

THE LEADERSHIP AND THE EXERCISE OF DISCIPLINARY AUTHORITY

A LIDERANÇA E O EXERCÍCIO DA COMPETÊNCIA DISCIPLINAR

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Abstract

The topic of leadership is increasingly important for fairly hierarchical organizations such as the Armed Forces. Therefore, officers in command positions increasingly integrate, innately or through experience, leadership concepts and skills. These officers are legally assigned with disciplinary powers, which are realized in the allocation of rewards and the imposition of penalties (punishments).

Given these two concepts (leadership and disciplinary powers), this exploratory study intended to address the manner in which the two concepts relate and evaluate how they interact, using a quantitative methodology.

Having opted for the leadership styles of the “Full Spectrum” theory, it was found that commanders identify themselves the most with transformational leadership styles, without however overlooking transactional styles. Indeed, transformational commanders are the ones who best demonstrate the exercise of their disciplinary powers.

Keywords: Transformational leadership, transactional leadership, *laissez-faire* leadership, disciplinary authority, rewards, punishments.

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Resumo

O tema da liderança assume cada vez mais um papel fulcral, nas organizações bastante hierarquizadas como é o caso das Forças Armadas. Nesse sentido os militares exercendo cargos de comando integram cada vez mais, de forma inata ou adquirida, os conceitos e técnicas de liderança. A estes militares, é-lhes atribuída legalmente a faculdade da competência disciplinar, que tem a sua principal materialização na atribuição de recompensas e aplicação de penas (castigos).

Atendendo a estes dois conceitos (liderança e competência disciplinar), o presente estudo exploratório, seguindo uma metodologia quantitativa teve como objetivo abordar a forma como se relacionam e avaliar como interagem.

Optando-se pelos estilos de liderança da teoria de “Banda Larga”, verificou-se que é no estilo de liderança transformacional que os comandantes mais se revêm, sem contudo descurar o estilo transacional. E é nos comandantes transformacionais que melhor se evidencia a forma como exercem a competência disciplinar.

Palavras-chave: Liderança transformacional, liderança transacional, liderança *laissez-faire*, competência disciplinar, recompensas, penas.

1. Introduction

a. Contextualization and conceptual foundation

There are, among the scientific community, numerous articles, monographs and studies on the subject of leadership, focusing on various professional areas, including in the field of the Armed Forces (AF).

The concept of leadership is particularly important to those in leadership positions in permanently changing organizations. The inclusion of the topic of “leadership” in the courses of the Naval School and of the Academies, in the Field Grade Officers Course and in the Joint General Staff Course (JGSC), is indicative of its importance to the AF.

Also aware of that importance, Belchior Vieira assumes officers are leaders when stating that “(...) In a world of profound and rapid change, the success of military leaders requires of them (...), the power of judgment and decision on what should be done, and the courage to do it opportunely” (Vieira, 2002, p. 9).

However, the concept of leadership is as diverse as the many authors, academics and researchers who have written on the subject. Of the many concepts and approaches to leadership styles, the studies started by Burns (1978) and further developed by Bass (1985) and Avolio (Bass & Avolio, 1994) were based on three major styles: transformational leadership (TfL), transactional leadership (TsL), and *laissez-faire* leadership (LFL), which have acquired relevance over recent years and generally been accepted as one of the main classifying systems for leadership styles. These will therefore be the concepts used in the

present study, but also because they provide perfectly validated scientific instruments, such as the “Multifactor Leadership Questionnaire” developed by Bass and Avolio (1995).

All commanders, officers and chiefs¹, either innately or by an awareness that concepts can be studied, practiced and applied, are leaders, and have at their disposal several instruments to conduct that leadership, among which the power of disciplinary authority.

This power, assigned only to officers in command positions, is regulated by an organic law², which lends it rigor, transparency and legality.

It is in this context that this research has been conducted. In a hierarchical organization in constant evolution, military chiefs take on leadership positions for the full realization of the mission entrusted to them, and have at their disposal disciplinary powers, among others, for the fulfilment of that mission.

b. Object of study, specific objectives and starting question

This research aims to analyse the relationship between a commander’s leadership style (TfL, TsL or LFL) and the exercise of that commander’s disciplinary powers.

Because of the fact that Military Disciplinary Regulations (MDR) are approved by organic law, the underlying concept of disciplinary powers is already defined, *per se*.

In that context, and resorting to a wide range of officers who have performed or perform command positions in the AF, we intended to assess leadership styles and their previous or current use of that power, and from there derive our overall objective, which is to assess the manner in which some leadership styles relate to the application of disciplinary powers.

In light of the above, and derived from the overall objective, the following specific objectives were identified:

- To identify the predominant leadership styles in the object of study.
- To evaluate and assess the relationship between leadership styles and the imposition of penalties.
- To relate leadership styles with the factors leading to the assignment of rewards.
- To verify whether factors such as rank, branch and mode of action influence the exercise of disciplinary powers.

¹ As defined in Articles 35 and 36 of Law 90/2015 of May 29, (Statute of the Officers of the Armed Forces), a position of command, direction or leadership translates into the exercise of the authority conferred to an officer to direct, coordinate and control commands, forces, units and establishments, in the case of commanders, and military bodies and establishments in the case of directors or chiefs. For the purposes of this study, the mention of “commanders” should be understood as all commanders, directors and chiefs. By analogy, the reference to “command duties/position” should be considered as the set of command, direction and leadership duties/positions.

² Organic Law 2/2009, Jul 22.

In light of the above, and for the pursuit of the overall objective, the following starting question (SQ) was formulated:

“How do Leadership styles relate to the exercise of disciplinary powers?”

Resulting from the starting question and from the specific objectives, the derivative questions and the related underlying hypotheses were defined to build the respective analysis model, all of which will be outlined in Chapter 3.

c. Methodology and structure of the work.

As for the methodological procedure applied, the individual research work (IRW) that supports the present article underwent an exploratory phase, an analytical phase and, finally, a conclusions phase, seeking to answer the resulting questions and, ultimately, to answer the starting question.

During the analytical phase, a number of instruments were used for data collection, namely a bibliographic research of fundamental scientific works and papers, the conduction of a focus group³ and a questionnaire sent to the target population.

In addition to the introduction, the conclusions and the recommendations, the work is structured into four chapters. The first two chapters provide the conceptual foundation, framing the concepts of leadership, command and military discipline. The third chapter describes the methodological approach adopted and the process of data collection used, which are then analysed and presented in Chapter 4.

2. Concepts and leadership styles

a. Evolution of the concept

Writing about leadership represents a huge responsibility to all those who have already done so, as the topic of leadership is in itself hugely complex and integrates a set of concepts and principles which are universally applicable to all areas, as long as they relate to a group of people, regardless of the context bringing them together.

The concept of leadership and the full span of what the topic implies have been studied over the years, although the term leadership only became important in the second half of the twentieth century. The number of definitions of, approaches to, and concepts dealing with leadership is abundant. Rost (1993, pp. 38-41) states, in his book dedicated to the evolution of the study of leadership from 1900 to 1990, that he found the earliest reference to the meaning of the term “leadership” in Webster’s *An American Dictionary of the English Language* (1928) during the course of his research. From that date, the dictionary’s

³ Group discussion. Qualitative method of data collection that enables, on one hand, the preliminary exploration of certain topics in areas with literature, and on the other increases and clarifies the understanding of a particular concept (Bloor, et al., 2001, p. 9). It consists of a gathering of six to eight people with general homogeneous features, for a period between an hour and a half to two hours, where they talk about a certain topic without any restrictions.

treatment of the term is erratic, as the term fails to appear in the following editions. It is not until 1933 that the term leadership would appear in dictionaries systematically, although with a very narrow definition. The same author (Rost, 1993, pp. 44-46), when addressing the definitions of leadership based on various works of scholars throughout the twentieth century, notes that while much was written about leadership, the term lacked definition, and that the volume of works grew exponentially from the 1960s onwards.

Yulk (2010, p. 2) also acknowledges the many definitions of leadership. He also mentions concerns that researchers usually define leadership in accordance with their individual perspectives and with the aspects of the phenomenon that most interest them. It is also true that Stogdill (1974), cited in (Yukl, 2010, p. 2), concluded, after a comprehensive review of the literature on leadership, that there are almost as many definitions of leadership as people who have attempted to define the concept. Still, the flow of new definitions continued unabated since Stogdill made his observation. The concept of leadership has been defined in terms of personal qualities, behaviour, influence, patterns of interaction, relationships between duties and positions occupied. As leadership has so many different meanings to as many authors, some theorists question whether it is useful to accept this concept as a scientific construction. However, most researchers and professionals of human behaviour believe that leadership is a striking concept, necessary for the effectiveness of organizations. Interest in the subject continues to rise, and the flood of articles and books on leadership shows no signs of abating (Yukl, 2010, p. 3).

In support of his views, this author presents, as an example, a set of different definitions of leadership that emerged in the second half of the twentieth century. Four of those definitions are presented in Table IX in Annex A.

All definitions mention components that obfuscate the concept of leadership and, depending on a given author's approach, more emphasis is placed on certain components than on others. However, in the more recent works and scientific papers, there is concern by the authors to ensure the concept of leadership can encompass all components that effectively integrate it.

Thus, Vieira (2002, pp. 10-11), when referring to more simplistic definitions of leadership, criticizes the fact that these definitions, when placed in the context of organizational/institutional structures, fail to translate the full extent of the concept, as "... organizations are geared toward the fulfilment of aims, goals and objectives, and in them leaders are placed in key positions with a view to that fulfilment." Aware of this concern, for this author "(...) it is then licit to define leadership as the process of influencing human behaviour, beyond what would be possible through the exclusive use of the vested authority, towards fulfilment of the aims, goals and objectives set and prescribed by the designated organizational leader."

Daft also (2008, p. 4) considers that leadership involves influence and occurs among people who intentionally desire significant changes, and those changes reflect the effects shared by leaders and followers. Based on these components, this author defines leadership

as a relationship of influence between leaders and followers who intend to effect real changes and outcomes that reflect their shared purpose.

Northouse (2013, pp. 5-6), on the other hand, summarizes the four main components, specifically process, influence, group and common objectives and, in that context, views leadership as the process whereby an individual influences a group of individuals to achieve a common goal.

In the early twenty first century, and aware that the examples of the variety of definitions of leadership here listed are indicative only, the present researchers and other authors who focus their efforts on this issue are in agreement in saying that it is difficult to arrive at a common definition for leadership. The debate continues because some emphasize a leader's character and skills while others *stress* the relational aspects between leader and followers. Because of factors like the growing influence of globalization and the differences among generations, leadership will continue to mean different things to different people. The heart of the matter is that leadership is a complex concept, and thus it is difficult to craft a common and stable definition (Northouse, 2013, p. 4). Given the need to choose a definition and taking into account the context of military institutions, in which the concepts of authority and discipline are closely linked to the role of "military leader", the definition⁴ by General Vieira is the one that best fits this work.

As can be clearly seen, the concept of leadership has evolved over time and currently has many definitions, depending on the approach to its components. Giving context and support to this evolution, theories of leadership have always sought to explain the attitude and way of being of leaders and the environment in which they develop their leadership.

Late in the nineteenth century, Trait theory emerged from within traditional theories, and later evolved into Behavioural theory. A result of the difficulty in scientifically proving these theories, the Situational theory emerged, which later progressed into the Contingency theory of leadership.

Traditional leadership theories emerged in periods when the surrounding context of organizations was stable and lasting, and the value assigned to leaders focused mainly on personality traits and behaviour.

The numerous criticisms aimed at these traditional theories, combined with the fact that both external contexts and internal organizations have become very dynamic and have undergone constant change, required new leadership styles to emerge that would ensure organizations remained active and prepared for these mutations.

In that context, a new theory of leadership emerged under the designation Neo-charismatic theory, conceptually supporting the existence of two leadership styles: the TFL and the TsL (Bass, 1990).

⁴ See definition on previous page.

b. Transformational leadership and transactional leadership

An approach to the study of leadership currently on the centre stage, and the target of abundant research since the early 1980s, is the approach focusing on TfL. According to Bryman (1992, cited in Northouse, 2013, p. 185) TfL integrates a new leadership paradigm that places more emphasis on the charismatic and affective elements of leadership.

As the name suggests, TfL is an engaging and complex process in which leaders interact with followers with regard to their emotions, values, ethics, standards and long-term goals, including assessing followers' motivations, thus meeting their needs (Rowe & Guerrero, 2011, p. 258).

The concept of "transformational leadership" owes its inception to researchers James Downton, who was responsible for the emergence of the term in 1973, and James MacGregor Burns, who sought to integrate the responsibilities of leader and followers in the same concept, in 1978. Burns (1978) also makes a distinction between TfL and TsL.

The primary idea at the base of TsL, as stated by Rosinha (2009, p. 65), is the process related to performance recognition. That is, the needs and aspirations of the followers are met as long as they use their skills in a committed way in order to complete the task. "TsL refers to the exchange relationship between leader and follower to meet their own self-interests" (Bass, 1999, cited in Rosinha, 2009, p. 65). More generally, TsL can be understood as the segment of leadership models focusing on the exchanges that take place between leaders and their followers. The "change" dimension in TsL is quite common and can be seen at several levels of the hierarchy and in all types of organizations (Northouse, 2013, p. 186). In the case of military units and organizations, as stated by Rosinha (2009, p. 65) "(...) commendations, rewards or the use of disciplinary action are identified in regulations as procedures to accomplish the mission. Rewards are contingent on whether the subordinate fulfils the role and the previously appointed tasks."

In contrast to TsL, TfL is the process by which a person engages with others and creates a bond to increase the motivation and morale levels of both leader and follower. Moreover, TfL is an authentic and social kind of leadership concerned with the collective good (Rowe & Guerrero, 2011, p. 259).

On the other hand, transformational leaders instil in their followers the desire to achieve extraordinary results, providing them with the respective significance and the necessary knowledge, as well as with help and direction, aligning their goals and ambitions with those of the organization to which they belong (Bass & Riggio, 2006, p. 3).

c. "Full spectrum" theory of leadership

Bass and Avolio, two internationally renowned authors and researchers with numerous published books and articles on TfL, refined and expanded the models suggested by Burns and House, giving rise to the "full spectrum" leadership theory model.

As a result of subsequent studies, Avolio and Bass integrate three dimensions in the "full spectrum" model: TfL, TsL and LFL.

These dimensions are not hermetic and can be interrelated, giving rise to a kind of leadership which transforms and adapts depending on the situation. In this model, the combination of leadership styles with an attitude that is either more active or passive and a leadership that is more or less effective seeks to fully encompass the universe of leadership (Avolio, 1999, p. 33). In this model, the TfL and TsL dimensions comprise five and three components, respectively. The first dimension includes idealized influence (which is divided into charisma attributes and charisma behaviour)⁵, inspirational motivation (IM), intellectual stimulation (IS) and individualized consideration (IC). The transactional dimension integrates contingent reward (CR) and management by exception, which is divided into active and passive⁶. The LFL style, as per its characteristics, has no associated components.

In essence, TfL produces greater effects than TsL. While the results of TsL are the expected and agreed outcomes, TfL results in performances that go far beyond what is expected (Northouse, 2013, p. 193). However, for some authors, including Bass (1985), these styles, although distinct and autonomous, when used wisely together translate into effective leadership, realized in performances from subordinates that surpass expectations.

3. Command and disciplinary powers

a. Command. Concept and dimensions

Howieson & Kahn (2002, p. 15) acknowledge that the concepts of leadership, command and management are closely related, although, as of 2002, little literature existed either in civil or military contexts involving these three concepts. Today, the landscape is different as these three concepts are part of the common lexicon of military officers with command responsibilities.

Of these three concepts, the present study will focus on the leadership (already mentioned in the previous chapter) and command concepts.

As is the case with the concept of leadership, extensive literature and articles exist on the concept of “command”. Table X (Annex A) compiles a few of the many definitions of the concept, found during the bibliographic review conducted.

With regard to the concept of command as a military attribute, and as a result of the analysis of the definitions found, three dimensions stand out that are found in most definitions, legality, individual command and organizational command (Howieson & Kahn, 2002, p. 16).

The legality dimension translates the formal set of powers legally assigned to a commander by a higher authority that gives these powers a purpose (often in the guise of a mission) and entrusts that commander with the powers to fulfil that mission (Howieson & Kahn, 2002, p. 17).

⁵ Idealized Influence – Attributes (IIa), Idealized Influence – Behaviour (IIc)

⁶ Active management by exception (aME), Passive Management by exception (pME)

Although from another perspective, but also regarding the legality dimension, for Horn (2008, p. 104) command is not an arbitrary activity. It can only be exercised by those formally appointed to command positions. The author also states that command, through authority, includes a legal and a constitutional component that gives commanders the right to make decisions, transmit their intentions to subordinates and impose their will on others.

The second dimension concerns individual command, and that command is perceived as a very personal experience, described differently by each officer, depending on experience, circumstances and personality. In essence, command is much more an art than a science (Horn, 2008, p. 104).

Howieson & Kahn (2002, p. 16) share this same concept of art, as they consider the exercise of command to include the process by which commanders make decisions, impose their will and transmit their intent to their subordinates. That is, individual command is defined as the art of making decisions, motivating and guiding all subordinate ranks for the fulfilment of their missions and at the same time maintaining accountability and the respective control of their activities.

In the third dimension, organizational command is related to organizational structure. Humans benefit from living in structured groups regardless of organizational design (e.g., hierarchical, networks, or even a combination of both). Organizations need a structure so that the work can be divided to achieve coordination among the various work activities (Howieson & Kahn, 2002, p. 19).

From this perspective, organizational command focuses on the issues of division of labour, delegation of authority, departmentalization and range of command. Over time, the decisions of commanders in these vectors result in adjustments and improvements to the organizational structure.

Confirming Howieson & Kahn's approach to the close relationship between command, leadership and management, the *Leadership in the Canadian Forces* manual (Horn, 2008) states that these concepts are not necessarily mutually exclusive and, when used intelligently, combine to provide maximum effectiveness and success.

b. Military Discipline

Contrary to the concepts of leadership and command, it is not easy to find documentation on the concept of military discipline. On the other hand, with regard to punishment, the literature is quite richer. However, some definitions of discipline focused on punishment seem narrow when taking into account the Portuguese military context.

In the study conducted by Atwater and other collaborators on the reactions of individuals subject to disciplinary measures (mainly punishment), the authors maintain that the concepts of punishment and discipline are used interchangeably to refer to an event in which a recipient is given an oral reprimand, a written reprimand, is penalized

with total deprivation of freedom, or suspension from service for an action⁷ committed and considered unacceptable by their superior or the organization they belong to (Atwater, et al., 2001, p. 250).

Closer to our concept (set out below), but with an even narrower approach, Taylor, et al. (2009, p. 9) present a definition where the state of discipline, which is a state of mind, is achieved by a system focused more on rewards than on penalties, but where both are required, powerful factors. It is unrealistic to think that one can control a “group” by punishment alone. Here, punishments and rewards are implicitly embedded in the concept of discipline.

In the Portuguese military context, the concept of discipline has evolved over time and has always been associated with the legal instrument approving the RDM (Military Discipline Regulation - Regulamento de Disciplina Militar). In 1913, Article 1 of the RDM defined discipline as the “moral tie that binds together the different levels of the military hierarchy; it is born of devotion to duty and it is the strict and timely compliance with military laws and regulations” (O Conselho da Revolução, 1977). The preamble to DL N. 142/77 of April 09, which approved the RDM, replacing the 1913 document, states that the military community as an institution, for the proper fulfilment of the mission constitutionally entrusted to it, requires it to be awarded essential resources, one of them discipline, as “(...) Without it there will be no armed forces (...)” (O Conselho da Revolução, 1977). The concept of discipline is defined in Article 1 of the aforementioned DL, and “consists in precise compliance with military laws and regulations and the decisions derived from them; it is essentially the result of a state of mind based on civility and patriotism, which leads to voluntary compliance with the mission of the armed forces, individually or collectively.” Aware of the considerations of Article 2 on the foundations of discipline, combined with the provisions in Article 6 on disciplinary powers, both DL N. 142/77 of April 09, related to the concept of discipline, quickly concluded that even in 1977, this concept was understood as much more comprehensive than a simple system of rewards and punishments intended to produce behavioural change.

After 33 years, and given the evolution of society and thus of the AF, particularly in terms of the legal framework, the new RDM was approved by Organic Law N. 2/2009 of July 22. This RDM does not feature any articles explicitly dedicated to the concept of discipline, but there is now a provision entitled “contents of military discipline”.

In this new version, “military discipline ensures the observance of fundamental military values⁸” and is “the crucial element for the smooth operation of the Armed Forces, aiming at the integrity of the organization, its efficiency and effectiveness as well as the ultimate goal of defence of the country⁹.” From the combination of paragraph 3 of Article 3 with Article 4 of the RDM, that military discipline can be seen as “resulting from a state of collective

⁷ What is meant by action is the violation of a formal rule.

⁸ Art. 2 of Law N. 2/2009 July 22. Military Discipline,

⁹ Art. 3 of Law N. 2/2009 July 22. Meaning of military discipline.

spirit based on patriotism, civic duty and the assumption of the responsibilities intrinsic to the military condition,” and “it is the ready and precise fulfilment of military duties under the Constitution, laws and military regulations, and the orders and instructions issued by hierarchical superiors in matters of service” (Assembleia da República, 2009).

Included in the duties mentioned in the concept and listed in Article 11 is the duty of authority. Although no reference is made to the order of importance of the various special duties neither in the letter nor in the spirit of the law, the legislator placed the duty of obedience first in the list, followed by the duty of authority. On a quite superficial approach, that fact seems to make perfect sense as, without neglecting the other duties, obedience and authority become the pillars of discipline. It cannot be ignored, either, that in military jargon it is said that “those who can, order; those who must, obey”, a clear allusion to these two principles.

For Taylor et al. (2009, pp. 9-10), leaders have a powerful ally in the reward system when building the discipline to lead a strong and moralized team. In each group there are natural leaders, individuals who, when difficulties bring the spirits of the group down, can restore morale and the performance levels of the group. Leaders must find every opportunity to show public recognition of the merit of these individuals, thereby strengthening their influence within the group. On the negative side, there is also the chronic pessimist in the group, always unhappy and grumbling, who lowers the morale of the group. It is also important for leaders to eliminate the influence of these individuals.

As integral components of military discipline, it is important to approach the instrument of disciplinary powers and the underlying disciplinary measures. The 1977 RDM (O Conselho da Revolução, 1977) devotes Article 6 to disciplinary authority, stating that “the officers engaged in command, direction or leadership duties have the powers to reward or punish those who are their effective subordinates (...). These powers result from the exercise of their duties, and not their rank.” In the current RDM, there is an article dedicated to the concept, but it can be deduced from Article 64, on the general principles of disciplinary powers, that “disciplinary authority is based on the power of command, direction or leadership and the corresponding relationships of subordination, (...) and includes the power to open disciplinary proceedings and the power to reward and punish, within the terms” of the RDM.

Annexes A and B of the RDM, which form an integral part of the same, list the maximum authority of the respective measures according to rank.

4. Methodological path

a. Methodology

With the IESM manual, “Methodological Guidelines for the Preparation of Research Works”, to frame a methodological path, and given the subject matter, the hypothetical-deductive reasoning method was the natural choice because “this kind of reasoning uses

a strategy that (...) stems from the theory to attempt to encompass, by a deductive process, experience and reality; in turn, based on experience, theory is established or reshaped through the use of that inductive process” (Freixo, 2011, cited in (Santos & Lima, 2014, p. 15).

As for methodology, a choice was made to use “quantitative research, which is a systematic process of collecting observable and quantifiable data (...) that exist independently from the researcher” (Freixo, 2011, cited in (Santos & Lima, 2014, p. 17).

At the bibliographic review phase on the theoretical concepts of leadership, command and military discipline, it was found that documentation on the latter is sparse, which led to a focus on quantitative research through questionnaires, looking then to validate the relationships and/or correlations among the variables in the analysis model.

It should be noted that, as there seem to be no other works on leadership and the exercise of disciplinary powers, and given the characteristics of this work, which aims to research and assess the existence of relationships among variables in order to describe these same relationships, it can also be stated that this is an exploratory, descriptive and correlated study (Fortin, 1999, p. 174).

b. Analysis model

From early on, when considering the object and purpose of the present research, there was a perception that the analysis model would tend to be a simple model. On the one hand, leadership styles would be presented as independent variables, while on the other hand the use of disciplinary powers would integrate the dependent variables, assessing how the latter related to the first.

During the exploratory phase and as a result of the bibliographic research conducted, that perception of simplicity was confirmed, bringing up, however, other variables that must be included in the model. As a result of the military context, where missions are broken down into tasks performed by groups, task-oriented or relationship-oriented leadership styles were also considered to be an independent variable.

Regarding the use of disciplinary powers, the dependent variables are realized in the allocation of praise and in the application of penalties. As a result of the focus group, factors such as rank and branch have also been integrated into the model.

As mentioned, from the combination of the starting question with the specific objectives, the following Derivative Questions (DQ) and inherent hypotheses (Hp) were identified:

DQ1: What is the leadership profile of the commanders, directors or chiefs of the AF in light of “Full Spectrum” theory (FST)?

Hp1: The military leadership profile has a predominant style.

DQ2: How do the FSL styles relate to oriented styles (task and relationship) of leadership?

Hp2: TfL has greater connotations as a relationship-oriented leadership style and TsL as a task-oriented leadership style.

DQ33: What is the relationship between leadership styles and the allocation of rewards?

Hp3: Leadership styles relate to different factors in the decision to award commendations.

HP4: The level of reward is different depending on leadership style.

DQ4: What is the relationship between leadership styles and the application of penalties?

Hp5: The level of penalty applied is different among leadership styles.

HP6: For each leadership style, the gravity of the offense determines the course of action.

With the variables defined and the hypotheses formulated, Figure 1 represents our research model that, after data collection, will seek to validate the hypotheses by answering the derivative questions and, consequently, the primary question.

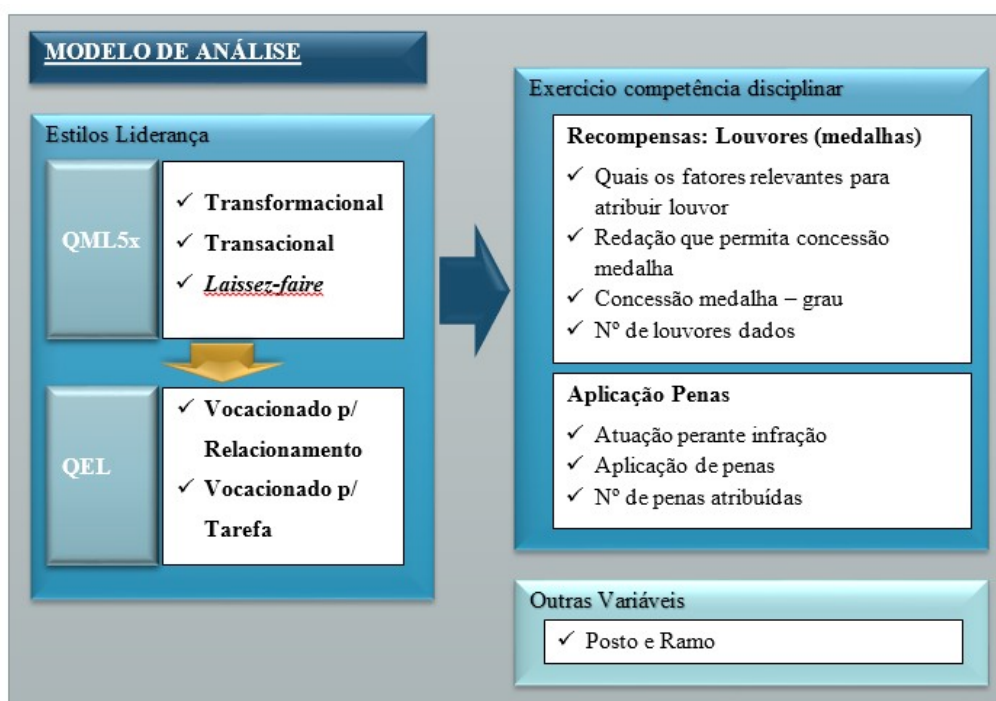


Figure 1 - Analysis Model

Source: Correia (2015)

c. The questionnaire

The empirical research developed in the present work required, at the outset, the use of questionnaires that would enable an assessment of the leadership styles of respondents as commanders.

The relationship between leadership styles and the exercise of disciplinary powers is a unique subject, and no evidence was found of it having been approached by other authors.

This lack of literature brought difficulties to the selection of an instrument to assess and measure “the use of disciplinary powers”.

Thus, it was necessary to elaborate a questionnaire that became a fundamental pillar of this investigation, and whose complex construction is detailed in paragraph 2 of the model in Figure 2.

During that process, the conduction of a focus group contributed in an important way for the design of that questionnaire.

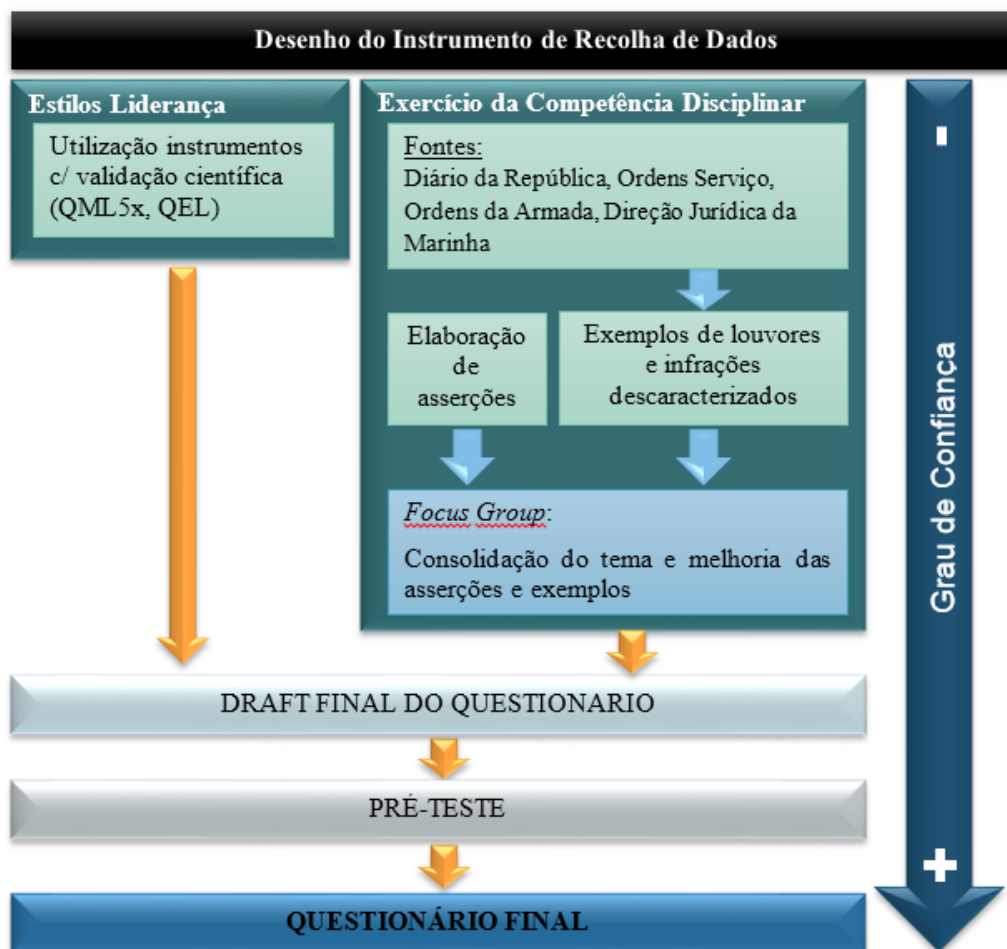


Figure 2 - Design process of the Questionnaire

Source: Correia (2015)

A questionnaire structured into three parts was obtained from the design process of the data collection instrument. The first part of the questionnaire comprises the generic characterization of the commanders and the environment in which they exercised/exercise command duties. The

second part of the questionnaire, using two perfectly scientifically validated models, intended to determine, through self-assessment, the leadership styles of the commanders.

One of the models will determine whether the leadership style is task-oriented or relationship-oriented, through a Leadership Style Questionnaire (LSQ) (Northouse, 2013, p. 93). The other model will determine the leadership style of commanders in light of FST. The Multifactor Leadership Questionnaire (MLQ5x) (Bass & Avolio, 1995) was used for that purpose, after receiving the proper authorization, adapted and validated for the Portuguese military context by Rosinha (2009). Both models consist of a set of statements (20 in LSQ and 45 in MLQ5x) where, for each, officers choose the level that best fits their usual behaviour, according to a Likert 1 to 5 scale where 1 is “never” and 5 is “almost always or always.”

The third and final part of the questionnaire aims to assess and measure the way officers apply disciplinary powers when faced with certain scenarios.

With regard to rewards, commanders were asked a question (among others), and given a set of 10 factors to which they must attribute a degree of importance (1 - not important to 5 - very important) in their decision to refer and assign a commendation to a direct subordinate. It is also worth noting that two real commendations were used, the first having led to the assignment of a military medal and the other not, which, once duly uncharacterized, provided the basis for the question asking how to proceed in each situation, the options for both ranging between simply keeping the commendation (Level 1) or asking for the avocation of the Chief of the General Staff (CGS) of the Branch and the concession of the Military Medal for Distinguished Service (Level 5).

As for penalties, one question is worth mentioning in which commanders are faced with five brief scenarios of disciplinary offense of the type “Military individual who, in his personal Facebook page, signed and made public, comments that degraded the image of the unit where they serve”, or “Military individual who, in the course of an argument with a hierarchical superior, was disrespectful by using offensive verbal expressions”, and must apply a penalty for each of them. For each case, there were five possible disciplinary penalties. In all scenarios, option 1 is the least severe penalty (e.g. aggravated reprimand) and Option 5 is the most severe penalty (e.g. two days of Disciplinary Prison).

d. Population, sample and data

In the organizational structure of the AF, and in accordance to the law, only officers in charge of carrying out command duties (as defined in Chapter 2) are legally entitled to the exercise of disciplinary powers.

Thus, official letters were sent to the branches to formally obtain the identification of those officers, so that, at a later date, they could receive an invitation addressed by email to take the survey in this work.

In the current technological context, those officers were invited by email to fill out the questionnaire available online at the Moodle academic platform of the IESM.

Once the deadline was reached for delivery of the questionnaire, the data stored on the platform were exported to a file and then imported into SPSS (Statistical Package for Social Sciences) version 22.0, where the data were statistically treated and processed.

5. Data presentation and analysis

a. Sample characterization

Following the letters sent to the branches, 1754 invitations were sent, yielding 235 responses that constitute our sample. Characterized by branch, 167 (71%) of the answers came from the Army, 58 (25%) from the Navy and 10 (4%) from the Air Force. The latter constitutes a small sample, which means a comparative analysis based on branch would require some caution.

Of the variables characterizing the officers, “rank” is the most evenly distributed, as the percentages range between 21% and 35%. (1LTN/CAP 22%; LTNCAP/MAJ 21%; FRC/LTNCOR 35%; LTNCOM/COR 22%).

b. Data analysis and deductions

(1) Leadership styles

To determine the predominant leadership style within the framework of FST, a descriptive analysis was performed of the variables measured by MLQ5x. In Table I, it is clear that the TFL style (average value 4.08) is the one in which commanders most see themselves reflected. In contrast, the passive and ineffective LFL style presents with low values.

Table I - Statistics and correlations matrix (leadership styles)

DIMENSÕES	Méd	Desv.P	L.Tf	Ila	Iic	MI	EI	CI	L.Ts	RC	GEa	GEp	L.LF	ELT	ELR
Liderança Transformacional (LTf)	4,08	0,38	1												
L.Tf - Influência idealizada atrib. (Ila)	4,24	0,46	,747**	1											
L.Tf - Influência idealizada comport. (Iic)	4,27	0,51	,821**	,545**	1										
L.Tf - Motivação Inspiracional (MI)	4,14	0,45	,830**	,583**	,606**	1									
L.Tf - Estimulação Intelectual (EI)	3,89	0,46	,815**	,425**	,581**	,596**	1								
L.Tf - Consideração Individualizada (CI)	3,87	0,49	,820**	,470**	,549**	,585**	,691**	1							
Liderança Transacional (LTs)	3,27	0,41	,344**	,187**	,307**	,236**	,324**	,329**	1						
L.Ts - Recompensa Contingente (RC)	4,05	0,51	,640**	,362**	,588**	,516**	,533**	,573**	,494**	1					
L.Ts - Gestão pela Exceção at. (GEa)	3,41	0,66	,331**	,263**	,285**	,220**	,236**	,326**	,782**	,285**	1				
L.Ts - Gestão pela Exceção pass. (GEp)	2,42	0,69	-,170**	-,180**	-,129*	-,144*	-,102	-,133*	,685**	-,017	,255**	1			
Liderança Laissez-faire (LLF)	1,64	0,62	-,198**	-,184**	-,222**	-,137*	-,106	-,143*	,320**	-,158*	,162*	,520**	1		
Estilo Liderança - Tarefa (ELT)	4,18	0,45	,760**	,472**	,639**	,619**	,651**	,676**	,337**	,621**	,319**	-,135*	-,227**	1	
Estilo Liderança - Relacionamento (ELR)	4,22	0,37	,650**	,448**	,534**	,522**	,552**	,564**	,258**	,440**	,193**	-,050	-,184**	,627**	1

** - A correlação é significativa no nível 0,01 (2 extremidades).

* - A correlação é significativa no nível 0,05 (2 extremidades).

Méd. - Média

Desv.P - Desvio Padrão

Source: Correia (2015)

It should be noted that the MLQ5x can be applied within a self-assessment system. And it is common knowledge that in self-assessments, there is a tendency for the responses to be socially, morally and professionally more correct.

INF MAJ Cesar Miguel Garcia Santinho also used the MLQ5x in his IRW held during the CEMC 2013/2014 entitled “Transformational Leadership: An approach to the armed forces in a changing organization”, and in that case, subordinates were asked to give answers regarding their perception of their direct supervisors.

Comparing these values with those from MAJ Garcia, it can be stated that the general conclusions were the same. Commanders are transformational leaders and do not see themselves particularly reflected in the *laissez-faire* style. It is in the absolute values of the averages that the effects of self-assessment can be seen. TFL, perceived as the type of leadership with better performances, has higher values in the present study data, and LFL (most negative aspect), has higher values in the data gathered by MAJ Garcia.

That is, even in an approach with values obtained through self-assessment, it appears that the TFL style is prevalent among commanders.

The same analysis, when applied to leadership style variables by branch, obtained the values that followed the same trend as the sample in the present work. That is, within each branch, the respective commanders consider themselves transformational leaders, with some transactional components and few LFL components.

As for the LSQ instrument, which measures whether the leadership style is task-oriented or relationship-oriented, the result of the analysis of these variables shows that there is an equal tendency towards both task and relationship (Table I). Looking at these values, and the semantics of the assertions integrated into LSQ, it seems fair to say that the issue of self-assessment may have interfered with the results.

Changing the type of analysis, an analysis of Pearson correlation coefficients (p) among the variables of our instruments (MLQ5x and LSQ) was also carried out. Table I presents the correlations among the various dimensions and components of MLQ5x. The positive and significant correlation of the TFL components with TFL itself is visible, as the values, with the exception of IIa, are all greater than 0.8. An interesting fact that can be extracted from the table, also verified by MAJ Garcia, is that the CR component, considered as part of TsL, has a high correlation with TFL. That is, commanders associate the reward mechanism with TFL.

The values in Table I, when compared with the values obtained by MAJ Garcia, although generally allowing the same deductions, and while correlations may show the same directions, reveal small differences between studies that point again to the issue of self-assessment.

A correlation of all components of FST with the LSQ styles was also carried out, with those values also being reflected in Table I.

It can be seen from these values that TFL integrates both orientation styles (task and relationship), as it shows significant positive correlations, the correlation between TFL and

the LST being slightly higher when a greater correlation between TfL and LSR would be expected. An analysis of the CR component reveals that the correlation value with LST is greater than the LSR value, which was expected, as rewards are implicitly linked to the accomplishment of the task. Another perfectly expected value was the negative correlation of the LSR and LST with LFL. The more *laissez-faire* commanders are the less importance they assign to both task and relationship.

The analysis of this point shows that, even considering the contingencies intrinsic to self-assessment, leadership styles among commanders predominantly include TfL, TsL through its CR component and, to a much lesser extent, LFL (Table I), thus confirming Hypothesis 1 and answering DQ1. As for Hypothesis 2, it was not confirmed because both TfL and TsL have a higher correlation with task than with relationship, with TfL having presented higher values concerning both task and relationship (Table I), thereby answering DQ2.

(2) Leadership styles and the assignment of rewards

The third question derived from our study aims to assess how FST leadership styles relate to the assignment of rewards. Specifically, whether the factors considered important by commanders in the decision to give a commendation or a certain degree of reward are dependent on leadership style.

Table II, then, correlates the factors that influence the decision of assigning a commendation within FST leadership styles and the components that have, to some extent, a stronger psychological bias in the leader-subordinate relationship.

Table II - Correlations matrix (Factors for assigning commendations and Leadership Styles)

Dimensões	Méd	Desv.P	LTf	MI	EI	CI	LTs	RC	LLF
Liderança Transformacional (LTf)			1						
LTf - Motivação Inspiracional (MI)				1					
LTf - Estimulação Intelectual (EI)					1				
LTf - Consideração Individualizada (CI)						1			
Liderança Transacional (LTs)							1		
LTs - Recompensa Contingente (RC)								1	
Liderança Laissez-faire (L.LF)									1
Tempo de permanência na UEO	3,11	1,02	-,023	,000	-,032	-,074	,140*	,006	-,013
Data do último louvor que o militar recebeu	2,87	1,09	-,070	-,008	-,132*	-,082	,025	-,095	,033
Qualidades socio-morais	4,22	0,75	,118	,089	,113	,054	,098	,051	-,063
Qualidades militares	4,66	0,55	,106	,031	,070	,021	-,045	,051	,219**
Qualidades profissionais	4,79	0,42	,084	,121	,087	,029	-,138*	,033	,182**
Cargo que ocupa	3,07	1,12	-,110	-,052	-,087	-,062	,080	-,021	,101
Questão de justiça perante outros militares	4,10	0,98	,128	,016	,114	,121	,084	,053	-,047
Percurso e historial do militar	3,20	1,07	-,009	-,056	-,081	-,020	,112	,049	,013
Posto do militar	1,96	0,99	-,004	,052	-,036	,006	,185**	,044	,194**
Contributo para a missão da UEO	4,70	0,55	,192**	,200**	,098	,182**	-,016	,115	-,113
** . A correlação é significativa no nível 0,01 (2 extremidades).			Méd - Média						
* . A correlação é significativa no nível 0,05 (2 extremidades).			Desv.P - Desvio Padrão						
			UEO - Unidade/Estabelecimento/Órgão						

Source: Correia (2015)

As can be seen, the correlations present with low values, which nevertheless allow the following interpretations. The contribution an officer gives towards the fulfilment of the mission has a positive relationship with TfL and the IM and IC components of TfL. In transactional styles, the correlation is stronger with the rank of the officer and the length of stay. On the other hand, TfL tends to place less value on military and professional skills.

Given the negligible results obtained by correlation, another approach was chosen using the average comparison method through unidirectional Variance Analysis (ANOVA) with Tukey *Post Hoc* tests.

Table II presents the statistical analysis of the factors mentioned above, where professional qualities are the factor of greater importance to respondents,

The results registered in Table III were obtained by comparing the averages of leadership styles with the five most significant factors. This analysis clearly showed that the commanders who consider military and professional characteristics and contribution to the mission to be very important are the most transformational, the predominant style in our study.

Table III - Variance Analysis (Factors for the assignment of commendations and Leadership Styles)

Estilos Liderança #1	Grau de Importância	Qualidades socio-morais		Qualidades militares		Qualidades profissionais		Questões de justiça		Contributo Missão da UEO	
		N	Média	N	Média	N	Média	N	Média	N	Média
Liderança Transformacional (LTf)	Nada importante	1	3,9500	-	-	-	-	8	4,1438	-	-
	2	6	4,3500	1	4,0500	-	-	6	4,4167 ^{#2}	2	3,9000
	3	21	3,8238	6	3,9083	1	3,4500	36	3,9208 ^{#2 #4}	5	3,8100
	4	119	4,0706	66	4,0356	48	4,0427	90	3,9972 ^{#3}	54	3,9769
	Muito importante	88	4,1415	162	4,1071	186	4,0952	95	4,1963 ^{#3 #4}	174	4,1241
	Total	235	4,0817	235	4,0817	235	4,0817	235	4,0817	235	4,0817
Liderança Transaccional (LTs)	Nada importante	1	2,3300	-	-	-	-	8	3,1750	-	-
	2	6	3,5283	1	4,0000	-	-	6	3,0267	2	3,1250
	3	21	3,1467	6	3,1250	1	3,1700	36	3,2450	5	3,3480
	4	119	3,2534	66	3,3052	48	3,3958	90	3,2937	54	3,2930
	Muito importante	88	3,3265	162	3,2628	186	3,2435	95	3,2911	174	3,2681
	Total	235	3,2743	235	3,2743	235	3,2743	235	3,2743	235	3,2743
Liderança Laissez-faire (LLF)	Nada importante	1	1,0000	-	-	-	-	8	1,3438	-	-
	2	6	1,8750	1	4,2500	-	-	6	1,2083	2	1,3750
	3	21	1,5952	6	1,8750	1	3,2500	36	1,8681 ^{#5}	5	1,4500
	4	119	1,6975	66	1,7424	48	1,8021	90	1,7222	54	1,8704 ^{#6}
	Muito importante	88	1,5625	162	1,5725	186	1,5887	95	1,5263 ^{#5}	174	1,5761 ^{#6}
	Total	235	1,6394	235	1,6394	235	1,6394	235	1,6394	235	1,6394

#1 Os testes post-hoc não foram executados porque pelo menos um grupo possui menos de dois casos.

#2, #3, #4, #5. A diferença média é significativa no nível 0.05, entre os graus de importância

Source: Correia (2015)

On the issue of how to proceed in the case of two uncharacterized commendations, as described in section 3.c., there was no correlation between these answers and leadership styles.

It is considered that the wording and referral of a commendation is a personal act, in which the recipient of that action is taken into account. Perhaps the fact that the examples were uncharacterized may explain the lack of correlation.

The average comparison provided in Table IV allows us to infer that those with a TfL style, higher, place their choice on awarding the medal of Military Merit. Those who consider themselves more transactional in style, and who in theory would resort to this type of procedure more often, only assigned the commendation in one case and awarded the branch medal in the other.

Table IV - Variance Analysis (Factors for the assignment of commendations and Leadership Styles)

		Exemplo de Louvor c/ Medalha		Exemplo de Louvor s/ Medalha	
Estilos Liderança	Encaminhamento do louvor	N	Média	N	Média
Liderança Transformacional (LTf)	Apenas atribuição do Louvor	76	4,1013	86	4,0959
	Atribuição do Louvor, e pedido de avocação (excp CEM's)	63	4,0079	49	4,0276
	Atribuição do Louvor, avocação CEM's e Medalha "ramo"	62	4,0839	72	4,0903
	Atribuição do Louvor, avocação CEM's e Medalha Mérito Militar	18	4,1806	26	4,1442
	Atribuição do Louvor, avocação CEM's e Medalha Serviços Distintos	16	4,1594	2	3,6750
	Total	235	4,0817	235	4,0817
Liderança Transaccional (LTs)	Apenas atribuição do Louvor	76	3,3034	86	3,2893
	Atribuição do Louvor, e pedido de avocação (excp CEM's)	63	3,3017	49	3,1884
	Atribuição do Louvor, avocação CEM's e Medalha "ramo"	62	3,2147	72	3,3219
	Atribuição do Louvor, avocação CEM's e Medalha Mérito Militar	18	3,2500	26	3,2692
	Atribuição do Louvor, avocação CEM's e Medalha Serviços Distintos	16	3,2863	2	3,0850
	Total	235	3,2743	235	3,2743
Liderança Laissez - faire (LLF)	Apenas atribuição do Louvor	76	1,7039	86	1,6134
	Atribuição do Louvor, e pedido de avocação (excp CEM's)	63	1,6349	49	1,6071
	Atribuição do Louvor, avocação CEM's e Medalha "ramo"	62	1,5927	72	1,7049
	Atribuição do Louvor, avocação CEM's e Medalha Mérito Militar	18	1,4861	26	1,5769
	Atribuição do Louvor, avocação CEM's e Medalha Serviços Distintos	16	1,7031	2	2,0000
	Total	235	1,6394	235	1,6394

Source: Correia (2015)

By combining the results obtained in both types of analysis, it was found that the factors weighing on the decision to give commendations to subordinates take on different degrees of importance depending on leadership style (Hypothesis 3 verified). On the other hand, the various commendation referral options (reward level) were perceived differently by leadership style (Hypothesis 4 verified). Therefore, and in response to DQ3, albeit with small differences in averages and low correlations, it can be said that TFL commanders are more generous in allocating rewards and place particular importance on military and professional characteristics and on contribution to the mission in the decision process to assign commendations.

(3) Leadership styles and the application of penalties

As noted in section 3.c., respondents were asked to apply a penalty from one of the five options presented for each offence scenario.

The correlation between the imposition of penalties and leadership styles did not result in significant values.

Two other questions were intended to assess, for each leadership style, whether the seriousness of the offense would determine the course of action taken. That is, the questions would assess a course of action through the reaction to offenses with different levels of gravity. On these questions, Level 1 represents a very active attitude and level 5 represents a passive stance.

Table V - Correlations matrix (Courses of Action and Leadership Styles)

Dimensões	L.Tf	MI	EI	CI	L.Ts	RC	LLF
Liderança Transformacional (L.Tf)	1						
L.Tf - Motivação Inspiracional (MI)		1					
L.Tf - Estimulação Intelectual (EI)			1				
L.Tf - Consideração Individualizada (CI)				1			
Liderança Transacional (L.Ts)					1		
L.Ts - Recompensa Contingente (RC)						1	
Liderança Laissez-faire (LLF)							1
Atitude perante Infração gravidade baixa	-,258**	-,211**	-,250**	-,245**	-,078	-,230**	-,027
Atitude perante Infração gravidade alta	-,069	-,037	-,058	-,018	,138*	-,020	,220**

** . A correlação é significativa no nível 0,01 (2 extremidades).

* . A correlação é significativa no nível 0,05 (2 extremidades).

Source: Correia (2015)

As shown in Table V, there is a negative correlation with the TFL style, including with the CR component, therefore the more transformational a commander's leadership is, the smaller the differences in course of action against offences of any severity.

By comparing the averages between the examples of offences and leadership styles (Table VI), it can be seen that commanders with higher transformational averages are those who apply harsher penalties for all offenses.

Table VI - Variance Analysis (Offences and Leadership Styles)

<i>Ex. Infração</i>		Ausência não autorizada		Declarações depreciativas no Facebook s/UEO		Ofensa verbal a superior		Furto de pertences de outro militar		Uso indevido da arma de serviço	
Estilos Liderança	Medida Disciplinar #1	N	Média	N	Média	N	Média	N	Média	N	Média
Liderança Transformacional (LTf)	Nível 1	19	3,9974	77	4,0708	21	4,0167	2	4,0500	23	4,0370
	Nível 2	37	4,0054	68	4,0625	42	4,0905	27	4,0593	47	4,0968
	Nível 3	72	4,0882	35	4,1786	71	4,0606	26	4,0212	50	4,0800
	Nível 4	83	4,1030	29	3,9397	21	3,8857 ^{#1}	36	4,0556	36	4,0625
	Nível 5	24	4,1729	26	4,1923	80	4,1644 ^{#2}	144	4,1038	79	4,0956
	Total	235	4,0817	235	4,0817	235	4,0817	235	4,0817	235	4,0817
Liderança Transacional (LTs)	Nível 1	19	3,2847	77	3,2452 ^{#1}	21	3,1305	2	3,1650	23	3,2713
	Nível 2	37	3,2424	68	3,2547	42	3,3529	27	3,3233	47	3,2836
	Nível 3	72	3,2871	35	3,4837 ^{#3}	71	3,3180	26	3,2665	50	3,2544
	Nível 4	83	3,2427	29	3,1748	21	3,1905	36	3,2150	36	3,1567
	Nível 5	24	3,3863	26	3,2408	80	3,2540	144	3,2828	79	3,3358
	Total	235	3,2743	235	3,2743	235	3,2743	235	3,2743	235	3,2743
Liderança Laissez-faire (LLF)	Nível 1	19	1,6316	77	1,5909	21	1,5000	2	1,6250	23	1,6304
	Nível 2	37	1,7365	68	1,6324	42	1,7619	27	1,7778	47	1,6064
	Nível 3	72	1,6215	35	1,8500	71	1,7077	26	1,5865	50	1,7050
	Nível 4	83	1,6205	29	1,6466	21	1,6905	36	1,7708	36	1,5278
	Nível 5	24	1,6146	26	1,5096	80	1,5375	144	1,5903	79	1,6709
	Total	235	1,6394	235	1,6394	235	1,6394	235	1,6394	235	1,6394

#1. O nível 1 corresponde à pena de menor gravidade e o nível 5 à de maior gravidade.

#2, #3. A diferença média é significativa no nível 0.05, entre as penas

Source: Correia (2015)

To conclude, the last part of the present analysis model still in need of assessment are the variables concerning the number of assigned rewards and the number of penalties applied by leadership style. Due to the length issues, that analysis will be presented simultaneously in this subsection. It is important to note that the quantitative values of these variables were given by respondents based on their memory, so there may be biases. To further analyse these variables, a decision was made to group them by intervals.

By comparing the averages, Table VII shows that commanders who give more commendations perceive themselves to be the most transformational. And these same officers, who also have advantages in the TsL concepts, especially regarding contingent reward, also see themselves as the most transactional. The same deduction can be made regarding the officers who apply the most penalties. On the other hand, those who assign least commendations and apply the least penalties are those who consider themselves more “*laissez-faire*”, which makes perfect sense according to the concept of this leadership style.

Table VII - Variance Analysis (N. of Commendations, N. of Penalties and Leadership Styles.)

Estilos Liderança	N° de Louvores atribuídos			N° de Penas aplicadas		
	N° / Grp	N	Média	N° / Grp	N	Média
Liderança Transformacional (LTf)	Inf. a 5	39	4,0526			
	De 5 a 10	60	4,0425 ^{#1}	Igual a 0	68	4,0140
	De 11 a 20	47	4,0223 ^{#2}	De 1 a 2	66	4,0500
	De 21 a 50	61	4,0893	De 3 a 5	68	4,1199
	Sup. a 50	28	4,2893 ^{#1 #2}	Sup. a 5	33	4,2061
	Total	235	4,0817	Total	235	4,0817
Liderança Transacional (LTs)	Inf. a 5	39	3,2538			
	De 5 a 10	60	3,2453	Igual a 0	68	3,2781
	De 11 a 20	47	3,1666	De 1 a 2	66	3,1777
	De 21 a 50	61	3,3590	De 3 a 5	68	3,3025
	Sup. a 50	28	3,3611	Sup. a 5	33	3,4015
	Total	235	3,2743	Total	235	3,2743
Liderança Laissez-faire (LLF)	Inf. a 5	39	1,8141			
	De 5 a 10	60	1,5458	Igual a 0	68	1,6691
	De 11 a 20	47	1,6702	De 1 a 2	66	1,5909
	De 21 a 50	61	1,6516	De 3 a 5	68	1,6507
	Sup. a 50	28	1,5179	Sup. a 5	33	1,6515
	Total	235	1,6394	Total	235	1,6394

#1, #2. A diferença média é significativa no nível 0.05, entre grupo de louvores

Source: Correia (2015)

From the correlations among these variables (Table VIII), it was found that there is a significant correlation, although with low values, of TFL, IM and CR with penalties and commendations.

Table VIII - Correlations matrix (Commendations, Penalties and Leadership Styles)

Dimensões	L.Tf	MI	EI	CI	L.Ts	RC	LLF
Liderança Transformacional (LTf)	1						
L.Tf - Motivação Inspiracional (MI)		1					
L.Tf - Estimulação Intelectual (EI)			1				
L.Tf - Consideração Individualizada (CI)				1			
Liderança Transacional (LTs)					1		
L.Ts - Recompensa Contingente (RC)						1	
Liderança Laissez-faire (LLF)							1
Grupo Louvores (G.Lv)	,146*	,182**	,080	,100	,107	,140*	-,076
Grupo Penas (G.Pn)	,167*	,179**	,093	,057	,101	,130*	-,003

** . A correlação é significativa no nível 0.01 (2 extremidades).

* . A correlação é significativa no nível 0.05 (2 extremidades).

Source: Correia (2015)

IM, as a factor that fosters commitment to goals, describing them as challenges, awakening individual and collective spirit among followers, correlates positively with these variables. Thus, those who achieve goals and cultivate “team spirit” are rewarded and those who work in the opposite direction are penalized.

In terms of penalties, the combination of correlation with a comparison of averages enables a set of conclusive readings. Tables VI and VII show that transformational commanders, in addition to being those who apply the most penalties, also apply the most severe punishment possible. A different situation occurs in TsL, a positive result for Hypothesis 5. It was deduced, from a reading of Table V, that the more transformational a commander is, the smaller the difference in course of action against offences of any severity. When the gravity of the offence is high, the rigor that characterizes us does not leave space for passive performances and 85% of respondents immediately begin an enquiry procedure. In other words, the gravity of the offense determines the course of action taken (Hypothesis 6 verified). In short, the most transformational commanders apply more penalties, more severe penalties, and tend to have a more active performance level when faced with low gravity offenses. This relationship was found to accompany the predominant leadership style, and answers our DQ4.

(4) Other approaches

Because of the scope of the questionnaire, deductions could be made about rewards and penalties according to rank and branch, preferably resorting to an analysis by comparison of averages. To the question asking respondents to talk about the relationship between leadership and disciplinary powers, which, being optional, had 63 responses (37.3% of the sample population), most respond by stating that the relationship is direct, interconnected and inseparable, in some cases showing a bias towards rewards. Disciplinary authority, while perceived as a tool available to commanders, needs above all else to be exercised with fairness and sense of opportunity, by leaders with common sense, high moral authority (setting an example) and concerned with not using it in lightly, particularly in the assignment of commendations. The merit associated with high standards of performance must be rewarded and deviant behaviour punished. Some officers mention that leadership is not based solely on disciplinary powers and a few even state that it is not necessary to make use of disciplinary powers to lead. It appears, from the analysis, that some officers associate disciplinary authority with the power to punish more than to reward. In short, there is a noteworthy concern with not making rewards commonplace and with simplifying the application of penalties, so that these powers attributed legally to commanders are effectively a crucial, efficient and effective tool in the complex task of leading men.

c. Constraints

When writing this research work, a few difficulties and constraints encountered in the development of the research were mentioned in the sections to which they relate,. However, a brief and concise account should be given, in a single section, of the main constraints that may have influenced the development of this work.

The first constraint occurred in the process of obtaining the officers' data so that they could participate in the survey, which ended up rendering the sample of the target population, less homogeneous than had been initially envisioned, a condition that resulted in some constraints being placed on comparative analyses between branches.

Another constraint relates to the use of questionnaires to assess leadership styles (MLQ5x and LSQ) that, although properly validated, are filled-out in a self-assessment system, which tends to warp the results.

Despite the constraints listed, these did not prevent this research work from "coming to fruition", and the conclusions and recommendations drawn from it will be described in the next chapter.

Conclusions and recommendations

The main objective of this individual research work is to determine the form and mode of interaction of leadership styles with the exercise of disciplinary powers. In other words, an attempt is made to assess the dependency relationship between these two concepts. From early on, different leadership styles were expected to determine, given the same situation, different forms of application of disciplinary powers.

With this idea in mind, research methodologies were defined, an analysis model was constructed and a methodological path was taken that has brought us to this point.

Even with the identified constraints, the diversity of statements that make up the questionnaire, which was the primary instrument for data collection, enabled a significant acquisition of data, providing a set of deductions focused on the issues of rewards, application of penalties and, logically, in the leadership styles of the "Full Spectrum" Theory – TfL, TsL and LFL.

From the descriptive statistical analysis to the MLQ5x data, it can be concluded that most commanders see themselves reflected in the TfL style, without meaning to infer thereby that there are no officers who lean towards a TsL style. Furthermore, it can be inferred that those who consider themselves as more transformational also see the advantages in acting according to the transactional style, especially regarding one of its components, contingent reward (presenting high values in Table I), perceived as belonging to the first style.

When performing an analysis of Pearson correlation coefficients in relation to leadership styles and their components, it was confirmed that Contingent Reward, which in theory is included in TsL, is understood, in the military as part of the transformational style.

When the task/relationship oriented styles were correlated with FST, it was found that both TfL and TsL are included in, those styles but, contrary to Hypothesis 2, TfL has a higher correlation with task-oriented styles. The remaining data allowed us to positively confirm Hypothesis 1, and the answers to our DQ1 and DQ2 were obtained.

The values of the correlations obtained between leadership styles and the exercise of disciplinary powers were low and not significant, and did not allow strong conclusions to

be taken, but nevertheless revealed some relationships. Answering the questionnaire in self-evaluation mode may have contributed to this fact, to the extent that, when answering statements of this kind, there is a tendency to seek answers that are socially, morally and professionally more acceptable.

To reinforce and complement the results obtained from correlating the variables of the analysis model, it was decided to resort to a comparison of averages through a unidirectional variance analysis with Tukey *Post Hoc* Tests. Through this method, and combined with the values of the correlations, more satisfactory results were obtained that confirmed our hypotheses in relation to rewards and penalties, answering the DQ.

When comparing the issues associated with the referral of commendations with leadership styles, it was found that the officers who consider themselves more transformational (higher averages in Table IV) are also those who opt, in both commendation examples, for requesting an avocation by the CGS of the branch and the resulting Medal of Military Merit. That is, the most transformational commanders, when using rewards as a motivating tool, choose the high level rewards within their reach.

In matters relating to situations of disciplinary offenses and which require the application of a penalty, previously defined in a set of five possible penalties, results were obtained similar to those mentioned in the previous paragraph. Indeed, the TfL style displays the highest averages in the most severe penalties. That is, by reading the numbers alone, these point towards more transformational leaders tending to be “more heavy-handed” when it comes to punishment.

As we do not intend to transcribe the results of subsections 4.b. (2) and 4.b. (3) (rewards and penalties, respectively) in the conclusions, it is worth noting only that leadership styles, in addition to relating to different relevant factors when making the decision to assign a commendation, also perceive the level of reward differently (validation of HP3 and HP4). In terms of penalties, it is interesting to note that the course of action for minor offences is conditioned by leadership style and that, in turn, that style influences the level of penalty applied, thus confirming Hypotheses 5 and 6.

Another dependent variable that provided noteworthy results was the number of commendations and penalties that each respondent assigned/applied, grouped by levels. An analysis was then performed by comparing averages among these levels and leadership styles. The results show that the officers who assigned more commendations perceive themselves as the most transformational. Aware that there are advantages in using TsL concepts, especially contingent reward, these regard themselves as the most transactional. The same deduction can be made of the officers who apply the most penalties. These inspiring data enable us, while exercising some caution, to conclude that transformational leaders, provided with a disciplinary tool that enables simple processes in the assignment of commendations, use them to further encourage the group, attempting to distinguish those assigned the proposed award of decorations with greater prominence and importance. On the negative side, followers who fail to deliver on expectations will be punished.

In short, the relations shown and characterized throughout these findings became the answer to our RQ, which was found to be more complex than initially thought.

As this subject is a of great interest and increasing importance for future commanders, it is desirable that further research is conducted on this issue, or even variations around this topic, using other instruments to describe different dimensions of the relationship between these two fundamental concepts in the military structure.

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Annex A – Definitions of Leadership and Command

Table IX – Definitions of leadership by author

Author	Leadership concept
Hemphill & Coons	It is “the behaviour of an individual ... directing the activities of a group towards a common goal.”
Burns	It is “exercised when people ... mobilize... institutional resources, political, psychological and others to stimulate, engage and satisfy the motivations of followers.”
Rauch & Behling	It is “the process of influencing the activities of an organized group toward the achievement of a goal.”
House	It is “the ability of an individual to influence, motivate and enable others to contribute to the effectiveness and success of the organization...”

Source: Yukl (2010, p. 3)

Table X - Definitions of “command” by author

Author, Reference, Year	Definition of Command
Author ¹ (Assembleia da República, 2015)	It is the power of authority, accompanied by the corresponding disciplinary powers conferred to an officer by laws and regulations, to be exercised in the direction, coordination and control of commands, forces, units, establishments and military bodies.
(Horn, 2008)	It is the authority vested in individuals who exercise it legally over subordinates by virtue of their rank or position assigned. (...) In short, command is the purposeful exercise of authority over structures, resources, people and activities.
(Allied Administrative Publication (AAP), 2014)	It is the authority vested in an element of the Armed Forces to direct, coordinate and control military forces.
(Pereira, 2011)	“(...) It is a solitary act that results from the unique responsibility assigned to it and the corresponding power in which it is invested by the state.”
(Vieira, 2002) ²	“(...) It is the authority conferred by law and by regulations to an individual to direct, control and coordinate military forces. It is accompanied by the corresponding accountability, which cannot be delegated. The concept of <i>command</i> includes implicitly the concepts of management and also administration. ³

Source: Compiled from various authors

¹ Adaptado do n.º1 do art.º 13.º, e dos artigos 35.º 36.º do EMFAR.

² Cited from the dictionary prepared by the Institute of Advanced Military Studies and the Army General Staff (1977).

³ The same dictionary states that the term management is often used with the same meaning as administration, with which it is closely linked, the difference between them being the predominance of design and the definition of general lines of action in administration and of operations and execution in management.