

Complexity, Uncertainty and Ambiguity in Korean Military Leadership

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ABSTRACT

In South Korea, being the only divided country in the world and thus being under extreme tension, the weight and the importance that the Korean military carries is surely different from those of other militaries. Under this exceptional circumstance, it is not an overstatement to say that the Korean military faces a more complex and difficult challenge than any other organization and requires a higher state of leadership. The sinking of the *Cheonan* navy vessel and the bombardment of *Yeonpyeong* Island on the west coast of South Korea in 2010 were opportunities to look back upon the present state of the leadership of the Korean military. Internally, the Korean military is making efforts to justify its existence, and within the military, it is trying to develop its organizational leadership that can contribute to meeting its objectives. The discussion across society centered on national defense reforms supports this notion, which tells us that reflecting on the organizational leadership to perform the roles of the military is the central task in order to shift the organizational paradigm that meets the changes of security environments surrounding south Korea and far eastern Asia. Under these circumstances, it is imperative and timely to discuss a few phenomena that hinder the development of the military leadership and to look for alternatives.

Keywords: South Korea, Military leadership, Military organization, Leadership guidelines, Korean army leadership

INTRODUCTION

What are the elements that the Korean military needs in order to establish efficient top-level leadership that can help accomplish their missions and cope with the rapidly changing environments? Where does the truth about the uncomfortable side of the military-and-leadership coin stem from? What do we need to provide tools that are needed on site to reflect on each member's leadership and to develop an organizational leadership to spread the military leadership in the future? Do the members understand what military leadership is and what their responsibilities are to realize it? How does the military define military leadership in Korea? Do the proposed characteristics and principles consist of detailed and realistic contents that are easy and practicable? Going into the discussion, we were limited on utilizing the available research materials. The first obstacle in discussing military leadership from a civilian's perspective would be that there is a limit to experiencing military life and accessing the internal materials. Acknowledging the fact that this kind of obstacle is expected in studying any type of organization, we make it clear that the articles and research papers on military

leadership available to the public are studied, and our empirical knowledge and facts gained while teaching leadership development aimed for military officials have been beneficial.

Military leadership studies in South Korea started with Leadership Development Institute for National Defense in the center, established in September 2005 with an objective to modernize and enhance military leadership. The studies are now also conducted at each military leadership center, which was established in later years.(KIM, 2009) It is known that each military agency discusses with the Ministry of National Defense and each military leadership center in order to establish a system for segregation of duties and push ahead with efficient leadership tasks, which provides grounds for Leadership Development Institute of National Defense to establish new policies for national security leadership and its theoretical structure and to take charge of the research and education of advanced post-service leadership, and by performing leadership tasks, each military force divided duties in order to remain complementary work system. Accordingly, the Korean army is conducting research on the circumstances it is faced with and creeds that fit the characteristics of each military force, and it has developed and provided leadership programs and techniques for use for all kinds of school curriculum and military units. In addition, the Korean army examines the leadership of the commander of field forces and provides advice and has developed and utilized techniques for specialized personality education and human nature tests; all this, in turn, provided grounds for them to foster leaders who can take the lead in the 21st century, the era of knowledge and information, and to maximize intangible combat power. In the next section, leadership in the Korean military, the product of their long-time effort, will be discussed based on the army's leadership manual.

PROBLEMS WITH CONCEPTUALIZING LEADERSHIP

Leadership (leader-ship) is the embodiment of complex ideas and images. It is not easy to define leadership; however, to exercise leadership, one must understand what it is, and therefore, those who want to exercise leadership should, first and foremost, assuming that their understanding of the subject is guaranteed and that it could be exerted as organizational leadership, define a clear and appropriate limit so that it is not overwhelming for members to understand and share. If it is not clear, it is not to be understood, and if not understood, it will not be exercised. The more complex leadership becomes, the harder it is to understand and take actions.

Fortunately, after the 2nd World War, the effort to understand leadership became fruitful, and it has come to a point of general consensus on what it really is. It was meaningful to see leadership become 'demystified' due to the desire of developing new leaders in all sectors of the society. It has come to a conclusion that leadership is not an exclusive property of the few, but that it is something that can be discovered through training and one's potential. Many organizations are establishing a system of education and training based on this theory. Then, what is the successful type of military leadership that they discovered? What capabilities are asked for in a successful military officer? Generally, an officer should be able to simultaneously deal with training, maintenance of the status quo, examination, administration, research, communication, mess duty, supply, exercise, discipline, efficient management, punishment and reward, and community relations. It must not be an easy task, and one needs to find an effective way to deal with all of the duties. What Edgar F. Puryear (1993) meant to express in his work was to gain insights to overcome the difficulty.

Defining and investigating leadership is followed by leadership exercise, and so the first obstacle that is to be overcome is to define leadership that can be shared. The outcome of the general theory earned by the empirical data after the 90's is benefiting most organizations in need of leadership. The distinct feature of the empirical research is providing general standards and principles after conducting an in-depth study on the members of the organizations with varied objectives as well as profit-driven corporations and proposes alternatives to the existing training and education system for leadership development. It is noteworthy to consider the following work as outstanding achievement in the area: study in Kouzes and Posner (2003) that revealed leadership characteristics of more than 10,000 people who produce the best outcome in their organizations, the comparative study of high performers and low performers done by the team led by Zenger and Folkman (2009) and lastly study led by Charan, Drotter and Noel (2000), which revealed the characteristics of leadership capabilities that are asked for at each stage.

To those who want to contribute to reaching their organization's goals by exercising leadership, the above studies provide a practical understanding of what needs to be prepared to become an excellent leader and capabilities a leader should possess. These studies have the following in common: it distinguishes clearly between leadership capabilities and elements without overlapping and eventually helps us understand the entire picture; second, it helps us take actions since the details are explained in terms of actions we can take. 5 leadership principles (*Model the way, Inspire a shared vision, Challenge the process, Empowering others to act, Encourage the heart*) proposed by Kouzes & Posner and excellent or extraordinary leadership revealed by Zenger's research team confirm that leadership should not be a secret code that needs to be deciphered, but about actions.

Table 1. The Five practices and Ten commitments of Exemplary Leadership(Kouzes, J. and Posner B. 2003, 10-11)

1. Model the way	-Find your voice by clarifying your personal values -Set the example by aligning actions with shared values	- I set a example of what I expect of others - I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on - I follow through on the promises and commitments that I make - I ask for feedback on how my actions affect other people's performance. - I build consensus around a common set of values for running our organization. - I am clear about my philosophy of leadership.
2.Inspire a shared vision	-ENVISION THE FUTURE by imagining exciting and ennobling possibilities. -ENLIST OTHERS in a common vision by appealing to shared aspirations.	- I talk about future trends that will influence how our work gets done. - I describe a compelling image of what our future could be like. - I appeal to others to share an exciting dream of the future. - I show others how their long-term interests can be realized by enlisting in a common vision. - I paint the big picture"" of what we aspire to accomplish.

		I speak with genuine conviction about the higher meaning and purpose of our work.
3. Challenge the process	-SEARCH FOR OPPORTUNITIES by seeking innovative ways to change, grow, and improve. EXPERIMENT AND TAKE RISKS by constantly generating small wins and learning from mistakes.	I seek out challenging opportunities that test my own skills and abilities. I challenge people to try out new and innovative ways to do their work. I search outside the formal boundaries of my organization for innovative ways to improve what we do. I ask 'What can we learn?' when things don't go as expected I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. I experiment and take risks, even when there is a chance of failure.
4. Empowering others to act	-FORSTER COLLABORATION by promoting cooperative goals and building trust. STRENGTHEN OTHERS by sharing power and discretion.	I develop cooperative relationships among the people I work with. I actively listen to diverse points of view. I treat others with dignity and respect. I support the decisions that people make on their own. I give people a great deal of freedom and choice in deciding how to do their work. I ensure that people grow in their jobs by learning new skills and developing themselves.
5. Encourage the heart	-RECOGNISE CONTRIBUTIONS by showing appreciation for individual excellence. CELEBRATE THE VALUES AND VICTORIES by creating a spirit of community.	I praise people for a job well done. I make it a point to let people know about my confidence in their abilities. I make sure that people are creatively rewarded for their contributions to the success of our projects. I publicly recognize people who exemplify commitment to shared values. I find ways to celebrate accomplishments. I give the members of the team lots of appreciation and support for their contributions.

Table 2. Extraordinary Leader¹

Leadership clusters	Character	Personal capability	Focus on results	Interpersonal skills	Leading organizational change
16 competencies	1. Displaying high integrity and honesty. Act constantly with their words. Follow through on promises and commitments. Model the core values. Lead by examples.	2. Technical and professional expertise. 3. Solving problems and analyzing issues 4. Innovation 5. Practicing self-development	6. Focus on results 7. Establish stretch goals 8. Take responsibility for outcomes/initiative	9. Communicating powerfully and prolifically. 10. Inspiring and motivating others to high performance. 11. Building relationships 12. Developing others. 13. Collaboration and teamwork.	14. Developing strategic perspectives 15. Championing change 16. Connect internal groups with the outside world.

Meanwhile, the Korean army describes a desirable organizational leadership in Army Leadership (2009). Below are essential elements of the excerpt. (Korean Army Headquarters, 2009 and U.S. Army, 2004)

Knowledge(Ji, 知), integrity(In, 仁), and courage(Yong, 勇) are three holistic elements for an ideal leader who embraces different elements proposed through all times and places, inherits his people's historical traditions, and adapts to ever changing environment and future of warfare patterns. From today's point of view, In(integrity), which concerns one's personality and attitude, could be translated into qualification, and Ji(knowledge), which concerns knowledge and skills, can be translated into capabilities, and Yong(courage) could be translated into taking actions. The ideal military leader is suggested as a strong leader with all these three elements who is willing to devote oneself when the country is facing a critical situation. It is a leader who is willingness to devote and service oneself to his own country, possessing all the required qualifications, capabilities and competence, and eventually accomplishes his missions both in the present and in the future battlefield.

¹ Leadership characteristics of high performers in organizations: 5 clusters such as character, personal capability, focus on results, interpersonal skills, and leading organizational change, and 16 competencies. John H. Zenger and Joseph Folkman (2009), *The Extraordinary Leader: Turning Good Managers into Great Leaders*, McGraw-Hill, pp. 102-109.

Table 3. Desirable leadership of the Korean army

Desirable leadership of Korean the army	Past	Ji, 智 Knowledge	In, 仁 Integrity	Yong, 勇 Courage	Um, 嚴 Discipline	Shin, 信 Belief
	Present	Military spirit Knowledge and skills Tactics and techniques Robust physique Discipline and morale Solidarity				

Devotion to one's country' is to internalize the values put forth by the army, strongly holds the attitude of devotion and service to his country and the people, and judges and acts promptly and appropriately under any circumstance in order to accomplish one's mission and objective.

Table 4. Strong leader with devotion and dedication

Strong leader with devotion and dedication	Knowledge and ability (knowledge and skills)	Integrity and qualification (personality and attitude)	Courage and action (practice)
	Intellectual capability Warfighting Performance of one's duties Decision making Communication Management of changes	Value system Personality Attitude Soldier spirit	Taking the initiative Influencing the minds of others' self-improvement Member development Accomplishment of missions
	Capable leader	Upright leader	acting leader

Table 5. Core capabilities of Korean soldiers: Be, Know, Do

	Righteous leader	Upright leader	Acting leader
	Integrity = Be Qualifications (personality and attitude)	Knowledge = Know Capabilities (knowledge and skills)	Courage = Do Actions (accomplishment)
Specifics	Value system Personality Attitude Soldier spirit	Capable of warfighting Capable of carrying out one's duties Capable of decision making Capable of communication Capable of management of changes	Taking the initiative Influencing the minds of others' Self-improvement Member's development Accomplishment of missions
Principles of exercising leadership	- Establishment of upright values -Cultivating morals and ethics -Possessing an attitude, pose and looks of a soldier	-Possessing military expertise -Prompt decision making and informing the members -Strengthening the spirit of team work	-Suggesting visions and objectives -Taking the initiative -Developing his or her own capabilities and others

Table 6. Specifics of each capability and their interpretation

Be (In 仁 = integrity)	Values	Loyalty, Courage, Responsibility, Respect, Creativity
	Personality	Morals, Ethics, Catholicity, Positive mind, Diligence, Self-control, Balance
	Attitude	Faith, Leadership, Fighting spirit, Passion, Devotion
	Soldier spirit	Looks, Strong physique, Speech and Action
Know (Ji 智 = knowledge)	Intellectual capability	Insights, Promptness, Judgment, Ability to conceptualize
	Capable of warfighting	Knowledge of tactics, Fighting skills, Management of military Hardware, Integrating fighting power
	Capable of carrying out one's duties	Knowledge of one's duty, Management of technology and resources and their application, Setting priorities, Maintenance of organic structure of coordination, Information on conflict resolution and the application of the environment
	Capable of decision making	Utilizing different kinds of information, Right judgment of the situation at hand, Rational and attentive decision making, Promptness of decision making
	Capable of communication	Understanding and accepting information, Effective communication, Utilizing different means of communication, Sharing knowledge and information
	Capable of management of changes	Recognizing changes, Adaptability to changes, Inducing changes of the organization, Constant management of changes
Do (Yong 勇 = courage)	Taking the initiative	Conforming to rules, Carrying out one's own duties, Consistency of speech and action, Commanding the field
	Influencing the minds of others'	Understanding and accepting diversities, Concern and consideration, Acknowledgment and compliment, Improvement of each member's life
	Self-development	Accurate self-awareness, Setting up plans for self-development, Implementation, Assessment and feedback for self-improvement
	Member's development	Assessment of competence and self-motivation, Creating an environment for development, Dlegation of authority, Strengthening teamwork
	Accomplishment of missions	Direction of the objectives, Providing priorities, Assessment and feedback

CLARIFICATION OF LEADERSHIP GUIDELINES

Leadership is about taking actions. For those who want to exercise leadership, all the materials should be straightforward and simple, suggesting a clear line of what needs to be completed and what does not need to be completed. That is, they should not be ambiguous, and that is how leadership can have an outcome. What is the most important in defining and describing leadership is describing simply the actions and guidelines based on efficient management of empirical data that has been accumulated on site, rather than ambiguous and unclear definition that is hard to understand or discussion that is only put forth in terms of appropriateness.

Studying leadership that is not about being charismatic or qualified is revealing similarities and differences after observing how people talk and act. Therefore, it is not an overstatement that leadership studies starts and ends with studying the leaders. As mentioned earlier, the systemization of leadership theories is a valuable outcome earned through generous financial support, a substantial time investment and participation from a number of experts conducting field work. Our future assignment for the development of military leadership is to shift the direction of the present discussion in terms of values and appropriateness toward practice and off-site analysis. Leadership competence should no longer be an ambiguous definition. Abstract concepts such as courage, loyalty or honor should be addressed with tangible action plans.

Through the outcome of the general leadership theory, members of each organization can be aware of their position and responsibilities and utilize substantive tools that help take actions. According to the Leadership Pipeline, which is designed to station personnel appropriate for each leadership stage in terms of the entire organization, members are evaluated and stationed at an appropriate position, thus not clogging the pipelines based on three criteria 'skills requirements, time applications, and work values'. Each member is required to ask themselves the questions below and provide answers. (Charan, Drotter and Noel, 2000)

- What is necessary professional knowledge and skills to perform my mission?
- How should I manage time to perform the changed mission?
- Which value should I consider as the most important one?

Professional knowledge and skills	It is required new competence to execute the newly granted responsibilities.
Time management skills	It is required new framework for time management to control the mission practices.
Mission value	The most important is to grasp what are people thinking and that is the focus of all the missions.

Furthermore, the three criteria are used as an evaluation basis for leadership capabilities required for each stage. Leader's duties at each stage are clearly stated by comparing what qualifications are required with what is being conducted, and examining what the superior and subordinates are doing compared to their idealistic tasks. The pipeline theory helps people succeed and provide information, materials and psychological support so that their team can exert the maximum amount of energy. It also suggests a desired direction by providing the standards, thresholds, objectives and so forth, on the specific issue and helps work go smoothly through horizontal management.

A Gallup poll on what is required to retain the most desirable status in order to exert competitiveness of an organization is also thought-provoking. What exists in the center of an outstanding organization? What is in the basis of their ability to select and keep talented employees? For 25 years, Gallup interviewed over 1 million employees and asked them hundreds of questions individually assuming all the possible situations in their work place. Through their survey, they selected a few questions that help recognize the essentials of a competitive organization. Their intention lies in the following question: What if one can gather core elements that help reveal the essence of a competitive organization? Completing the examination of their survey, they discovered 12 questions. They are critical elements in

attracting and maintaining competent members and developing their talent. (Buckingham and Coffman, 1999)

- ① Do I know what to expect of me at work?
- ② Do you have the necessary materials and equipments needed to do the work?
- ③ Am I always given the most appropriate mission?
- ④ Have I received recognition or praise for job performance during the past week?
- ⑤ Do superior or other persons consider me as an individual?
- ⑥ Is there someone who has encouraged me to do self-development?
- ⑦ Is my opinion reflected?
- ⑧ Does the mission or purpose of the organization increase the value of my job (mission)?
- ⑨ Do colleagues encourage me to get excellent results with the organization?
- ⑩ Is there a best friend?
- ⑪ Have I had a chance to talk about my development with someone in the last six months?
- ⑫ Are there opportunities for learning and growth?

To exercise the best leadership, many people are already making meaningful effort. The military organization needs to aggressively accept the outcomes of the general theory earned through the investment of expertise and time in order to develop and grow organizational leadership. These efforts will help assure consistency and the organizational structure of the military leadership and will provide inspirations for specific resolutions which guarantee actions.

For future guidelines to establish military leadership capabilities and exercise, one should understand the general leadership before setting specific leadership tasks appropriate for the organization. Items should be simplified, and each capability should be clearly proposed so that it is expressed in actions that can be shared by the members easily. In the table 2('Specifics of each capability and their interpretation'), words in bold strokes refer to a few examples of the descriptions that need specific explanation based on actions. For example, 'values' such as loyalty, courage, responsibility, respect, creativity and so forth are difficult concepts that make you think again. The manual states that 'loyalty is showing genuine attitude to your superior, earnestly following orders or directions, and being sincere and truthful to your colleagues, subordinates, all members of the army as well as the nation.' Being 'truthful, earnest, sincere, and genuine' is a concept regarded differently by different people. How do you act kindly to your subordinates? How about being soft? 'Being soft' could be replaced with 'not yelling'. More positively put, 'speaking with a calm voice' could be an alternative. Each value can be differently described as below.

Courage:

- To accomplish one's own duties while overcoming their fear or physical damage.
- To act according to one's conscience, moral standards, and faith.

Responsibility:

- To know one's own responsibilities and act on them.

Respect: -To respect oneself and others.

Creativity: -To look for better solutions to solve problems or to accomplish tasks.

Personality:

- To care about common good over personal interests.
- To keep one's words and continue to learn.

Each term should be refined to reflect the on-site experiences and examples. Above all, the meanings should be agreed upon and shared, and if one wants to 'see' leadership, each concept should be described with a conceivable image.

CONCLUSION

The importance of the Korean military is directly proportional to unpredictability of the situation on the Korean peninsula and the increase of necessity for the unification. For compelling reasoning of their existence, the Korean military must shift the direction of the present leadership discussion in terms of values and appropriateness toward the discussion of resolutions in the field.

Is the organizational culture, where superiors give orders and subordinates obey orders, problematic? Or, is the ambiguity of leadership the problem? Members of the military organization show a certain limit to their self-awareness. If there is a reason for the military not being able to achieve its goals, it would not be the culture of unconditional obedience. As generally known, it is highly likely that obedience is a voluntary choice in order to protect one's own life, placing their faith in the judgment and decision making of the commander, who is responsible for the members' lives under an extreme situation. That would not be a problem. No commander would dare to risk his or her subordinates' lives in an unwarranted situation. Problems arise when the commander in charge, who is not fully qualified or capable of handling the situation at hand, makes mistakes while not knowing what should be done in an extreme circumstance.

What is obstructing the development of military leadership is no longer in the rigidity of the military organization or its different characteristics from the general social structures. Through a constant process of self-improvement and changes, although limited, the Korean military has had a positive impact on the maintenance of national security on the peninsula, and based on sincerity and a sense of responsibility of each member, who highly values principles, the military has put constant effort to complete their accomplished missions. In order for this passion and will to have a substantial outcome, the military should provide a leadership manual that will suggest every move of the members for the accomplishment of their missions.

- What kind of leadership is needed to reach the goals of the military organization?
- What is the level of the commander's present leadership?
- How can commanders exert and develop leadership?
- What should be prepared and exercised as one moves up the ranks?
- How is my leadership level evaluated and what are the criteria?

It is time for the military to provide clear answers. In order for the military to be regarded as a model of a leadership organization in the society as well as with corporations while focusing on their distinct nature, unified leadership principles should be developed and shared, and eventually, training needs be implemented based on the principles. Regarding the internal discussion on the issue, Kim . O.H.(2000) argues as such.

"In regards to spiritual combat power, the Ministry of National Defense provides written directions of troop orientation and training as well as the manual for guidelines of spiritual combat power, and thus implements training with the unified direction and contents. In contrast, in terms of leadership education, the Ministry does not provide any particular guidelines. Instead, the leadership center in each army established a leadership manual with core capabilities for each rank so that it can help develop their leadership program. (...) Since a unified training manual is not at hand, the fact that training is implemented in each army or course shows that there is a possibility of confusion and many trials and errors. Also, there is a lack of connection and organization in leadership training between the higher-level educational facilities and lower-level facilities. For these reasons, there are missing contents, which should be addressed, and the contents that have been introduced at the lower level are sometimes repeated at the higher level. There are problems regarding repetition, omission and insufficiency." (Kim 2009, 142)

The following issues should be addressed and complemented:

- The fact that the ultimate directing point of leadership education is vaguely described.
- The insufficient implementation of training materials according to different levels at training facilities.
- Poor performance of training due to the unified and holistic approach, rather than differentiated and customized training.
- Lack of methods that can bring out participation of the trainees while considering each trainee's characteristics.

I would like to conclude that the present leadership training, which is fragmentary and lacks connection between courses, can be improved by implementing a leadership training program based on capabilities, investigating which capabilities each member should possess in order to reach the goals of the organization, developing training curriculum to foster the capabilities, and connecting the members' duties with the organization's goals. With these steps, the meaning of training can be clearly defined.

"True knowledge is for actions. If actions are not done, the knowledge cannot be fulfilled."

真知所以爲行, 不行不足以爲知 (答顧東橋書)²

Being aware of problems is different from solving problems. The remaining task is to choose an agent of actions, but it has already been chosen. The task is upon the ones we call 'leaders'; they are the people with authority who can collect budget and human resources; they are of high status. It should not be overlooked that their leadership is the foundation of all the problems. In order for all the efforts to have a satisfactory outcome so that the military can become an organization that exercises great leadership, leadership of the person in charge, who has an impact on all of these issues, is desired.

² According to Wang Yang-Ming (王陽明, 1472~1529)'s philosophical ideology, knowledge is gained through action, and so knowledge and action cannot be separated.

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