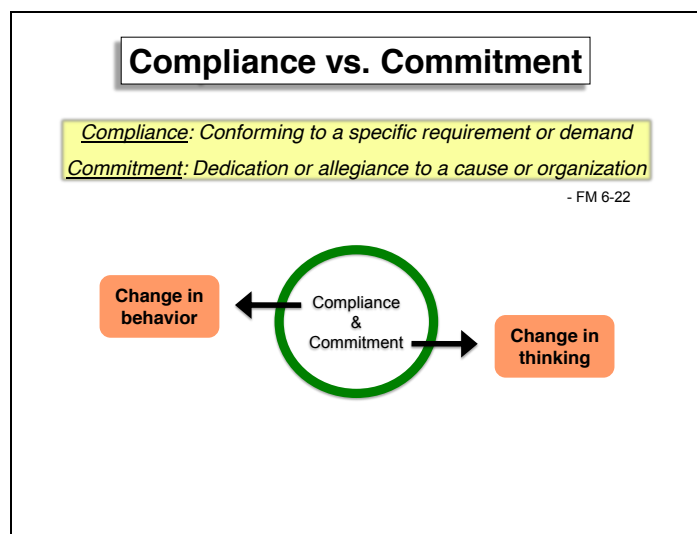


For the uninformed, military leadership is all about giving orders and expecting instant obedience. Followers of this mental model believe if there is any hesitation in compliance from Soldiers, they will inevitably be punished or even thrown in the brig.” This was best epitomized in a discussion I had when assigned to NATO with Dr. Michel Liu, a noted sociologist and professor at Paris-Dauphine University. He felt leadership in the military was all about enforcing compliance, and no need existed for more advanced influencing skills. It was his opinion that military leaders merely relied on rank, position, service rules, and regulations to get things done, and military leadership was really a myth! We wish it was only that simple.

Military leaders are responsible for achieving any and all assigned missions. That is the expected result or outcome of their leadership. They can do this through either commitment or compliance-focused influence. Compliance-focused is directed at follower behavior. It is generally effective for gaining short-term and immediate results. It also works well in time-constrained environments with basic tasks that require a specific action or behavior, and there is little need for follower understanding.

Noted leadership researcher Peter Senge believes ninety percent of the time what passes for employee commitment is really compliance.¹ According to Senge, there are various levels of compliance ranging from genuine compliance to noncompliance. In genuine compliance the followers do what is expected and are considered good employees. During routine operations, genuine compliance may be all that is required to successfully accomplish the mission. In grudging compliance employees make only minimum effort and their heart is really not in it. They only do the least amount of work because they have no personal ownership or buy-in. They are really not convinced the leader’s decision or action is the best one, that it will be effective, or that it is even worth doing in the first place.² They also have no problem letting others know they are not on board.



Long-term and lasting change requires a different focus. Leaders must move beyond compliance-prompted behavioral changes and focus on influencing follower attitudes, beliefs, and values in order to gain commitment. Commitment implies the followers want the organization to succeed and positive changes to occur. Committed followers make a decision to take personal ownership of mission tasks, have internal buy-in to the leader’s decisions and orders, and proactively dedicate themselves to mission accomplishment. They feel a shared responsibility for the successful completion of the task at hand. It could be said that both their mind and heart are really in it.” The critical point is that the commitment is self-initiated. It is a cognitive, thought-based process. The leader can create an environment that promotes and encourages follower commitment but the bottom line is that the individual must make a personal, internal, thought-out decision to fully sign on to the mission.

A historical example of the contrast between follower commitment and compliance can be taken from the experience of Major General George Armstrong Custer. During the American Civil War, Custer had the total commitment of the highly motivated volunteers he commanded in the 3rd Michigan Cavalry

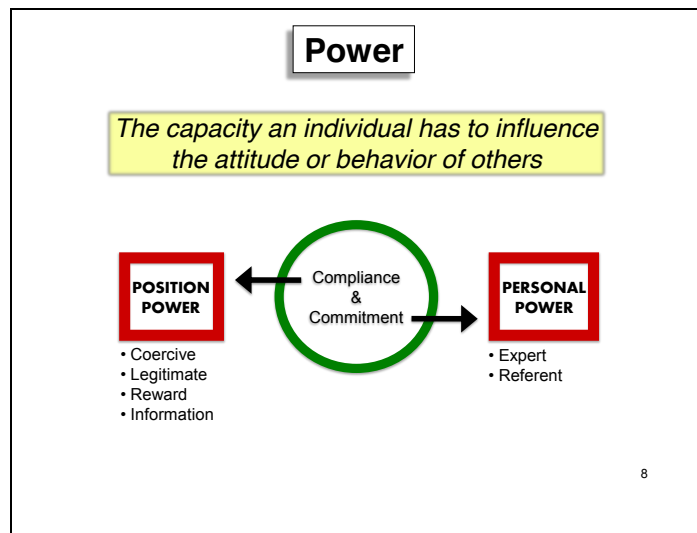
Division. He was convinced he could accomplish any mission with these troops, and had a proven track record of success during the war. This was quite different from the troopers he later commanded in the 7th Cavalry Regiment during the American Indian Wars. These Soldiers were generally from the lower elements of society and some were even former criminals. Many were immigrants who could barely speak English or even ride a horse. They had joined the Army simply to have a job. Custer was constantly frustrated with them and, to gain their compliance, reverted to extremely harsh disciplinary measures to include executions. This lack of commitment in his Soldiers impacted their level of competence and was one of many factors that contributed to Custer's devastating defeat at the Little Bighorn.

The challenge for the organizational-level leader is gaining this commitment from subordinate leaders and followers for the health and future of the organization. How do they do it? It all begins with power.

POWER

A core tool or means the leader can leverage to gain follower commitment is the power available to them. We define power as the *capacity to influence others and implement change*. It is not the actual influencing action. Influencing is the application of power. Without power, there is little influencing; and with no influencing, there is no opportunity to gain genuine compliance or commitment from others.

The practical question must then be asked, "What are the sources of a leader's power?" According to Dr.'s Gary Yukl and Cecelia M. Falbe, there are two independent sources of power: position and personal.³ The first is the authority that comes from the position the leader is filling. This gives them position or positional power. With this form of power comes the authority of the position. Position power promotes follower compliance. The second source of power is personal power. This power comes from the leader's followers and is based on their trust, admiration, and respect for the leader. It is tied to the leader's expertise and personality. Personal power encourages and connects with follower commitment.



Position Power

Position power is derived from a particular office or rank in a formal organization. According to taxonomy of social psychologists John R.P. French and Bertram Raven, it can be divided into further subcategories such as *legitimate, reward, and coercive*.⁴ When this power is applied through the use of appropriate influence techniques,* it can be very effective in changing the behavior of followers. In other words, it is excellent in gaining compliance.

* ADRP 6-22, *Army Leadership*, uses the term influence techniques." The majority of the professional leadership community uses the term influence tactics" coined by University of Albany researcher and professor Dr. Gary Yukl. I use both terms interchangeably in this article.

Legitimate power comes from the leader's formal or official authority. Individuals with legitimate power influence others through orders and requests that are consistent and appropriate with their position. In the exercise of legitimate power, the followers respond because they believe the leader has the right to make requests or give orders, and they have an obligation to comply.

Command is a form of legitimate power. According to ADRP 6-22, *Army Leadership*, "command is the authority a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment."⁵ It grants military leaders both the right and obligation to make decisions, give orders, and exercise control of resources such as budgets, equipment, vehicles and other assigned materials. Trappings of legitimate power may include office size and layout; professional assistants, drivers; and aides; uniform insignia and accouterments; and so on.

Reward power involves the capacity of leaders to use highly desired resources to influence and motivate their followers. These include promotions; selection for special duties, activities, or privileges; "best" competitions; medals; letters of appreciation or commendation; and so on. On a lesser but still significant scale, the reward could be public or private verbal praise, a thank you note, time off, an intercession on another's behalf, or a simple recognition by handshake or personal acknowledgment. When soldiers realize their leaders in the chain of command know who they are, it can be highly motivational. In reality, the rewards leaders generate for followers are limited only by their creativity and originality.

Coercive power is the opposite of reward power. Whereas reward power offers something positive and desirable, coercive power presents something negative and undesirable. As the old quote says, "It is the difference between gain and pain." Coercive power is the capacity to influence others through administering negative sanctions such as punishments, removal of privileges, fear tactics, public embarrassment, or being placed in a bad light among one's peers. Coercive power has been traditionally associated with the military and stereotypical toxic military leaders. Countless movies have been made depicting military leaders of all ranks and particularly drill sergeants using coercive power tactics.

American General Joseph "Vinegar Joe" Stilwell commanded in the China-Burma-India Theater in World War II and was known for his demanding nature and caustic remarks. He excelled in the use of coercive power tactics. One of his British brigade commanders, John Masters, recalled Stilwell specifically detailing a staff officer to visit subordinate commands to chastise their officers for being yellow."⁶ Obviously there was some truth to the nickname Vinegar Joe.

Coercive power has serious limitations and disadvantages. It may bring temporary compliance but undermines long-term commitment. It could result in passive-aggressive behavior, retaliation, and formal complaints against the chain of command leading to disciplinary or relief actions.

An additional form of position power described by Yukl is information power. It includes access to critical information, control over its dissemination, and the ability to act on that information. Based on rank and position, organizational leaders routinely have access to information that subordinates do not. Thus a leader who controls the flow of information has the opportunity to interpret events for subordinates and influence both perceptions and attitudes.⁷ Leaders can present information anyway they like and even distort it to their advantage. They may do this to cover up mistakes, bad decisions, or potential failures. Information is also vital in crisis situations because it is essential to the emotional well being of those being led. When information is not readily available, many followers will inevitably "MSU" it meaning make stuff up." What they make up generally will be better than reality though the consequences will be much worse.

Personal Power

In addition to positional power, leaders can also leverage personal power. Personal power is derived from the followers based on their trust, admiration and respect for the leader. It is the power given to the leader by the followers based on the leader's personality or expertise. It can be subdivided into two categories: expert power and referent power. When this power is applied through the use of appropriate influencing techniques, it can be very effective in gaining commitment in others. This is because it allows the leader to influence not just the followers' behavior but their thinking as well through an appeal to personal attitudes, beliefs, and values. It is important to remember that followers can withdraw this power just as easily as they give it. Whereas position power encourages follower compliance, personal power promotes follower commitment with the use of proper influence tactics.

Expert power is based on the knowledge and expertise one has in relation to those being led. It is being the subject matter expert or SME. The more knowledge, skills, talents, and proficiencies leaders have, the more power they can leverage. Those selected for battalion command successfully served in KD jobs such as a battalion XO or S3. These jobs should have provided the knowledge and expertise essential for their success as a battalion commander. The challenge at the organizational level is that there may be many individuals in a battalion possessing more expert power than the battalion commander. This could include assigned warrant officers, various noncommissioned officers, and those whose assignments have given them special knowledge or experiences. Part of leveraging expert power, is the leader's effective utilization of all available expert resources to accomplish the mission.

Post World War II research studies indicate that junior enlisted Soldiers had much more confidence in their noncommissioned officers than in their commissioned officers, i.e. platoon leaders. Understandably, this was because of the experience the NCOs possessed in comparison to the lieutenants, experience the Soldiers felt would keep them alive.⁸ This was expert power in its highest form.

The second category of personal power is that of referent power. Leaders can offset a lack of expert power by leveraging their referent power. Referent power refers to the strength of the professional relationship and personal bond leaders develop with their followers.⁹ When followers admire leaders and view them as role models or even friends, they imbue them with referent power. People will work hard for such leaders simply because they want to look good in their eyes and not let them down. To put it another way, referent power is the power generated by relationships the brick and mortar of solid organizations. The stronger the relationship, the higher the probability things will get done and get done well. Also, referent power has the highest potential of all the forms of power to gain a strong commitment from the followers.

General Dwight D. Eisenhower had exceptional interpersonal skills. Despite the fact that he did not deploy overseas in World War I, serve in combat, or command a unit larger than a battalion, he was selected in 1942 by President Roosevelt and General Marshall to be the Commanding General, European Theatre of Operations. This appointment was due as much to his relational skills as his professional or administrative competencies. Eisenhower did not disappoint. Through his interpersonal and social skills, he was able to gain the trust and confidence of both the allied and U.S. military and political leaders. Though he had fundamental disagreements with Churchill and other allies, it did not seem to affect their relationship.

INFLUENCE

Influence is the application of power. Leaders can use their power to affect and change the behaviors, values, attitudes, morale, and commitment level of those they lead. The research of Dr. Gary Yukl indicated the application of the leader's power comes principally through a variety of influence tactics (influencing techniques).¹⁰ The type of influence tactics applied to a given situation depends on the

amount of power the leader has, the target group being influenced, the degree of resistance expected, and the rationale behind the various influencing tactics.¹¹ Influence tactics can be placed into three broad categories: hard, soft, and rational tactics.¹²

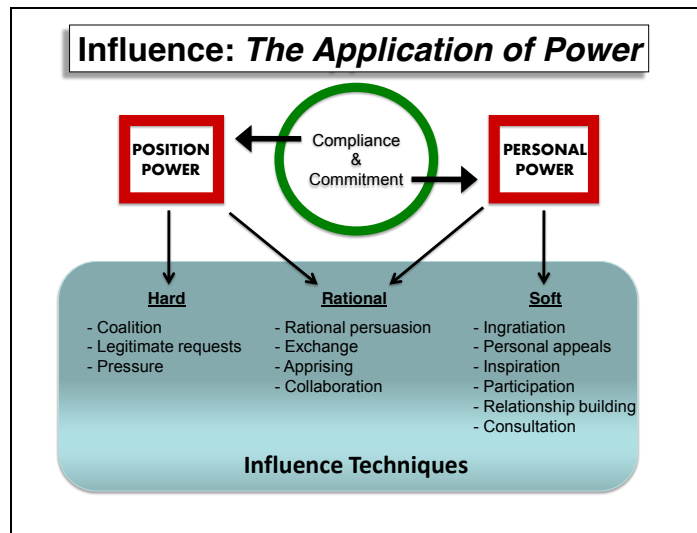
Influence Tactics

Hard tactics are generally associated with positional power and include coalition, legitimate requests, and pressure. They are very effective at gaining follower compliance. They are generally used when the leader is expecting significant resistance, the leader or influencer has the upper hand, or when the person being influenced violates the protocols of appropriate behavior with the leader.

- **Coalition** tactics are used when the leader asks for the assistance or support of others to influence the target. It may include getting the endorsement of someone the target person likes, respects, or views as an expert. Coalition tactics are routinely used in combination with one or more other influence tactics such as rational persuasion, ingratiation, or apprising. It can also be described as "ganging up." This tactic can make the target extremely uncomfortable.
- **Legitimate requests or legitimizing tactics** occur when the leader makes requests based on their rank, position, or authority. The leader first establishes his or her authority as part of the request process. It is generally used when the request is unusual, resistance is expected, or the target person may not know who the leader is or what authority she has.¹³ This is a tactic that is best used sparingly as it loses its impact and effectiveness if overused. "Pulling rank" is a type of legitimizing tactic.
- **Pressure** tactics include threats, warnings, relentless reminders, persistent demands, constant checking, bothersome micromanagement, and other aggressive behaviors from the leader. These tactics are generally used if the commitment of those being led is low and compliance is an acceptable alternative. The problem with pressure tactics is that they have the tendency to undermine relationships. They may be effective in the short term but generally have a negative long-term effect. Pressure tactics are closely associated with the pre-volunteer military and also Hollywood's stereotype of military leaders. Experience has shown that, overall, pressure tactics have very low effectiveness.

Soft tactics are associated with personal power and include ingratiation, personal appeal, inspirational appeal, participation, relational, and building consultation. All are effective at gaining follower commitment or at least placing the follower in a position where they are more willing than not to commit to an action or change. Besides the focus of gaining commitment, they can be used when the influencer is at somewhat of a disadvantage, when they expect minor resistance, or when they will personally benefit if the influencing effort is a success.

- **Ingratiation** is an attempt by the leader to make those being influenced feel better about the leader and the request he or she is about to make. Ingratiation is done by giving praise, acting



friendly, giving unexpected favors, or saying things to make those being influenced feel special or be in a better mood. Sales representatives use ingratiation as one of their primary influencing tactics. Another common phrase for ingratiation is sucking up!” In a World War II period cartoon by Bill Mauldin, infantryman Willie says to his buddy Joe, “The Captain was acting real friendly this morning. Guess that means we’re moving back up to the [front] line again.” The captain’s action was a form of ingratiation. While the word ingratiation” has a negative connotation, it can be effectively used in moderation, for example, when meeting new people and attempting to make a good first impression. If successfully employed, it will increase the referent power of the user.

- **Personal appeals** are leader requests based on friendship, loyalty, or trust. It generally occurs when the leader is faced with a difficult situation and mutual trust and confidence are essential to their success. The leader would appeal to the follower by highlighting the special skills or talents he or she has that would insure the task would be successfully accomplished. Personal appeals are directly connected to referent power. Many times they are made when the task is not part of the person’s normal duties or responsibilities.
- **Inspiration or inspirational appeals** are designed to stir up the emotions and enthusiasm in others to gain their commitment. It appeals to the target audience by connecting the request to a person’s values, needs, hopes, and ideals. Examples would be the commander’s speech before the big battle or a coach’s speech to the team before the big game. To effectively use this influence tactic, the leader must clearly understand the hopes, dreams, and values of those being influenced. Leaders can use imagery, metaphors, and rousing animated gestures in the process of the appeal. However, this must be consistent with how the leader is generally viewed. If it is not, it will come across as phony and inauthentic and could have the reverse effect of what was intended. During World War II, General Patton would routinely travel to his army’s subordinate units and give rousing inspirational appeal speeches. This was realistically captured on film in the 1970 academy award-winning movie *Patton*. In the movie’s opening scene George C. Scott, acting as Patton, gave a stirring inspirational speech that was in fact drawn from the Patton historical archives.
- **Consultation** occurs when the leader asks another person how a mission should be accomplished, a task carried out, or a difficult change implemented. This is done to leverage the expertise and knowledge of the target person as well as gain a higher level of commitment for the project. There are situations in which the leader already knows what he or she is going to do and consultation is really a subtle form of manipulation. But this is not true in all cases. There are times when the expert power of subordinates is needed to insure the plan is solid. An example of this was in the movie, *Saving Private Ryan*. Prior to the film’s final battle, Captain John Miller (Tom Hanks) asked Sergeant Mike Horvath (Tom Sizemore) what he thought they should do. It was the only time in the movie when he called Sergeant Horvath by his first name. This is a classic consultation technique.
- **Participation** occurs when the leader asks a follower to take part in a planning, brainstorming, problem solving, consensus building, or decision making process. Unlike with the consultation tactic, the follower does not have any unusual expertise on the topic. The participation generally increases the follower’s personal sense of value and worth to the organization. This recognition is important in building follower commitment and increasing their ownership and buy-in. Since the follower has participated in the planning or problem solving process, this tactic also enhances the enabling and empowerment process.

- **Relationship Building** is a technique in which leaders build positive rapport and a relationship of mutual trust, making followers more willing to support requests. Examples include showing personal interest in a follower's well-being, offering praise, and understanding a follower's perspective. This technique is best used over time. It is unrealistic to expect it can be applied hastily when it has not been previously used. With time, this approach can be a consistently effective way to gain commitment from followers.

Rational tactics are associated with both personal and positional power and include rational persuasion, exchange, apprising, and collaboration. These tactics are generally used when the two parties are of equal rank or power, when no resistance is expected, or when both the organization and the influencer will benefit. These tactics initially appeal to compliance but can lead to commitment because they typically generate short-term wins that can, if consistently applied, sway the attitudes and beliefs of the followers or targets.

- **Rational persuasion** is the most common and one of the most effective influencing techniques. It commonly uses logical arguments, facts, details, specific evidence, data, and various forms of proof to convince the target audience. Rational persuasion is commonly used by lawyers in legal arguments. It focuses on one's reason, rationale thought, and common sense. It is perhaps the most difficult to counter and can also be effectively used by subordinates when attempting to influence their leaders. At the Pacific Strategy Conference in Hawaii in July of 1944, General Douglas MacArthur masterfully used rational persuasion to influence President Franklin Roosevelt regarding the strategic way ahead in the Pacific War. With Admiral Chester Nimitz present, MacArthur skillfully outlined to the President why liberating the Philippines made more sense than the navy's recommended strategy of bypassing those islands and advancing on Formosa. Roosevelt decided in favor of MacArthur's strategic approach, which was somewhat surprising since he was a strong advocate of the navy, sea power, and had previously been Secretary of the Navy. Such was the strength of General MacArthur's rational persuasion.
- **Exchange** or quid pro quo is a very common influence tactic. The leader knows the subordinate wants or desires something that is highly valued by them. As a result the leader will give them what they want if the subordinate will comply with a request from the leader. This tactic will only work if what the subordinate is promised is of value to them, and they believe the leader doing the promising can and will follow through. Exchange is quite common in politics. One elected official will vote for a law if they are promised something in value by another representative in return for their vote. Former U.S. Senator Bob Dole, R-Kansas, a thrice decorated World War II 10th Mountain Division veteran, was a master of this tactic during his twenty-seven years in the Senate.
- **Apprising** occurs when the leader tells the target how complying with his or her request will benefit the target personally or professionally or both. Not unlike rational persuasion, this often involves logic and facts. In apprising, the person being influenced will receive a certain benefit by doing what the leader is requesting. It is not, however, something the leader will provide. That is just the opposite of exchange tactics in which the person being influenced is being provided something by the leader. The benefits of apprising may include increased opportunities for advancement, greater visibility to influential people, highly desired skill training, the selection for special duties, activities, or privileges, and the like.
- **Collaboration** occurs in situation in which the leader offers the resources, equipment, or assistance that will be needed to successfully complete a request. This would be resources that the person being tasked may not have. In collaboration there is a joint effort by both the leader

and the target to accomplish a mission or task. An example in an operational environment would be the senior commander offering additional artillery, air, or armor resources to the subordinate commander in the support of a very tough offensive action.

Given the forms of power a leader possesses, positional and/or personal, how does the leader know what influencing techniques to use? What happens if a leader with positional power but no personal power attempts to use a soft influencing technique? Probably not very much will happen. Imagine a boss you dislike or do not respect attempts to influence you through an inspirational speech or a personal appeal. You would probably find the actions somewhat offensive and quickly identify the insincerity.

If a leader who has personal power uses a hard influencing technique, it might not be well received by the followers. It will seem out of place and the followers will probably ask, "What's wrong with the boss today? He must have had a fight with his wife!" Many leaders will avoid using hard tactics in fear of jeopardizing the referent power they already have with their followers.

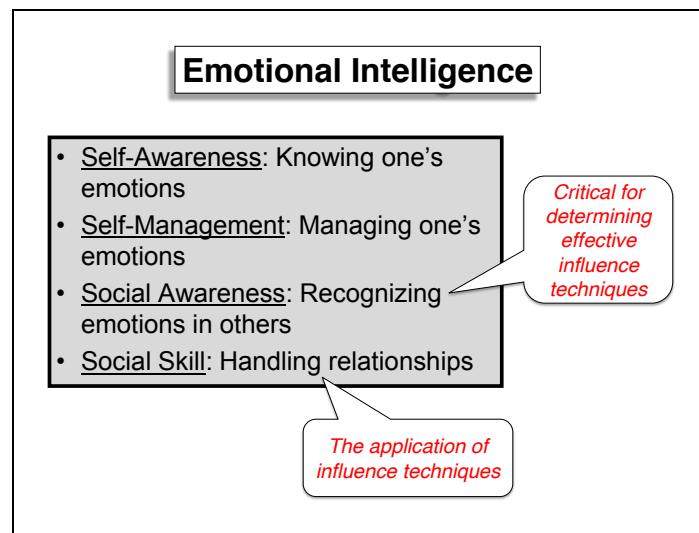
Some leaders have various forms of power but do not have the will to use them. This is generally because of a lack of moral courage. Some leaders apply the correct tactic to the correct form of power but, because it is done so ineffectively, no one is influenced. Then there are other leaders who do not understand either power or influence and therefore do not properly leverage any of these leadership tools available to them.

Emotional Intelligence

How can the leader insure that the appropriate form of power and influence tactics are used in a given situation? It is through the use of emotional intelligence or EQ* skills. Emotional intelligence is the ability or skill to identify, assess, manage, and control the emotions of one's self, of others, and of groups.¹⁴

According to EQ researcher and leadership writer, Dr. Daniel Goleman, EQ has four components: self-awareness, self-management, social awareness, and social skills. The first two components deal exclusively with the leader. Self-aware leaders can read and understand their emotions. They understand how their emotions impact their work performance and relationships. They have an accurate self-assessment of themselves to include strengths and weaknesses. Self-management means they can control their emotions and manage their behavior, even under stressful, trying conditions.

The last two components of EQ have specific application to the use of power and influence. Social awareness is the sensing of emotions, perspectives, and needs in others, both at the individual and organizational level. It is the Army leadership attribute of empathy. By recognizing and understanding the emotions in others, leaders have clear signals and indicators of the values, beliefs, and attitudes that drive behavior and actions in an organization. By understanding these signs and indicators, leaders can select the appropriate influence tactics commensurate with the situation and their individual power.



* EQ stands for emotional quotient. Dr. Daniel Goleman uses the acronym as an antithesis to the more traditional measure of intelligence, IQ – intelligence quotient.

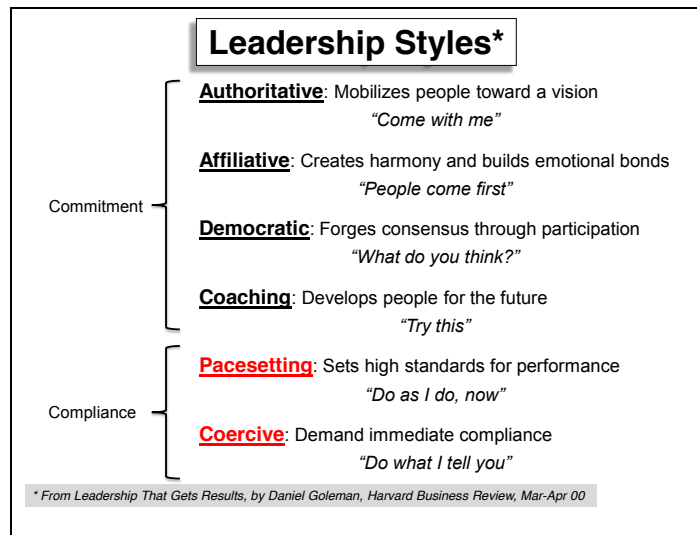
Social skill, the fourth component of EQ, is the application of the appropriate influence tactics and relies heavily on the Army leadership competency of “communicates,” which involves the clear articulation of ideas, active listening, and the ability to recognize and resolve misunderstandings.

To put it simply, EQ is a clear enabler to the proper selection and application of influence tactics. An excellent example of EQ failure is provided by one of the Army’s most famous generals, General George S. Patton, Jr. General Patton was rated by the Germans as the best allied general in the European Theatre of Operations in WWII. He was, however, seriously lacking in EQ skills as evidenced by his slapping of two soldiers suffering from PTSD during the 1943 campaign in Sicily. As a result, from 3 August 1943 until 1 August 1944 General Patton was effectively on the sidelines while the greatest war in history was being waged without his active participation. This war was something he had prepared for his entire life. His lack of emotional intelligence skills also eliminated his involvement in the Normandy invasion and selection for command of an army group.

Emotional intelligence is a skill set that can be learned and mastered. Leaders can improve their EQ skills in a number of ways. They can observe and imitate emotionally intelligent role models (as well as learn from the emotionally inept); seek and obtain feedback on their EQ skills from superiors, peers, and subordinates; take any number of personality assessment instruments focusing on EQ; read any of the countless offerings of commercial books available on the subject; or attend an EQ workshop or seminar.

Leadership Styles

The application of influence tactics is also demonstrated through one’s leadership style. While the Army doctrinally does not advocate specific leadership styles, six of the most recognized styles were discussed by Dr. Goleman in his emotional intelligence research.¹⁵ The coercive and pacesetter styles are effective at gaining short-term follower compliance but generally have negative long-term consequences. The coercive style demands immediate compliance and can be described by the phrase, “Do what I tell you!” It is a toxic, disrespectful, and bullying style that almost always results in low follower morale and productivity. The pacesetter style on the other hand sets very high standards of performance. It is the “Do as I do and do it now” style. It is characterized by a leader who is a workaholic, role models high standards, wants everything to be better and faster, and promptly replaces those who do not measure up. Pacesetter leaders expect followers to know what to do and, if they need to be told what to do, they are the wrong fit for the job. Pacesetters usually believe follower development is a waste of time and resources. Legitimate requests and pressure are common influencing tactics employed by these two leadership styles.



Dr. Goleman believes the other four leadership styles are much more effective at achieving a positive climate, high levels of performance, and deeper follower commitment. Probably the most effective of the four is the authoritative style. The authoritative (not authoritarian) style mobilizes people toward a common vision and says, “Come with me.” The leader enthusiastically works to get people on board with the vision. The leader’s focus is follower ownership and buy-in of the vision. It is a style that is noted for very effective communication skills. Next, the affiliative leader says, “People come first.” It is a style

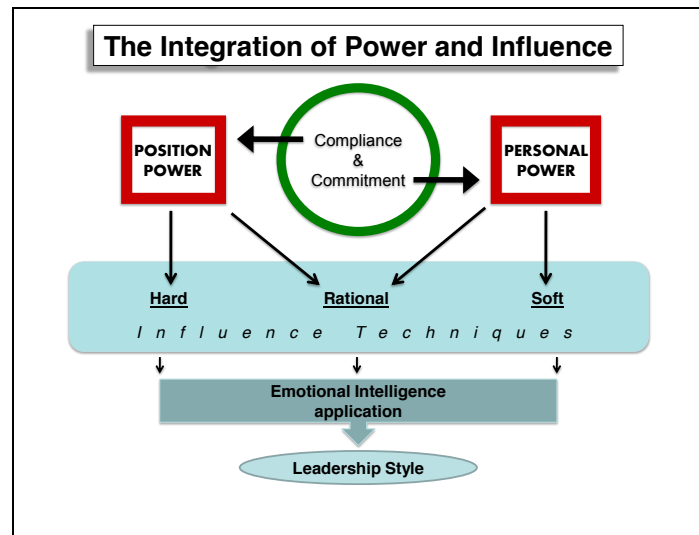
that creates harmony, emotional bonds, trust, honesty, and teamwork. Followers are given the freedom to do their jobs and flexibility is always enhanced by this style. Then there is the democratic style. It builds consensus through participation and asks, "What do you think?" The democratic style is noted for open dialogue, effective listening, and collective decision making. There are also high levels of follower frustration resulting from this style because of endless meetings and the time required to arrive at a final decision. Finally, the coaching leadership style develops people for the future and is characterized by the phrase, "Try this." It focuses more on personal development than immediate work related tasks. It is the least used style because leaders indicate they do not have the time to engage in the slow process of helping followers grow. Soft influencing tactics such as participation, consultation, personal appeals, and relationship building are the hallmark of these four styles.

Many field grade officers do not put a lot of thought into their style of leadership beyond the traditional military maxim of "come in hard" when entering a new organization. The point of the Goleman styles is not that one is better than another, but that they all have a purpose and an associated methodology that can prove very effective when aligned with the leaders' sources of power, selection of appropriate influencing techniques, and application of those techniques through the use of EQ skills. When considering your style as a leader, you must analyze it from this broader perspective to ensure you have properly aligned all the components of power and influence to support your actions and behavior. If not, the consequential misalignment will achieve results you probably never wanted or expected.

CONCLUSION

We have seen that military leadership is much more complex than simply giving orders and expecting instant compliance. Leaders have a variety of tools to utilize in the pursuit of successful mission accomplishment. They can use position power to gain compliance or personal power to gain commitment. Various influence tactics support the use of either position or personal power. These tactics can be categorized as being hard, soft, or rational. The leaders' emotional intelligence skills help determine which category of tactic would be most appropriate to use in a given situation.

The application of influence tactics is also demonstrated through one's leadership style.



Gaining commitment from followers, especially the key leaders, is the ultimate prize of organizational-level leadership. It anchors the organizational culture, creates a positive command climate, forms the foundation of a learning organization, and ensures a unity of effort for achieving the most challenging of missions. Position power is important for accomplishing this but personal power is essential. An organizational-level leader cannot be an expert in all fields because of the complexity of the position, meaning the primary source of personal power available to the organizational-level leader is referent power. This is why Goleman puts so much emphasis on the importance of the authoritative leadership style. It rallies followers to a shared vision and creates a bond between leader and follower. The bond is strengthened by the use of rational and soft influence tactics that solidifies the cohesion and unity of the organization. On paper, this sounds easy; in practice, it is incredibly hard. But it is a worthy objective that all field grade officers should strive for as they face the intricate challenge of aligning the components of power and influence within an organization.

ENDNOTES

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⁷ Yukl, 156.

⁸ Stouffer, Samuel; Edward A. Suchman; Leland C. DeVinney; Shirley A. Star; Robin M. Williams. *The American Soldier: Combat and Its Aftermath. Studies in Social Psychology in World War II, Volume II*. (Princeton, NJ: Princeton University Press, 1949), p. 347.

⁹ Ginnett, Robert C.; Richard L. Hughes; Gordon J. Curphy. *Leadership, Enhancing the Lessons of Experience*. (New York, NY: McGraw-Hill Irwin, 2006), p.114.

¹⁰ Yukl, pp.164-169.

¹¹ Ginnett, 128.

¹² Ginnett, 125.

¹³ Yukl, 169.

¹⁴ Bradberry, Travis and Jean Greaves. *"Emotional Intelligence 2.0"*. (San Francisco: Publishers Group West, 2009), pp.2-3.

¹⁵ Goleman, Daniel. *Leadership That Gets Results*. *Harvard Business Review*, March-April 2000, p.78.