person or department to department.

Conclusion 2

Exemplary submarine commanding officers lead with honesty and trustworthiness by maintaining integrity with accountability and personal responsibility to successfully lead their crew with moral purpose during turbulent times.

Integrity is best known as doing the right thing when no one else is watching. Exemplary submarine commanding officers adhere to a strong set of moral values and insist the same moral values be adhered to among the crew. Submarine commanding officers are tasked with creating an environment that promotes and rewards ethical values and moral integrity. Often, this is a simple question of ensuring that suitable decisions are made regarding the innumerable objects in their daily regime – little moments of truth in which they do the right thing. Participant 5 described integrity analytically as holding on to it as if it was a "bag of goo." Each time integrity was questioned, it was as if someone took a knife and slashed through the bag. The job was to keep that bag intact, protect it.
Participant 5 went on to say, "guard that, and as long as you tell me when you can’t or when you didn’t, we don’t have an integrity issue. You’re allowed to make mistakes."

How a submarine commanding officer handles their leadership faults or missteps dictates how the crew perceives them. Maintaining integrity requires the leader to monitor conditions to ensure they are equal and fair continually. Employees in an organization managed by an ethical leader will emulate their boss’s behavior, and so will be more ethical themselves (Treviño, Hartman, & Brown, 2000).

The interviews and artifacts supported the following:
1. Exemplary submarine commanding officers who were able to lead during turbulent times successfully acted in accordance with a solid set of ethical ideas and values. They made an effort to be objective and just for their crew and themselves.
2. Exemplary submarine commanding officers who were able to successfully lead during turbulent times establish and sustain a good and ethical atmosphere with their crew purposefully and intelligently. This requires regular encouragement of good behaviors.
3. Exemplary submarine commanding officers are accountable leaders who can effectively manage a team by ensuring they are prepared to lead, rewarding employee achievement, and developing their personal leadership skills.

**Conclusion 3**

*Exemplary submarine commanding officers lead by building trust to lead their crew with moral purpose during turbulent times successfully.*

When building trust, submarine commanding officers practice what they preach. Effective leaders foster team cohesion in an atmosphere of mutual trust. There are few shortcuts to earning another’s trust. Trust is earned over time. Submarine commanding
officers earn confidence through preserving Navy core values and leading with the Navy’s leadership principles in mind. Participant 5 reiterated this by stating, "the sailors need to trust that I am going to do what I say when I say it." Trust is associated with relational stability, credibility, and predictability. If the crew does not trust you, you cannot develop a long-term connection with them (Treviño et al., 2000).

The interviews and artifacts supported the following:

1. Exemplary submarine commanding officers who were able to lead during turbulent times successfully build trust by being open and honest with their crew. Constant question-and-answer sessions increase the level of trust. The commanding officer asked questions to the crew, not because he did not trust his sailors, but because when a crisis happens, the commanding officer can trust that the sailors know the procedure and there is no hesitation for attacking the turbulence.

2. Exemplary submarine commanding officers who were able to lead during turbulent times successfully build trust by involving the entire chain of command.

Conclusion 4

Exemplary submarine commanding officers successfully lead their crew through turbulent times with concern for the collective interest by putting the needs of their crew before their own by prioritizing the crew first.

Submarine commanding officers put their crew first in all leadership decisions. Participant 7 said, "I concentrated on developing self-esteem. Rather than destroying sailors in order to turn them into machines, I attempted to demonstrate to them that they were trustworthy, and I had confidence in them." Empowering oneself via others and
aiding sailors in feeling good about their career and themselves increases the effectiveness of their job and boosts the leader’s morale (Abrashoff, 2004).

Participant 4 added, "It is essential for leaders to be involved in a Sailor’s career by learning about their objectives, assisting them with progress, and giving them the resources necessary to succeed." Without the commitment and hard work of their crew, submarines cannot flourish. With this in mind, commanding officers need to invest sufficient resources in guaranteeing the well-being of their crew (Mohammed & Kurian, 2014).

The interviews and artifacts supported the following:
1. Exemplary submarine commanding officers who were able to lead during turbulent times successfully prioritized their crew first by investing in a Sailor’s career by knowing about their goals, supporting them in achieving those goals, and providing them with the tools necessary to succeed.

**Conclusion 5**

*Exemplary submarine commanding officers successfully lead their crew through turbulent times with personal temperament by inspiring trust or loyalty from their crew by being calm and even-keeled.*

Submarine commanding officers are cool under pressure and are not swayed by every crisis. The commander exudes confidence because they grasp the broad picture and can lead with a steady hand, providing a degree of maturity and steadiness to turbulent times that are sometimes absent. Submarine commanding officers understand that their behaviors, attitudes, responses, and thoughts all contribute to the success of their endeavors. In times of crisis, leaders must make a conscious decision to maintain a calm
frame of mind. Then, rather than reacting immediately in a volatile or high-stakes scenario, they may take a step back and select how to respond. These individuals grow accustomed to discomfort and have a new perspective on hardship (Brassey & Kruyt, 2020). Participants 3, 7, 9, and 10 described how they excelled at chaos and remained calm through every crisis they encountered, even if the chaos was generated from an exercise or a drill.

While the capacity of a submarine commanding officer to maintain composure amid a crisis may be innate to some degree, it is mostly a talent cultivated deliberately via rigorous discipline and practice and then forged in the furnace of oncoming turbulence. It needs considerable bravery because the commander, despite his outward calm demeanor, is likely to be experiencing the same unpleasant feelings as everyone else.

The interviews and artifacts supported the following:

1. Exemplary submarine commanding officers who were able to lead during turbulent times successfully remain calm amid crisis.
2. Exemplary submarine commanding officers who successfully lead during turbulent times are quiet leaders who reach out to the chain of command to solicit new, fresh ways to combat crisis.

**Conclusion 6**

*Exemplary submarine commanding officers successfully lead their command through turbulent times with personal temperament by adjusting their behavior according to the situation.*

Adapting behavior to circumstances is advantageous for submarine commanding commanders, as they are constantly modifying their strategies to account for the
personalities and strengths of their crew. Submarine commanding officers pay attention to their own emotions, wants, and actions to better manage the crew during turbulent times. As a result, they are better equipped to limit the turbulence, reclaim control, minimize damage, and shorten the duration of an exceptionally tough leadership scenario.

Participant 6 explained,

> I have a leadership team for a reason, I will not always know the right answer, but with a concerted effort during a crisis, I am confident that the correct answer is in the room, and I will give all of my team the opportunity to be heard. This gives me time to take a breath and think the situation over.

Give individuals your undivided attention and real concern. Demonstrate it through paying attention to, listening to, and responding to what others say, as well as contemplating what is not stated (Holtom, Edmondson, & Niu, 2020).

The interviews and artifacts supported the following:

1. Exemplary submarine commanding officers who were able to successfully lead during turbulent times modify their actions in reaction to the sailors they command, the unforgiving environment in which they operate, and the external pressures they confront.
2. Exemplary submarine commanding officers who were able to lead during turbulent times successfully asked questions and were proactive prior to a crisis.

**Conclusion 7**

*Exemplary submarine commanding officers successfully lead their command through turbulent times with resilience by maintaining emotional stability.*

Maintaining emotional stability on a submarine during normal operations is difficult, but submarine commanding officers maintaining emotional stability during a
crisis onboard a submarine requires more attention. Emotionally stable leaders are well suited to manage disputes and facilitate agreements by effectively resolving differences between their crew and another outside entity. They are sensitive to the emotions of those engaged in a disagreement and find a resolution that is appropriate for the circumstances and parties involved. Keeping a level head in the face of turbulence is most important. Before responding to a crisis, it is critical to take a deep breath and maintain as much calm as possible—especially when the stakes increase, or situational turbulence intensifies—to go forward with an effective strategy and avoid inciting widespread panic (Miller, 2019).

Teamwork is also a key to maintaining emotional stability. Participant 4 stated. "Success never happens in a vacuum; it is truly a team effort." Commanding officers cultivate a strong management team. Unlike a corporate organization, the commanding officer has no decision as to who his executive officer or department heads are, so he develops a training program to build the team to his satisfaction. This ensures the management team is dependable, which enables the commanding officer to remain centered and retain an air of serenity. This can assist the commanders in making sound judgments and successfully navigating through times of turbulence.

The interviews and artifacts supported the following:
1. Exemplary submarine commanding officers who were able to lead during turbulent times successfully are aware of one’s emotions, strengths, weaknesses, wants, goals, and ambitions, seeing their impact on others, and then modifying or redirecting disruptive emotions and impulses, as well as adapting to changing conditions.
2. Exemplary submarine commanding officers who were able to lead during turbulent times successfully are aware of what their crew is doing and how it effects or relates to other people, as well as how other people's words and actions influence and relate to others, and how they react to them.

**Conclusion 8**

*Exemplary submarine commanding officers successfully lead their command through turbulent times with resilience by tolerating ambiguity or uncertainty.*

Submarine commanding officers tolerate uncertainty daily. The commanding officer serves as a liaison between the many work centers of the command, ensuring the submarine’s seamless operation. He keeps everything straightforward. Maintaining simplicity ensures that everyone is on the same page, that decisions can be taken quickly, and that misunderstandings are less probable. The submarine commanding officer’s primary objective is to develop and disseminate a doctrine to which the crew can adhere. In times of uncertainty, moral-based management is much more successful than regulation-based management. The crew must move around often and across diverse work centers to avoid calcification of thought and information concentration. This compliments the methodical use of team modularity and enables the submarine to function even if a specific component is damaged.

Uncertainty management within a systematic framework is critical for every organization, as it enables reacting swiftly and courageously to unexpected events despite inadequate knowledge (Hilary, Aher, Jayanta, Gomez, & Sosa, 2017). Participant 1 explained, "I want to make sure I communicate small or large crisis situations to my crew." Participant 10 followed up with, "I have to make educated guesses regarding the
The interviews and artifacts supported the following:

1. Exemplary submarine commanding officers who were able to lead during turbulent times successfully tolerate uncertainty by maintaining constant communications with their crew no matter the size of the crisis.

2. Exemplary submarine commanding officers who were able to lead during turbulent times successfully tolerate uncertainty by ensuring decentralized decision-making, and the crew is given the flexibility to increase their agility and effectiveness.

**Implications for Action**

This research established a baseline for understanding how submarine commanding officers used leadership characteristics and behaviors during submarine command between 2001 and 2009. Navy military leaders who lead their crew through turbulent times can apply the findings of this study and the supporting literature on leadership attributes. Because submarine deployments are always imminent and there is little research on how a submarine commanding officer leads their command while demonstrating the personal characteristics and behaviors of moral purpose, concern for the collective interest, resilience, and personal temperament, the Navy can use the findings of this study to determine whether the feedback provided by retired United States Navy submarine commanding officers are accurate. There are many opportunities to apply and use the study’s results to broaden the research into other aspects of Naval leadership. The ramifications of this study’s findings may affect future submarine
commanding officers and other leaders of the U.S. Navy submarine force and U.S. Navy surface fleet as they lead their crews through turbulent times.

Implication 1: Develop a Working Definition of the Leadership Attributes for Naval Submarine Officers in the Prospective Commanding Officer Curriculum

Curriculum developers for the prospective submarine commanding officers training program must develop leadership development training in moral purpose, concern for the common interest, personal temperament, and resilience. As a phenomenological study, this research examined the actual application of leadership characteristics in the experience of submarine commanding officers during turbulent times. The findings supported contemporary, complex theoretical conceptions of moral purpose, concern for the common interest, personal temperament, and resilience as defined by the subject’s body of literature. Thus, the research has the practical benefit of establishing linkages, defining the problem, and prioritizing future research. Within the study’s constraints, it elucidates how leadership characteristics affect exemplary submarine commanding officers’ decision-making and problem-solving activities based on their reported lived experiences. Such study might corroborate a workable definition of the leadership attributes as they relate to leadership and could lead to more empirical and contextual studies of the interest of moral purpose, concern for the collective interest, personal temperament, and resilience on submarine commanding officer practices.

Implication 2: Officer Education and Leadership Development

Officer education and leadership programs for the United States Navy must include leadership development in moral purpose, concern for the common interest, personal temperament, and resilience. This research’s direct and purposeful goal was to
determine the research’s personal and professional implications for future senior leader development. Officer education programs represent a significant resource commitment for the United States Navy and other armed services. Each Service and the Department of Defense as a whole maintain a tiered training structure that trains officers professionally throughout their military careers. This academic categorization encompasses entry-level and military occupational specialization training and intermediate- and senior-level education programs, both in-person and online. Such a career-long development system, which may last four decades for the most senior leaders who reach strategic levels in the command structure, is frequently given through combined service. The development of the leadership attributes of moral purpose, concern for the collective interest, personal temperament, and resilience thus should be a major concern for Officer Leadership Development programs.

**Implication 3: Identifying and Improving Leadership Attributes That Are Transferable For Military Leaders Who Transition Into Civilian Leaders**

A widespread belief tends to be that civilian and military cultures are so unlike that transitioning from a senior military career to a senior civilian executive post is exceedingly difficult. As cited by Cunningham (2012), military assignments occur inside a well-structured bureaucracy, whereas civilian careers occur in an unstructured setting devoid of clear organizational boundaries (Baruch & Quick, 2007). However, subsequent societal trends have diminished the significance of such disparities, particularly in the retirement transitions of top-level executives. Senior, flag-rank military transfers are not only reasonably trouble-free but also advantageous. High-ranking executives frequently have similar ideas and talents. These research investigations substantiated the opinions
expressed in trade journals that military leadership transfers effectively to civilian companies when adequate support systems are in place inside the new civilian firm (Cunningham, 2012). This is especially true for strategic military officers, whose professional environment is almost always fraught with ambiguity and uncertainty. Career sectors that are dynamic and fast-changing would appear to benefit from the appointment of military leaders who have been trained in and are confident in applying the leadership attributes of moral purpose, concern for the collective interest, personal temperament, and resilience through decades of experience. They are less prone to mistake irrational emotional hunches with solid leadership behaviors, an issue Anderson and Bhakuni (2010) discovered among inexperienced young entrepreneurs. The journal article by Hall and Rowland (2016) cited in the literature review provided detailed evidence that former military service improves leadership in the corporate world, implying that military use of moral purpose, concern for the collective interest, personal temperament, and resilience may have potential utility beyond the military domain, at the strategic level.

**Implication 4: The U.S. Military must Nurture a Culture that Embraces the Leadership Attributes of Moral Purpose, Concern for the Collective Interest, Personal Temperament and Resilience to have a Positive Command Climate**

The leadership attributes of moral purpose, concern for the collective interest, personal temperament and resilience should be viewed as a critical indication of a submarine commanding officer’s capacity to lead. This focus should be explicit, expressed in the behaviors of senior military leaders, and codified in standard personnel policies. As an officer advances through the organizational hierarchy, his or her
supervisory leaders must encourage implicit learning via both positive and negative events. Command cultures (particularly formal performance assessments) must allow officers to practice the leadership attributes by allowing minor errors. Mentoring possible successors for senior leaders proved to be a critical component of developing the leadership attributes of moral purpose, concern for the collective interest, personal temperament, and resilience. Senior military leaders at all levels must build a community of practice to train subordinate leaders to value and heed their leadership behavior attributes.

**Implication 5: Future Article Proposals**

The researcher will utilize the results of this study to develop a series of articles that will inform and educate the professional military organizations such as the Naval War College Review, the Journal of Military Ethics, and Strategy & Leadership for local, state, and national conferences. The purpose of the articles would be to increase awareness and knowledge of the leadership attributes and behaviors required to successfully lead a command or organization through turbulent times in order to resolve a crisis and achieve resiliency effectively. These future articles would help potential commanding officers understand, realize and practice their leadership behaviors of moral purpose, concern for the collective interest, personal temperament and resilience by incorporating them into a required reading list for leadership development programs.

**Recommendations for Further Research**

This study examined retired exemplary submarine commanding officers who demonstrated the leadership attributes of moral purpose, concern for the common good, resilience, and personal temperament mentioned in Goodwin's (2018) book. Those
leadership behaviors were applied in how retired exemplary submarine commanding officers led their commands throughout turbulent times—using a phenomenological lens allowed for a more nuanced understanding of the retired submarine commanding officers’ lived experiences during turbulent times. The following five areas warrant more research.

**Recommendation 1: Communication**

Exemplary submarine commanding officers in this research recognized the value of a variety of communication styles and approaches. An additional study should be conducted on the unique two-way communication mechanisms that submarine commanding officers utilized during turbulent times to efficiently handle the Navy and submarine force’s constantly changing state. The study’s findings may aid the U.S. Navy in creating successful communication strategies in advance of encountering turbulent times.

**Recommendation 2: Replicate This Study by Examining Seniors Enlisted Submarine Personnel**

Unlike commanding officers, who alternate between command and non-command posts during their careers, senior enlisted submarine leaders have continuous submarine expertise due to their recurrent assignments at the command level of leadership. Additional studies could look at the difference between leadership traits during turbulent times of submarine senior enlisted personnel.
Recommendation 3: Examine Commanding Officers from Other Departments of Defense Uniformed Services

The leadership characteristics and behaviors examined in this phenomenological study should include commanding officers of other military Department of Defense uniformed services agencies, such as the Air Force, Marines, or the Army, including the United States Army Reserve Component, the United States Army National Guard Bureau, the United States Coast Guard, and the United States Space Force. Additionally, the military should give training that instills the same level of discipline and authority in those in leadership positions responsible for leading subordinates during turbulent times.

Recommendation 4: Additional Research Should Be Conducted on How to Build Trust After A Commanding Officer Removal

The study discovered that submarine commanding officers utilized trust-building as successful leadership behavior. Additional research should be undertaken to determine how submarine commanding officers re-establish trust with the crew during a crisis, such as when a previous commanding officer is removed from command prematurely due to a loss of confidence or another comparable reason.

Recommendation 5: Members of the Thematic Team Should Collaborate to Identify Common Themes Discovered Within Their Different Studies

The thematic dissertation team performed research with diverse participants, including public school superintendents, U.S. Army first sergeants, industrial production managers, and U.S. submarine commanding officers. A meta-analysis of the data from the theme dissertations should be undertaken to ascertain the similarities and differences between the leadership behaviors discussed in these studies. Additionally, it would enable
identifying common themes among the many organizations studied in the original research studies.

Concluding Remarks and Reflections

This section on concluding thoughts and reflections contains my personal reflections on the study process and the principles attained. As a retired senior enlisted submarine sailor, I served with many commanding officers. As my career progressed, my responsibility increased, and I interacted with the commanding officer on a regular schedule. Understanding the stress level a commanding officer was under made me respect the position and appreciate the knowledge and leadership the commanding officer has. Submarine operations are the true definition of a turbulent time. Uncertainty and ambiguity were the only norms known. These turbulent times, particularly since the commencement of Operation Enduring Freedom in 2001, piqued my interest in the thematic, which began in June of 2019, as I plotted my career future.

The exemplary submarine commanding officer interviews were both enlightening and inspirational. Through the interviews, I was able to view the tremendous job the commanding officers accomplished while they were in command, and how they involved their crew in communication and decision-making. The commanding officers demonstrated the critical nature of their position and how amazing things can happen for the U.S. Navy submarine force when the proper leader is in the post. Additionally, the data they presented validated my perceptions of the essential leadership characteristics to succeed in the job. This also highlighted the study’s usefulness and the critical nature of contributing the findings to the body of research to assist submarine leaders in their work. Finally, it refreshed my knowledge that their job is vital and critical and that their views
on leadership will be a part of my path as I continue to advance up the career ladder in leadership positions.
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APPENDIX A

The diagram illustrates the Officer Leader Development Path, detailing the progression of character, connections, and competence through various years of service and educational and training experiences. The path includes stages such as Flag Operational Tours, Flag Wardroom, and Post-Major Command Shore Tour Command Training, among others, indicating a structured development process for officers and leaders in the Navy.
## APPENDIX B

### Synthesis Matrix

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APPENDIX C

Interview Script and Protocol

Thematic Interview Protocol Template

My name is Rodney Perryman, I am a doctoral candidate at Brandman University in the area of Organizational Leadership. I am part of a team conducting research to discover and describe behaviors that exemplary leaders practice to lead their organizations through turbulent times. You have been selected for participation in this study due to your unswerving devotion to duty to your Country and your exemplary leadership during your time as commanding officer of the most powerful warship in the world. Your participation is greatly appreciated and as a former Navy submariner myself, you are helping me achieve a lifetime goal and I am truly indebted to you. Doris Kearns Goodwin in her book, Leadership in Turbulent Times argued that there is a commonality of behaviors that effective leaders use during turbulent times. These behaviors help leaders succeed in situations where others have failed and allow them to overcome hardship. Four behavioral elements emerged as critical to leading in turbulent times: personal temperament, concern for the collective interest, resilience, and moral purpose. Through my research, I hope to begin answering crucial questions regarding the behaviors that guide leaders successfully through turbulent times. You have been chosen for this study because

Our team is conducting approximately 40 interviews with leaders like yourself. The information you give, along with the others, hopefully, will provide a clear picture of behaviors that exemplary leaders practice leading their organizations through turbulent times and will add to the body of research currently available.
Incidentally, even though it appears a bit awkward, I will be reading most of what I say. The reason for this is to guarantee, as much as possible, that my interviews with all participating exemplary leaders will be conducted pretty much in the same manner.

**Informed Consent (required for Dissertation Research)**

I would like to remind you any information that is obtained in connection to this study will remain confidential. All of the data will be reported without reference to any individual(s) or any institution(s). After I record and transcribe the data, I will send it to you via electronic mail so that you can check to make sure that I have accurately captured your thoughts and ideas.

We have scheduled an hour for the interview. At any point during the interview, you may ask that I skip a particular question or stop the interview altogether. For ease of our discussion and accuracy, I will record our conversation as indicated in the Informed Consent.

Do I still have your consent to continue with the interview?

Do you have any questions before we begin?

Okay, let's get started, and thanks so much for your time.

**Research Questions**

We have four research questions we will be trying to answer:

1. How do exemplary leaders lead their organizations through turbulent times using moral purpose?
2. How do exemplary leaders lead their organizations through turbulent times using concern for the collective interest?

3. How do exemplary leaders lead their organizations through turbulent times using personal temperament?

4. How do exemplary leaders lead their organizations through turbulent times using resilience?

The first element we will be looking at is Moral Purpose.

**Definition of Moral Purpose:**

Leaders who conduct themselves with moral purpose are legitimate and credible role models who practice what they preach and make principled and fair choices that can be observed and emulated by others. They use frequent, two-way communication to define ethics and create moral codes for the organization and infuse the organization with principles that will guide the actions of all employees.

**Interview Question #1:** In their jobs, commanding officers often face ethical dilemmas. Roland (2020) defines an ethical dilemma as "a complicated situation in which one must make a difficult choice or decision in the face of conflicting morals or the values one uses to determine the difference between right and wrong." As a leader, how do you provide opportunities to your crew to voice their concerns and thoughts about ethical dilemmas confronting the command?
• What do you do to keep the lines of communication open?

• How do you create an atmosphere of trust so your crew feel comfortable about expressing concerns or calling attention to problems in the organization?

**Interview Question #2:** Can you share a story about a time when you had to make a difficult decision and your integrity was on the line?

• What guided you in making that difficult decision?

• How do you ensure your sailors know how to make difficult decisions?

We will now move on to the second element, Collective Interest.

**Definition of Collective Interest:**

Collective interest refers to prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes.

**Interview Question #3:** Research shows leaders who lead their organization through turbulent times make the concern for the collective interest a priority. How do you assess and remain focused on the collective interest of your organization as you guided the organization through turbulent times?

• Are there things you do to keep the collective interest in your mind, and in the minds of others within the organization?

**Interview Question #4:** How do you prioritize the collective interest when it conflicts with your own sense of security or your own professional self-interest?
• Tell me about a time when you have experienced this conflict?
• What do (did) you do to lead your submarine when you are feeling this conflict?

The 3rd element we will be looking at is Personal Temperament.

**Definition of Personal Temperament**

The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual.

**Interview Question #5:** Can you describe your personal temperament?

• Can you share a story where your personal temperament played a role in your leadership position during turbulent situations?
• What were the elements of your personal temperament in that situation that helped or hindered a positive outcome/resolution?

**Interview Question #6:** What strategies do you use to adapt your temperament in different situations? For example, how might your temperament change in a turbulent environment compared to an everyday environment?

• Can you describe a situation in which you had to control your temperament to bring your people through a turbulent situation to achieve an important goal?

And finally the last element we will be researching is resilience.

**Definition of Resilience:**

The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events.
Interview Question #7: Can you share a time where you needed to absorb and recover from the adversity of an unsuccessful event? What strategies did you use to bring out your own resilience?

- How have you increased your resilience in tough times to overcome events that you have failed from as a leader?
- How have you demonstrated your resilience as a leader to your staff members within your organization?

Interview Question #8: As a leader how do you increase your submarine crew's resilience in handling setbacks and in meeting important goals?

- What strategies have you found to be effective in building resilience in your team members?
- What evidence do you have that your people are resilient in challenging times?
APPENDIX D

Interview Questions

The first element we will be looking at is Moral Purpose.

Definition of Moral Purpose:

Leaders who conduct themselves with moral purpose are legitimate and credible role models who practice what they preach and make principled and fair choices that can be observed and emulated by others. They use frequent, two-way communication to define ethics and create moral codes for the organization and infuse the organization with principles that will guide the actions of all employees.

Interview Question #1: In their jobs, commanding officers often face ethical dilemmas. Roland (2020) defines an ethical dilemma as "a complicated situation in which one must make a difficult choice or decision in the face of conflicting morals or the values one uses to determine the difference between right and wrong." As a leader, how do you provide opportunities to your crew to voice their concerns and thoughts about ethical dilemmas confronting the command?

- What do you do to keep the lines of communication open?
- How do you create an atmosphere of trust so your crew feel comfortable about expressing concerns or calling attention to problems in the organization?

Interview Question #2: Can you share a story about a time when you had to make a difficult decision and your integrity was on the line?

- What guided you in making that difficult decision?
- How do you ensure your sailors know how to make difficult decisions?
We will now move on to the second element, Collective Interest.
Definition of Collective Interest:

Collective interest refers to prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes.

Interview Question #3: Research shows leaders who lead their organization through turbulent times make the concern for the collective interest a priority. How do you assess and remain focused on the collective interest of your organization as you guided the organization through turbulent times?

- Are there things you do to keep the collective interest in your mind, and in the minds of others within the organization?

Interview Question #4: How do you prioritize the collective interest when it conflicts with your own sense of security or your own professional self-interest?

- Tell me about a time when you have experienced this conflict?
- What do (did) you do to lead your submarine when you are feeling this conflict?

The 3rd element we will be looking at is Personal Temperament.

Definition of Personal Temperament

The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual.

Interview Question #5: Can you describe your personal temperament?

- Can you share a story where your personal temperament played a role in your leadership position during turbulent situations?
- What were the elements of your personal temperament in that situation that helped or hindered a positive outcome/resolution?
Interview Question #6: What strategies do you use to adapt your temperament in different situations? For example, how might your temperament change in a turbulent environment compared to an everyday environment?

- Can you describe a situation in which you had to control your temperament to bring your people through a turbulent situation to achieve an important goal?

And finally the last element we will be researching is resilience.

Definition of Resilience:

The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events.

Interview Question #7: Can you share a time where you needed to absorb and recover from the adversity of an unsuccessful event? What strategies did you use to bring out your own resilience?

- How have you increased your resilience in tough times to overcome events that you have failed from as a leader?
- How have you demonstrated your resilience as a leader to your staff members within your organization?

Interview Question #8: As a leader how do you increase your submarine crew's resilience in handling setbacks and in meeting important goals?

- What strategies have you found to be effective in building resilience in your team members?
- What evidence do you have that your people are resilient in challenging times?
APPENDIX E

Brandman University Institutional Review Board

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.
APPENDIX F

Informed Consent

Informed Consent

INFORMATION ABOUT: Exemplary Leadership During Turbulent Times: A Study of Wartime Navy Submarine Commanders from 2001 to 2009

RESPONSIBLE INVESTIGATOR: Rodney Perryman

PURPOSE OF STUDY:
You are being asked to participate in a research study conducted by Rodney Perryman, a doctoral candidate from the School of Education at Brandman University. The purpose of this phenomenological study was to describe behaviors that exemplary Navy submarine commanders’ practice to lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Your participation in this study is voluntary and will include an interview with the identified student investigator. The interview will take approximately 60 minutes to complete and will be scheduled via a Zoom conference call at a time of your convenience. The interview questions will be confidential. Each participant will have an identifying code, and names will not be used in the data analysis. The results of this study will be used for scholarly purposes only.

I UNDERSTAND THAT:

☐ The researcher will protect my confidentiality by keeping the identifying code safeguarded in a locked file drawer or password protected digital file to which the researcher will have sole access.

☐ My participation in this research is voluntary. I may decide not to participate in the study, and I can withdraw at any time if I so choose. I can also decide not to answer particular questions during the interview if I so choose. Also, the investigator may stop the study at any time.

☐ If I have any questions or concerns about the research, I am free to contact Rodney Perryman via email at perr1804@mailbrandman.edu or by phone at 360-813-2575 or contact my dissertation chair, Dr. Julia Hadden at jhadden@brandman.edu.

☐ No information that identifies me will be released without my separate consent and all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed and consent re-obtained. There are minimal risks associated with participating in this research.

☐ If I have any questions, comments or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641
I acknowledge that I have received a copy of this form and the “Research Participant’s Bill of Rights.” I have read the above and understand it and hereby consent to the procedure(s) set forth.

Signature of Participant or Responsible Party

Date

Signature of the Responsible Investigator

Date
APPENDIX G

ZOOM Recording Release Form

ZOOM Recording Release Form

RESEARCH STUDY TITLE: Exemplary Leadership During Turbulent Times: A Study of Wartime Navy Submarine Commanders from 2001 to 2009

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Rodney Perryman

I authorize Rodney Perryman, Brandman University Doctoral Candidate, to record my ZOOM interview. I give Brandman University and all persons or entities associated with this study, permission, or authority to use this recording for Activities associated with this research study.

I understand that the recording will be used for transcription services, and the identifier redacted information obtained during the interview may be published in a journal or presented at meetings and/or presentations. I will be consulted about the use of the Zoom recordings for any purpose other than those listed above. Additionally, I waive any rights or royalties or other compensation arising from or related to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agreed to the outlined terms. I hereby release any and all claims against any person or organization utilizing this material.

________________________________________  _________________
Signature of Participant or Responsible Party  Date

________________________________________  _________________
Signature of Principal Investigator – Rodney Perryman  Date
APPENDIX H

Follow Up to Invitation to Participate

Dear (participant),

Thank you so much for agreeing to help me with my dissertation research on "Exemplary Leadership During Turbulent Times: A Study of Wartime Navy Submarine Commanders from 2001 to 2009". I am excited to get started, but I still have some writing to finish and then I have to defend my dissertation to a Quality Review board before I can do any interviews. I am hoping to be approved by the end of February 2021, so I can start my interviews by the beginning of April 2021. I will keep you up to date on when I am able to interview you.

When I get approval, I will send you the interview questions in advance, so you have some time to gather your thoughts and prepare. This will help the interview to go more smoothly and quickly. As a thank you, when this is all done, I will send you a gift card to thank you for your time and participation!

In the meantime, if you have any questions, please let me know and I look forward to speaking to you in April!

Best regards,

Rodney Perryman