# Leadership development of junior Army leaders: a Dutch perspective

**Major P. de Bock MA**

**Dr. P. Olsthoorn**

## Introduction

The world around us changes rapidly, and so does the operational context. To meet the demands of this new environment the Netherlands Army is redeveloping its education and training curriculum. One of the revised courses is the *Primary Officers Course*, which prepares lieutenants to perform in the rank of captain. In its old form the course objectives did no longer match the trainees' expectations. Students positively evaluated topics such as 'compassionate leadership,' but did not necessarily see its relevance for the military profession. Throughout the renewed training, leadership development is to be the driving force. After the initial officers' education at the Netherlands Defence Academy (NLDA) and a few years of experience on the job, junior leaders go to the Army's Land Training Centre (LTC) for a three-week-long training, enabling them to share experiences and work on their skills and knowledge. A lofty ambition that also raises some questions, such as: can we develop leadership? Which

leadership theories should (considering the abundant literature) underpin such a course? And how to develop 'state-of-the art leadership' in the current institutional and operational context, preferably in keeping with the maxim 'leaders develop leaders'? We aim to answer these questions by connecting recent academic literature to the practice of leadership education.

First, we briefly discuss the schools in leadership theory that are most relevant to the military, and which underpin the Netherlands joint and Army visions on leadership. Subsequently, we describe the implications of these visions for leadership development, followed by an elaboration on three related topics: ethical, transformational, and unobtrusive leadership. We picked these three topics because they are interrelated and very relevant to today's militaries. Leadership and ethics are habitually treated as related though separate domains; although most current handbooks on leadership pay attention to ethics, this will generally be in a separate (often the last) chapter. Transformational leadership, however, is one of the few leadership approaches that explicitly sees ethics and values as an integral part of leadership, and many militaries have put their money on it. But transformational leadership also assumes, like most other leadership theories, that to be effective leaders have to have a strong influence on their subordinates, while many militaries stress the need for decentralized leadership in light of today's complex and unpredictable missions. This might require a style of leadership that is less obtrusive than is commonly espoused in leadership theory. We present sub-conclusions in the form of Propositions (P) throughout the paper, and conclude by summarizing these propositions. This conclusion can be considered as a starting point for designing leadership development for junior leaders.

**Leadership Theory**

Since 1900 we have seen four major schools in leadership theory: the 'trait', 'behaviour', 'contingency,' and 'one best way' approach.[1] The trait approach tried to find personality traits, values, motivations and competences that distinguish effective leaders

---

[1] S. Dalenberg, I. Folkerts, & T. Bijlsma, "Nieuwe Visie Leidinggeven: Op Koers met het Leiderschapkompas," *Militaire Spectator* 183:1 (2014): pp. 26-39.

from their less effective colleagues. Despite its common sense appeal, it failed to find such traits; effective leaders are not necessarily born that way. The limited success of this quest for essential leadership traits led to theories that differentiate between leadership *behaviours*, the main distinction being that between task-oriented and people-oriented behaviour. This distinction is still valued in most militaries: that there is little room in battle to focus on everyone's feelings is thought to legitimize task-oriented behaviour, at least in that specific context. In more peaceful circumstances, commanders sometimes apply a more people-centric approach to 'compensate' for this. Save for this rough rule of thumb, this theory offers little guidance as to what military leaders should do in a given situation.

New theories that did incorporate the situational context came in the form of contingency theories such as Hersey and Blanchard's Situational Leadership theory, stating that 'effective leaders base their leadership style on the maturity of their subordinates.'[2] They do so by determining 'which combination of task-oriented and relations-oriented behaviour will work best.'[3] Such contingency theories assume that leaders are able to switch between different styles of leadership. Although there is little empirical validation for these theories, militaries use them to this day because situations change quickly in contemporary operations, and adaptation is often necessary.[4]

In contrast to contingency models, some leadership theories describe a 'one best way' of leadership. Familiar examples are charismatic, inspirational and transformational leadership.[5] Although some of these approaches – especially that of charismatic leadership – might seem to amount to a return to the trait approach, this is not the case. Charisma is in these modern theories something that followers attribute to leaders (and is thus not a trait), and leaders can learn to behave in a way that makes this attribution

---

[2] P. Hersey and K. H. Blanchard, *Management of organizational behavior: Utilizing human resources* (5th ed.), (Englewood Cliffs, NJ: Prentice-Hall, 1988).

[3] P. Olsthoorn "About Doctrinal, Transformational, and Unobtrusive Leadership in the Military - A Dutch View," in: *Changing Mindsets to Transform Security: Leader Development for an Unpredictable and Complex World,* Linton Wells II, Theodore C. Hailes, and Michael C. Davies, eds, (Washington: National Defense University, 2014), p. 312.

[4] MoD, *Defence Publication Land Operations (DP 3.2), (*The Hague: Ministry of Defence, 2014).

[5] B. M. Bass, "Two decades of research and development in transformational leadership," *European Journal of Work and Organizational Psychology* 8:1 (1999): pp.9-32; J. M. Burns, *Leadership*. New York: Harper & Row, 1978).

more likely to happen. Less famous examples of 'one best way' theories are servant leadership, ethical leadership, and authentic leadership.

> *P1: There is no all-encompassing leadership theory. It is therefore best to apply an eclectic approach towards the variety of leadership theories. Yet, at the same time it remains important to keep considering the downsides of these theories as well.*

## THE JOINT LEADERSHIP VISION (2014)

Like the previous version, the current joint leadership vision of the Netherlands Armed Forces is partly based on situational and inspiring leadership, but it also incorporates elements of the trait and the behaviour approach, and of team leadership, authentic leadership, adaptive leadership, servant leadership, and ethical leadership.[6] It links three leadership themes, *'to be,'* *'to do'* and *'to learn,'* to the four leadership roles depicted in the vision's *leadership compass*: leader, professional, manager and coach (figure 1).

---

[6] MoD, *Actualisering Visie Leidinggeven Defensie (Updating the Defense Leadership Vision).* (Analyserapport. Den Haag: Defensiestaf, 2012).

**Figure 1: Leadership compass (Netherlands MoD)**
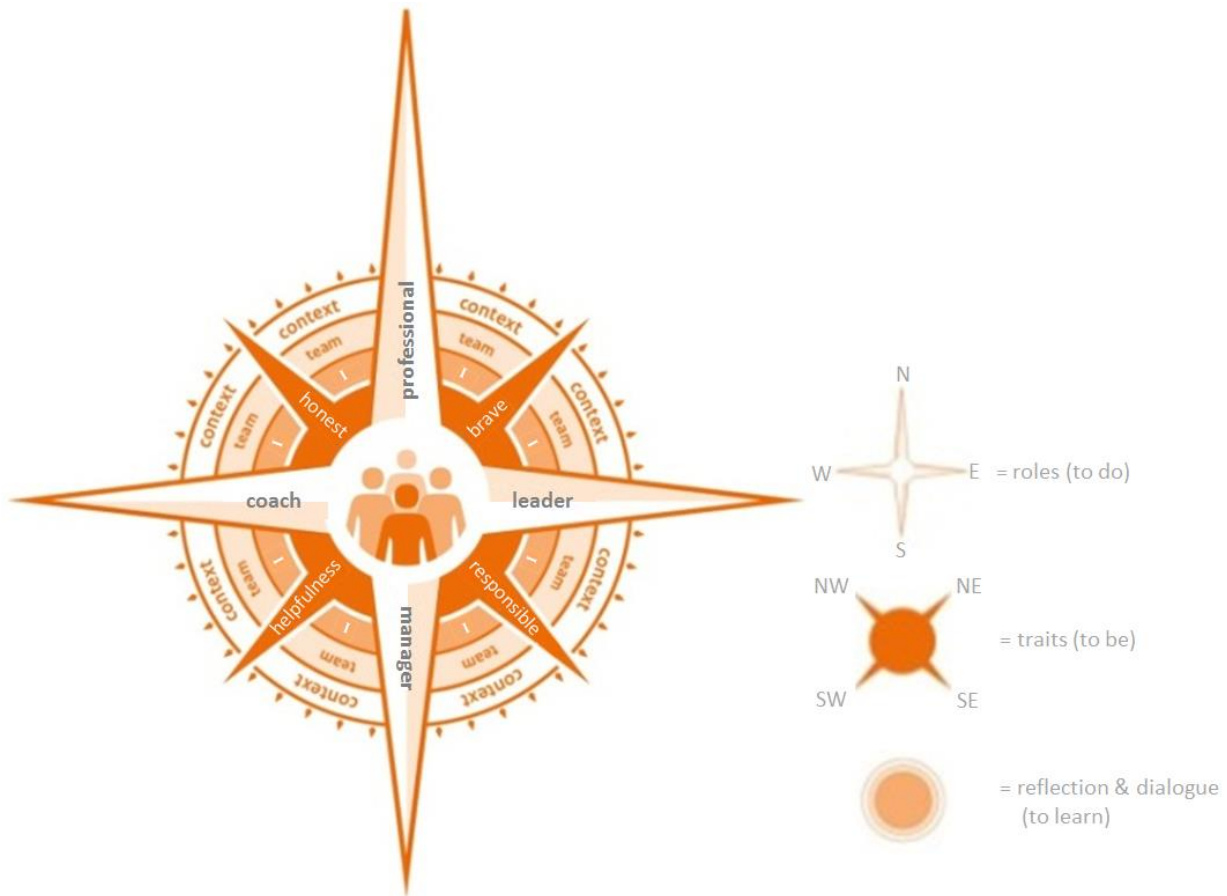


Visualizing the leadership model as a compass should appeal to military personnel. But the analogy also points to a potential limitation: where a compass always points to the magnetic north, we expect leaders to be able to switch between their different roles. Assuming this is possible, how do followers react on such 'ambivalent' leaders? Take for instance the roles of *coaching* and *managing*. The main difference between the two is that coaching assumes a certain amount of reciprocity and openness, while this is not necessarily the case with managing. But can the relationship between a military leader and a subordinate ever be described as reciprocal? In the end most subordinates want to be well thought of by their leader, and it is hence not very likely

that they will discuss their weaknesses and development needs with a leader that is also assessing their performance. This makes it doubtful to whether military leaders are really in a position to coach their subordinates.

Another potential pitfall is that the leadership compass puts the leader literally at the centre, testifying to a rather centralistic view of leadership. But the function of leadership is to facilitate the functioning of followers. There is in that aspect a similarity between the role of a referee in sport and leadership in organizations: the best referees are those who are hardly noticed. Sport is not about the referee but about (team) performance. This is even more so in military operations: not leaders but team performance determines the success of a mission. Although we return to this later, we already propose that:

*P2: We should not stress too much that junior leadership is decisive in team performance. Leadership is about facilitating people to accomplish common objectives.*

*P3: Lieutenants are to be made aware that besides 'leading', they also fulfil other roles. These roles might be mutually conflicting. To be truly authentic, junior leaders must become self-aware to know which roles in which circumstances suits them best.*

Is this compass all bad then? Certainly not. First of all, the appealing leadership themes '*to be'*, '*to do,'* and '*to learn'* contain a good mix of trait, behaviour and contingency theories. Second, the compass gives due attention to the leader as an individual, but at the same time it illustrates that he or she is a member of a team (but not necessarily the leader of that team) that acts within the broader context of society. By doing so, the compass tries to cope with one of the organization's paradoxes: 'the leader should, in a society that individualizes, put more effort in stimulating strong and thriving group spirit, which is an important precondition for the performance of duties of the defence organization.'[7] Third and finally, the compass is based on four virtues – courage, responsibility, helpfulness, and honesty – that can be developed by enhanced self-

---

[7] MoD, *Actualisering Visie Leidinggeven Defensie (Updating the Defense Leadership Vision)*, (Analyserapport. Den Haag: Defensiestaf, 2012).

awareness.[8] McClelland's 'iceberg model' (figure 2) distinguishes different levels of competency: while elements above the surface are readily identifiable and measurable, there are others, below the surface, that are more difficult to detect and develop, yet which are often more significant because they determine our behaviour. Knowledge and competences are, for instance, relatively easy to train and develop, whereas values and character are more difficult to change. Enhanced self-awareness leads to improved leadership skills by means of increased self-leadership; the intentional influencing of one's thinking, feeling and behaviour to achieve one's objectives.[9]

**Figure 2: McClelland's iceberg[10]**
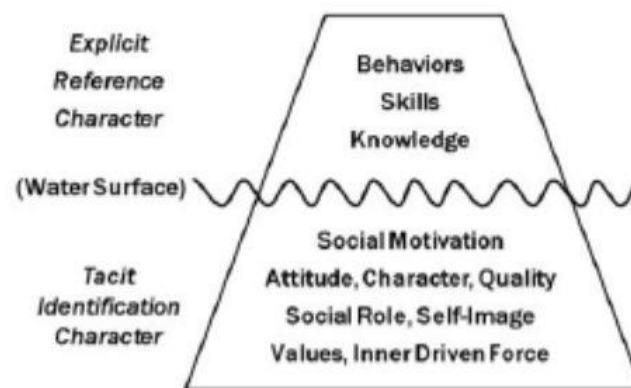


Young leaders are receptive to being 'shaped' by their environment, but this self-leadership has to be developed as well. In other words, if we want junior leaders to enhance leadership skills during training we should not (only) focus on 'shaping' them, but also enhance their self-leadership by reflecting behaviour to increase self-awareness.

---

[8] MoD (2014b). *Joint leadership vision 2014*. The Hague: Ministry of Defence.

[9] A. Bryant & A. L. Kazan, *Self-Leadership: How to Become a More Successful, Efficient, and Effective Leader from the Inside Out* (London: McGraw-Hill, 2012).

[10] L. M. Spencer & S. M. Spencer, *Competence at Work Models for Superior Performance* (New York: John Wiley, 1993).

A very useful tool to obtain a complete view is the 360° scan, in which superiors, peers, subordinates and clients evaluate competencies that are linked to leadership behaviour.

> *P4: The leadership themes 'to be', 'to do' and 'to learn' and the McClelland's iceberg are frameworks that can be very helpful in enhancing self-awareness and evaluating leadership behaviour. To evaluate this behaviour teachers should not focus too much on teaching 'about' leadership. Instead, 'hands-on leadership'[11] should be applied. This can only be evaluated when lieutenants are subjected to real-life situations and assessed by capable teachers who are able to reflect on noticeable behaviour and 'run it down the iceberg.'*

> *P5: Self-leadership is the intermediate variable between self-awareness and enhanced leadership skills. Teachers need to stimulate the self-leadership of junior leaders so that they are able to influence their own thinking, feeling and behaviour. To improve self-awareness and self-leadership, a complete view is obtained by means of 360° scans and peer feedback. This way the discrepancy between self-image and 'the environment' is uncovered, providing a fertile ground for leadership to grow.*

A final strength of the vision lies in its broadness. Because it is joint, it is widely applicable. But there is a potential downside too; because the joint leadership vision is so broad the question arises whether it does (from an Army perspective) justice to the unique land environment, which is highly complex, dynamic and adversarial.[12] NATO's AJP 3.2 states that 'the complexity of land combat stems from the large number of soldiers and weapons platforms involved, and their interaction with the enemy, environment, non-combatants and each other. Land operations are thus fundamentally different from naval and air combat, and the command and organization of land forces are critically different from those in other environments.'[13] Because land operations are so different from naval and air combat, leadership requirements differ as well. Central in the Army is the soldier, not a weapon system ('naval and air combat is conducted by *manned arms*,

---

[11] J. A. McNally, S. J. Gerras, & R. C. Bullis, "Teaching leadership at the U.S. Military Academy at West Point," *Journal of Applied Behavioral Science*, 2014.

[12] C. Von Clausewitz, *On War*, (Princeton, New Jersey: Princeton University Press, 1989)

[13] NATO AJP 3.2 (2009). NATO Allied Joint Doctrine Publication for land operations, pp. 1-6.

while Army combat is conducted by *armed men*'). That explains the army's focus on leadership in general and strong leadership in particular.

The unique task of the Army also reflects in its updated core values: *courage, dedication* and *resilience*. They underpin the new Dutch Army creed, which is somewhat less gung-ho than the creeds of some other armies. That is probably a good thing: according to Robinson, credos that further a warrior ethos can lead to unethical (leadership) behaviour.[14] It is difficult to say, meanwhile, to what extent Army values transform personal values. Seeing the possible adverse effects of a too warrior-like ethos, this deserves attention.

> *P6: Discuss the Army values and compare them with the joint values. How and why do they differ? Subsequently, to enlarge self-awareness and improve self-leadership it is enlightening to discuss in what way the junior leader's personal values (see also figure 2) correspond to the Army values.*

**Ethical Leadership**

The subjects of warrior ethos and Army values bring us to ethics and leadership. The ethical leadership approach most armed forces adopt is that of virtue ethics, originating in the work of Aristotle, and underlining the importance of character formation.[15] Although the idea that virtues and character can be developed sounds appealing to the military, there are a few unanswered questions. It is an assumption of virtue ethics that virtues can be taught, but is this really the case? And if so, how should they be taught? – virtues are supposedly developed by practicing them, but how much room is there for practicing virtues during formal ethics education.

Also, much depends on whether the virtues the military wants to endorse are the right ones for a particular job. Today the appropriate virtues are not necessarily the more bellicose ones. The above-mentioned shift to new, more complex missions raises the question whether some virtues might have become less relevant. The lists of virtues of most armed forces are mainly made up of traditional virtues such as courage, discipline,

---

[14] P. Robinson, "Ethics Training and Development in the Military," *Parameters*, Spring 2007: pp. 22-36.

[15] P. Robinson, "Modern America has warriors, not soldiers," *The Spectator*, June 15, 2007.

loyalty, and obedience. Although there is evidently still a role for such conventional soldierly virtues, the problem is that they mainly foster military effectiveness. Instrumental in attaining the objectives of the military, they are not always helpful to the local population of the countries that military personnel are deployed to. That is a cause for some concern, seeing that military personnel today have to deal with more than just opposing forces.

Finally, a focus on virtues implies a focus on the individual, and a virtue ethics approach suggests that incidents involving military personnel are the result of moral flaws at the individual level. In reality, the situation determines our conduct to a far greater extent than we tend to think. Clearly, in combat situational forces – just think of sleep deprivation, military training and culture, (racial) ideology, and the role of the primary group – are much stronger than those that we experience in normal life. This could imply that military leaders have to pay attention to the ethical climate, and to promote awareness of the factors that determine our conduct. We will come back to this when discussing sociotechnical systems theory.

So how then to incorporate ethical leadership in military officers training? First, instead of attempting to indoctrinate soldiers with a set of virtues, one needs to expose them to what it means to be a soldier in a democratic state. The starting point of ethics education should be the values and norms of liberal democracy. According to Robinson, this implies a shift from a 'virtue' approach to a 'value-based' one, as virtues represent desirable characteristics of individuals, such as courage, while values represent the ideals that a community cherishes, such as freedom.[16] In other words, a value-based approach can underpin ethical leadership. Second, case studies can be used to discuss ethical leadership. In doing so, we should not rely too much on negative cases that may 'indirectly instil the idea that the point of ethics training is to teach personnel to avoid making mistakes, rather than training them to act in an exemplary manner.'[17] Negative ethical examples may create a climate of risk avoidance.

---

[16] Ibid.

[17] Ibid.

*P7: Leadership education in the military should not focus on 'virtue ethics'. Instead a more value-based approach is recommended, supported by positive case studies.*

**Transformation Versus Transaction**

As mentioned in the introduction, transformational leadership is a leadership approach that claims to integrate ethics and leadership (authentic and servant leadership are other examples, although it is not always clear what exactly the ethical component of these theories consists of). Only ethical leaders qualify as transformational; immature, self-aggrandizing charismatics are pseudo-transformational. They may seem uplifting and responsible, but closer examination learns that they are a false messiah. That, at least, is what the theory claims. Yet, what exactly is transformational leadership, and can it be trained?

Transformational leadership is best explained by clarifying how it differs from transactional leadership: where transactional leaders exert influence by setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments, transformational leaders find additional influence by broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement. They exhibit charismatic behaviours, arouse inspirational motivation, provide intellectual stimulation, and treat followers with individualized consideration.[18] In theory these behaviours 'transform their followers by helping them to reach their full potential and generate the highest levels of performance.'[19] Transformational leaders have an inspiring vision and provide followers with an identity. They transform and motivate followers through their idealized influence (charisma), intellectual stimulation, inspirational motivation (vision) and individual consideration.

---

[18] T. Dvir, D. Eden, B. J. Avolio, & B. Shamir,. Impact of Transformational Leadership on Follower Development and Performance: A Field Experiment. *Academy of Management Journal* 45:4 (2002): pp. 735-744.

[19] Ibid., p. 736.

It is to avoid some of charismatic leadership's pitfalls that transformational leadership stresses not only charisma and vision but also intellectual stimulation and individual consideration. But it is not clear to what extent transformational leadership really solves the problems of charismatic leadership. There is, for instance, a tension between the elements of vision and charisma on the one hand, and intellectual stimulation on the other. Although 'transformational leaders can share vision building,'[20] how likely is this to happen under a truly charismatic and visionary leader? The theory of transformational leadership could very well lead to more centralization and the suboptimal development of subordinates.

Also, equating transactional leadership with extrinsic motivation suggests that any attempt to motivate people intrinsically would qualify as transformational leadership.[21] Yukl states that 'the term transformational has been broadly defined by many writers to include almost any type of effective leadership, regardless of the underlying influence processes.'[22] Notwithstanding the theory's conceptual issues, in many militaries today transformational leadership is a popular *one-best-way* theory. It seems that the verbal hook has worked wonders here, depicting transactional leadership as a dull, mechanical, 'carrots-and-sticks' approach to leadership – a background against which transformational leadership shines all the more brightly. In practice, however, transactional leadership remains a common and very effective phenomenon, as in: 'when you guys (soldiers) finish maintenance, you are allowed to go on leave directly.' Such transactions do not necessarily imply bad leadership.

> *P8: Transformational leadership is often seen as the one-best-way to lead. It has positive effects in complex environments where it is difficult to monitor subordinates. Yet, the theory suffers from many conceptual issues. Therefore, in leadership education in the military transformational leadership should not be overrated; not only the pros but also the cons should be highlighted. Additionally,*

---

[20] B. Bass, *Developing Potential across a Full Range of Leadership: Cases on Transactional and Transformational Leadership* (Mahwah, New Jersey: Lawrence Erlbaum, 2002), p. 6.

[21] D. Van Knippenberg, & S. B. Sitkin,. A Critical Assessment of Charismatic—Transformational Leadership Research: Back to the Drawing Board? *The Academy of Management Annals*, 7:1 (2013): pp. 1-60.

[22] G. Yukl, *Leadership in Organizations* (Upper Saddle River: Prentice Hall, 2002), p. 261.

*transactional leadership should not be presented as thoughtless 'carrots-and-sticks leadership' or the opposite of transformational leadership, and should be brought to the attention of the junior leaders so that they learn in what situation what form of leadership suits their followers best.*

## Unobtrusive Leadership

The centralistic side of transformational leadership brings us to the following. The limited span of control in today's complex and unpredictable operational environment makes centralized leadership often unfeasible, and most militaries consequently stress the need for decentralized leadership. At the same time, militaries still want their leaders to be strong and visionary, and this is in line with the equation of effective leaders with strong leaders in most leadership theories, which are often about augmenting one's influence over followers, while less visible leadership is negatively associated with laissez-faire leadership. That emphasis on the strong leader at least partly explains why centralization is in the military more common than ideally would be the case. Another factor is the heritage of the hierarchical and bureaucratic military top-down structures, necessary in earlier days to control large units manoeuvring on the battlefield. Today's comprehensive approach requires the military to interact with many more stakeholders than just the enemy (assuming that there is an identifiable enemy in the first place). Although little has been written on what kind of leader fits such an approach best, it clearly asks for a leadership style that is somewhat less imposing than that which is commonly espoused.

A very old leadership theory (if we can call it that) describes such unobtrusive leadership. Around 550 BC, the Chinese philosopher Lao-tzu said that:

A leader is best when people barely know he exists. Not so good when people obey and acclaim him. Worse when they despise him. But of a good leader who talks little when his work is done, his aim fulfilled, they will say "We did it ourselves."[23]

---

[23] Cited in C. Manz, & H. P. Sims Jr.. "Superleadership: Beyond the myth of heroic leadership," *Organizational Dynamics*, 19:4 (1991): pp. 18-35.

A more recent example is Kerr and Jermier's substitute theory of leadership, which does not aim at increasing the leader's influence, but at making leadership less necessary.[24] Building on the behaviour approach to leadership, this theory identifies aspects of the organization, the work and the employees that can form a substitute for leadership. Intrinsically rewarding work, for example, might form an alternative for people-oriented behaviour, while structured tasks can substitute task-oriented leadership behaviour. Strong group cohesion can replace both forms of leadership behaviour. But also professionalism, based on extensive education, can be an alternative for task and people oriented behaviour; there might be less need for leadership in the military than is commonly thought if the military really is a profession. There are other theories that espouse such a leadership style, such as Robert Greenleaf's theory of servant leadership, but these theories do not get a lot of attention in most militaries.[25] Sometimes for good reasons, as these theories can be rather unclear and undefined.[26]

Although not a leadership theory, the sociotechnical systems theory helps understanding the complex way in which employees co-operate and use tools and technology to get their collective work done. It treats the collection of human and technical resources in the organization as a work system, and focuses on the interdependencies between people in their work roles and the technical artefacts they use to get the work done. A successful system can adapt to the turbulence of the outside world, and it is the people in their work roles who do most of the adapting.[27] Centralized or inflexible leadership is an obstacle to adaptive behaviour. According to De Sitter, the essence of sociotechnical organization design is the move from complex organizations offering simple jobs to simple organizations offering complex jobs.[28] Combined Arms

[24] S. Kerr, & J. Jermier. "Substitutes for leadership: Their meaning and measurement," *Organizational Behavior and Human Performance* 22 (1978): pp. 375-403

[25] R. K. Greenleaf, *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press. (2002).

[26] R. F. Russell, & A. G. Stone, "A review of servant leadership attributes: Developing a practical model," *Leadership & Organization Development Journal*, 23:3 (2002): pp. 145-157.

[27] K. Easton, "Sociotechnical systems theory in the 21st Century: another half-filled glass?" in *Sense in Social Science: A collection of essays in honour of Dr. Lisl Klein.* D. Graves, ed., (Desmond Graves: Broughton, 2008), pp. 123-134.

[28] L. U. De Sitter, J. F. den Hertog, & B. Dankbaar, "From complex organizations with simple jobs to simple organizations with complex jobs," *Human Relations*, 50:5 (1997).

Teams (CAT) and Command Posts are military examples of these simple organizations that are composed of complex jobs. Such relatively small but holographic teams,[29] consisting of highly specialized professionals, must (1) be able to deal with the variety of the environment (requisite variety), (2) create the whole in the parts by making the entire team responsible for the mission, (3) have a certain level of autonomy (minimal critical specification), (4) have excess capacity that creates room for anticipation and innovation (redundancy of functions), and (5) self-organize using double loop learning.[30]

> *P9: Leadership training should not only focus on individual leadership behaviour, because the way the work system is structured influences the ability to lead. Leadership training should therefore focus on adaptive leadership skills. This can be trained by (1) switching between the to be allocated roles of commander and staff officer, and (2) bringing them into continuously changing settings, for instance in a (simulated) Command Post in a mission area that requires them to interact with multiple actors in complex situations where they are dependent on the expertise of specialists around them.*

> *P10: Junior leaders must be made aware that in holographic and simply designed work systems that consist of complex jobs, team leadership is the best option. By understanding that holographic design ('the whole in the parts', requisite variety, minimal critical specification, redundancy of functions, and double loop learning) fosters team effectiveness, junior leaders will be able to apply team leadership.*

**Conclusion**

This paper discussed leadership development within the current institutional and operational context. Although it is no substitute for the leaders' responsibility to develop

---

[29] G. Morgan *Images of Organization* (London: Sage. 1986).

[30] E. H. Kramer, E. De Waard, & M. de Graaff, *Task Force Uruzgan and experimentation with organization design.* In: *Mission Uruzgan: Collaborating in multiple coalitions for Afghanistan.* R. J. M. Beeres, J. Meulen, & J. Soeters, eds. (Amsterdam: Pallas Publications, 2012).

(other) leaders, this paper builds on the assumption that leadership can also be developed by a program such as the currently designed Netherlands Army's Captains Course. To answer the questions posed at the beginning of this paper, we formulated ten propositions on how to design such leadership development for junior leaders.

1. As there is no all-encompassing leadership theory, it is best to take an eclectic approach towards the variety of leadership theories. At the same time, it is important to point to the downsides of these theories as well.

2. Teach junior leaders that transformational leadership and military doctrine overemphasize the role of leaders, sometimes to the neglect of the role of followers.

3. Teach junior leaders that, besides 'leading,' they also fulfil other roles, which might be mutually conflicting. They must learn which roles suits them best in which circumstances.

4. Teachers should focus on developing hands-on leadership instead of teaching *about* leadership. By means of creating real-life situations (i.e., casuistry) and reflecting by means of leadership themes 'to be', 'to do' and 'to learn' and the McClelland's iceberg, self-awareness and leadership behaviour can be enhanced.

5. 360° scans and peer feedback improve self-awareness and self-leadership.

6. To improve (self-) awareness, compare the Army values with those of the defence organization, and with the junior leader's personal values.

7. Do not focus on virtue ethics while developing ethical leadership, but on a value-based approach that uses case studies and motivational speakers.

8. Teach junior leaders the pitfalls of transformational leadership. In addition, transactional leadership should be brought to their attention, so that they learn in what situation what form of leadership suits their followers best.

9. Junior leaders must learn that we should not only focus on individual leadership behavior, because - in accordance with sociotechnical systems theory - the structure of the work system influences the ability to lead and to adapt.

10. Holographic organizational design and team leadership go hand in hand.

Situational leadership and transformational leadership, but also transactional leadership, team leadership, authentic leadership, adaptive leadership, servant leadership, and ethical leadership remain important leadership theories. However, those who teach leadership to junior leaders must be aware of both the overlaps and the downsides of these theories as well. Furthermore, leadership development is not fixed, but it's an evolving concept that alters along the continuous changing environment. Thus, context is key in leadership development. The above propositions can form a starting point for designing leadership development.