



**The General Jonas Žemaitis Military Academy of Lithuania
And
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**LEADERSHIP AND OFFICER'S TRAINING: COMPARISON OF
LITHUANIAN AND SWEDISH MILITARY ACADEMIES**

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**Generolo Jono Žemaičio Lietuvos karo akademija
Vadybos katedra**

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**LYDERYSTĖ IR KARININKO UGDYMAS: LIETUVOS IR ŠVEDIJOS
KARO AKADEMIJŲ PALYGINIMAS**

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SANTRAUKA

Karinė lyderystė kaip ir kitas karinis rengimas ypatingai svarbus kiekvienoje karinėje organizacijoje: nuo karo akademijos iki aukšto kvalifikacijos gynybos koledžo, nuo skyriaus lygmens iki didžiausio karinio vieneto, nuo eilinio iki generolo. Lyderystė pasireiškia kaip kertinis akmuo vykdant pavestas užduotis. Netinkama lyderystė, t. y. vadovavimas savo padaliniui gali lemti skaudžius padarinius – prarastas ginklo brolių gyvybes. Kariuomenei reikia lyderių sugebančių veiksmingai panaudoti šiuolaikinę įrangą bei kovines sistemas, pasitelkiant savo turimas savybes ir žinias, gebančio veikti besikeičiančioje situacijoje, nebijančio imtis iniciatyvos, rizikuoti ir pažvelgti mirčiai į akis.

Darbe analizuojama ir lyginama Lietuvos ir Švedijos karo akademijų lyderystė ir karininko ugdymas. Siekiama nustatyti kokios karininko ugdymo metodikos, lyderystės programos naudojamos abiejose karo akademijose. Taip pat, palyginti šiuo metu kariūnų turimą lyderystės stilių, pasitelkiant transformacinės lyderystės anketos duomenimis. Teorinėje dalyje susistemintos sampratos susijusios su karine lyderyste. Apibendrinami karinės lyderystės modeliai tiek Lietuvoje, tiek Švedijoje. Pateikiamas bendras vaizdas apie karo akademijas pasitelkiant dokumentus, straipsnius bei akademijų internetinius puslapius. Praktinėje dalyje buvo taikoma lyginamoji analizė, kokybiniai pusiau struktūrizuoti interviu bei anketinė apklausa. Kokybinio interviu pagalba buvo palyginta karo akademijų lyderystės programos, bendra studijų sistema, jos ypatumai. Interviu klausimus išsamiai atsakė kompetentingi karo akademijų karininkai, savo srities ekspertai, turintys ilgą tarnybos patirtį. Kiekybinis apklausos metodas leido pažvelgti koks lyderystės stilius vyrauja tarp Lietuvos ir Švedijos karo akademijų kariūnų.

Darbo pabaigoje suformuluojamos išvados. Taip pat remiantis surinktais duomenimis pateikiami siūlymai, kaip reiktų pagerinti kariūno (karininko) ugdymą Lietuvos karo akademijoje.

Reikšminiai žodžiai. Lyderystė, “Vystymosi Lyderystė”, Įkvėpimas, Karininkas, Kariūnas, Karo akademija, Karininko ugdymas.

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SUMMARY

The military leadership as well as other military training have a big importance in every military organization: from the military academy to the high level of knowledge of defence college, from the section level to the highest military unit level, from private to general. Leadership is manifested as the cornerstone when the tasks must be accomplished in anyways. Poor leadership, i.e. commanding to one's unit, could cause painful consequences – the loss of lives of the brothers-in-arms. Armed forces require leaders who can be able to effectively use the most modern equipment and combat systems. Having in mind his/her personal qualities and knowledge able to operate in a changing situation, fearless to take a initiative, risks and to look in the eyes of death.

In the final bachelor's thesis leadership is being analyzed and officers' training in Lithuanian and Swedish military academies are compared. The aim is to determine what kind of programmes of leadership's education is used by both military academies. Also, to compare the current leadership style among Lithuanian and Swedish cadets appealing to the data of survey. The theoretical part is related to the concept of military leadership. It is summarizing the models of leadership in Lithuanian and in Sweden as well. A general view of the military academies is presented by their documents, articles, and web pages. In the research part, the investigation has been subject to comparative analysis, semi-structured interviews and a questionnaire survey. A comparison was made by qualitative interviews of the leadership programs, study systems, and its specific features. Interview's questions were answered in detail by competent experts of military academies with a long experience of service. The quantitative method of the survey allowed to look at the kind of leadership styles among cadets.

At the end of study the final conclusions are stated. Also on the basis of the data collection, the suggestions were presented how to improve the education of officer in the Military Academy of Lithuania.

Keywords. Leadership, Developmental Leadership, Inspiration, Officer, Cadet, Military Academy, Officers' Training.

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INTRODUCTION

“Strong commanders are those who can impress upon their troops that they must be followed even through fire or danger of any kind....people follow because they recognize his qualities; it would be reasonable to say that a man like this goes to war to strength in his hand, since so many hands are prepared to obey his mind’s directions; and great indeed this man who can use his mind rather than his physical might for great achievements.”

Xenophon

The relevance of the study. Modern society is moving into a new stage of development in which the next management takes on an increasingly important role in the leadership. The processes of globalization, the rapid development of information technology and technological advances have fundamentally altered the content of the requirements of management and education, requirements for scope of the leader. Leadership skills’ training has become one of the most important conditions for the development of the army and society. Intense integration into NATO and the European Union, leadership becomes a priority. Leader in each level (tactical, strategic and out) has to deal with three main tasks: to carry out the objectives, creatively develop their team to take care of the welfare of their subordinates and vaccinate your subordinates’ leadership award.

The commanding environment affected by changes taking place in the 21st century. Military service, soldier’s motivation has become more complex: it is now an important part of not only the edge of the defense, but military operations abroad, fighting for the values of the common humanity in regional security, peace-keeping, the global common good. It is necessary to know not only the overall global, geopolitical and cultural problems of the different countries. It requires not only the war-fighting skills, but also the understanding of the new technology, geopolitics, economics, law and psychology. Modern technologies and modern warfare science pose new challenges to the leader.

Leadership in general and military leadership more specifically has often been the subject of discussion, as armed forces of the world try to adapt their present and future officers to manage the specific demands that the military leaders will be subjected to. In an educational setting, military leadership has often been considered as one of the determining factors of how well the military leader will perform later on in the battlefield, and the nature of the military leadership, to assume responsibility over life and death, makes the officer dependant on education concerning ethics and life experience.

The military leaders of an organization are often identified with commanding staff, therefore be a soldier (commander or chief) leader means to deal with the troops or subordinates – can and be able to inspire them to joint activities (sometimes in very difficult ambient conditions), in order to

achieve the objective. The proper attitude of commanders (chief) – it is not just his power (authority) exploitation and giving orders, but the presence of an example for others. Although, the leadership in the military organization is usually based on the motivation of subordinates and situational leadership; the practical application of specific theories of governance and leadership by itself can be effective only if the chosen style of governance; the good office of the ways and means the form is suitable for those who are led by.

For the military, the most efficient to be able to use of modern military equipment and combat systems and rapidly changing, uncertain situation to be able unfairly to take the initiative and take the necessary decisions. Therefore, the need for such modern military soldiers and leaders who are able to take risks, and aren't afraid to take the initiative in a complex situation, the ability to perform several tasks at once and, if necessary, to act, to collect information and to summarize, are reliable and would trust those around you, would like to take on new challenges, have confidence in yourself, and it would be about continuous personal and professional development. (Karinė lyderystė, 2015)

The military strategy of the Republic of Lithuania states: "*soldiers must have the spirit of combat and patriotism who would never lose motivation and ensure their unhesitating commitment to the nation and the State. Preparation to carry out defensive of collective and to carry out other military operations and successful execution of these operations requires the preparation work of the Lithuanian troops in international military structures and operate in multinational and in a multicultural environment. Therefore, the Lithuanian staff must know the official NATO languages, knowledge of the principles and procedures for the interoperability of the armed forces, to constantly raise the qualification in relevant international courses and be able to cooperate with the representatives of different cultures.*" (Karinė lyderystė, 2015)

Leadership problem is not very widely studied in Lithuania. In the Western world this theme is extremely topical in the scientific literature, in which the concept of leadership associated with management science. In the context of changes in the management, are changing the concept of leadership science. The concept of leadership is increasingly penetrating into other subjects: in dealing with the many problems of education and upbringing, we are faced with a significant aspect of their decision making. The contribution made in this respect of marks the recognition of the leadership of the global age (command) professionals: (Adair, 2004), (Avolio & Yammarino, 2002), (Bass B. M., 1990), (Kolenda, 2001), (Larsson, et al., 2003), (Larsson et al., 2006), (Northouse, 2007). It is also a Lithuanian author's who is contributing to the examination of the leadership: (Janulaitienė, 2011), (Kanauka & Alonderis, 2008), (Rakutis & Alonderis, 2012), (Smaliukienė, 2008), (Janulaitienė & Puzinavičius, 2007).

The research problem. What is the background of traits of officer: how to create and evaluate officer's training system in both Lithuanian and Swedish Military Academies in order to meet the requirements of the militaries' troops?

The object of investigation. The leadership education and officer's training in Lithuanian and Swedish Military Academies.

The aim of the research. Determine what kind of a leader's education and officer's training system is used by the Lithuanian and Swedish Military Academies. Compare the officer's training systems and cadets' leadership style in both Military Academies.

Objectives of the study:

1. Summarize the process of leadership and theories presented in different scientific literature.
2. Present leadership theories basic aspects.
3. Describe and analyze military leadership and officer's training system in Lithuania and Sweden.
4. Compare the military leadership and the officer's training system at the Lithuanian and Swedish Military Academies.
5. Do a survey and interviews in order to take better look to leadership and training system in both Military Academies.
6. Integration of data to deliver results, to draw conclusions and recommendations.

Methods. Literature review, comparative analysis of data, qualitative semi-structured interview, quantitative survey.

The structure and scope of the study results. Final bachelor's thesis consists of an introduction, which is presented to with a work issue, object, purpose and tasks, also the thesis consists of two main parts. The theoretical justification is carried out in the first part of the analysis of the scientific literature. In the second part of the practical test shall be carried out on the basis of theoretical analysis. The leadership and officer education models in Lithuanian and the Swedish Military Academies are provided. To collect and organize the data in the survey and interview. By the raised issue the conclusions and recommendations are presented at the end of the thesis.

1. THEORETICAL PART

1. 1. THE CONCEPT OF LEADERSHIP AND SPECIFIC FEATURES

In this part of the final bachelor's thesis a leadership concept and specific features that are supported by scientific literature are given. Also, it was distinguished the main theories of leadership. It's shown the leadership on the military aspect.

1. 1. 1. Leadership by Common Point

Leadership as a number of other social events, is hard to define. There are many descriptions of the concept of leadership. Over the past 60 years, the 65 different classification systems of the leadership to define the concept were developed. (Northouse, 2007) According to Bass (1990, p. 11-20), some definitions of leadership is the focus of attention as the group processes. Therefore, under this approach, the leader of the group, and changes in the activities of the Centre are and embodies the will of the group. The definitions of the other group's from a personality perspective that argues that leadership is a combination of the special features or characteristics of man, encouraging others to carry out the task. Yet another leadership theory defined it as an action or behavior. (Bass B. M., 1990). According to Northouse (2007, p. 14), the leadership is defined as the relationship between the authority leadership leaders and their successors. In accordance with this approach, it is argued that the leaders have the power and use it to promote other exchange. It is also believed that leadership is the process of transformational impact that seeks more than it is expected from them. And scientists referred to insight. They shall examine the leadership from the perspective of the skills. This approach stresses capacity for the effective leadership becomes possible. Also, in his view, Northouse released the key leadership elements of the phenomenon:

- a) "leadership is the process of";
- b) "leadership related to the influence";
- c) "appears in the context of group leadership";
- d) "leadership is related to the achievement of the goal".

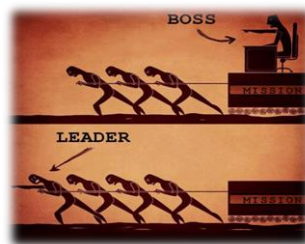
Therefore, it is clear that from here the definition of leadership: "**leadership** – a process by which one person affects a group of people, in order to achieve a common goal." **In the process**, because the leader has an impact on their followers; **influence**, as it has an impact on followers; **the group**, because something would have to touch the leadership process, i.e., the environment – people; and of course **the goal**, sets some kind of job, a challenge which the environment of the surroundings (people) seeking to meet the whole team. (Northouse, 2007, p. 15)

Other authors, like Stoner (Stoner et al., 2000), defines leadership as the activities of the members of the group, the necessary tasks. Therefore, that leadership includes not only others: employees and followers, but also means the power distribution to the different leaders, who have more power and influence to the behavior of the members of the group. (Stoner, Freeman, & Gilbert, 2000)

Often to become a leader, he should be similar to the following people: Sun Tzu, Genghis Khan, Nelson Mandela, the dictators Stalin and Hitler and others, who had the characteristics of the leader. These people were leading the world of phenomena example, regardless of how good or bad deeds in the past had this personality and did their jobs. A man must have an exceptional physical features, personality characteristics and abilities. Therefore, according to the Northouse, the leader may be only individuals with innate talent, leadership's qualities. (Northouse, 2007, p. 16)

Another important factor which relates to the leadership is commanding. A number of discussions going on: what is the ratio between leadership and command? According to Northouse, leadership is described as the management's discipline. Management refers to the commanding, and commanding with the following functions: planning, organizing, staffing, selection and control. These functions are used as a basis for management science nowadays. The seemingly commanding (management) and leadership are closely related. However Northouse claims that the main function of commanding is to ensure the consistency of the procedures and organization, and leadership in the pose and movement. (Northouse, 2007, p. 20) It is believed that these factors are essential to the prosperity of the organization otherwise the objectives of the organization will be worthless.

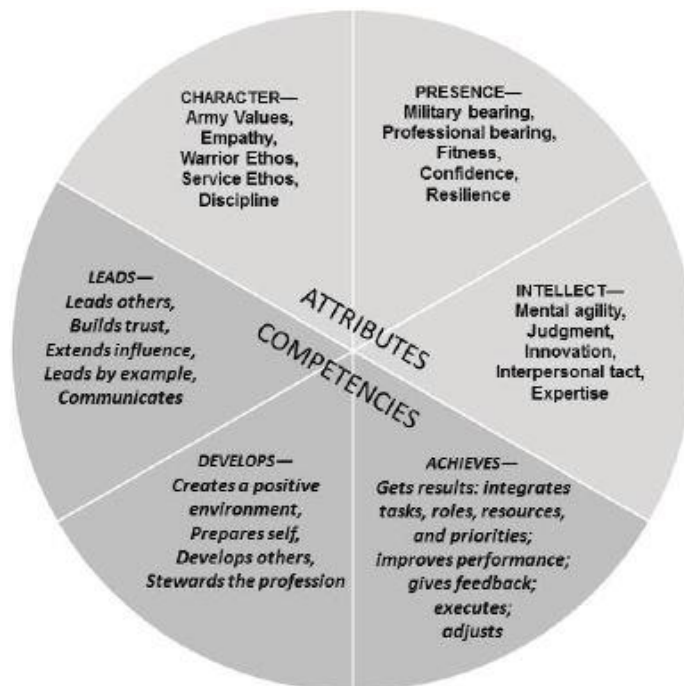
So, the commanding and leadership is clearly different, but at the same time are the synchronized. Paradoxically, but the inference sounds like. When leaders are trying to make themselves into a group to influence through participating in the ground to achieve the goal, they are engaged in leadership. When leaders are planning, organizing, controlling, they engaged in commanding (management). However, since the good leader to the "boss" role is the only one step. And it can become a member of any "stagger" leader. In short, the "boss" is in contrast to the leader, where its role is perfectly illustrated by the 1 figure.



1 figure. Boss vs. Leader (<https://www.google.com/>)

1. 1. 2. Leadership by Military Point

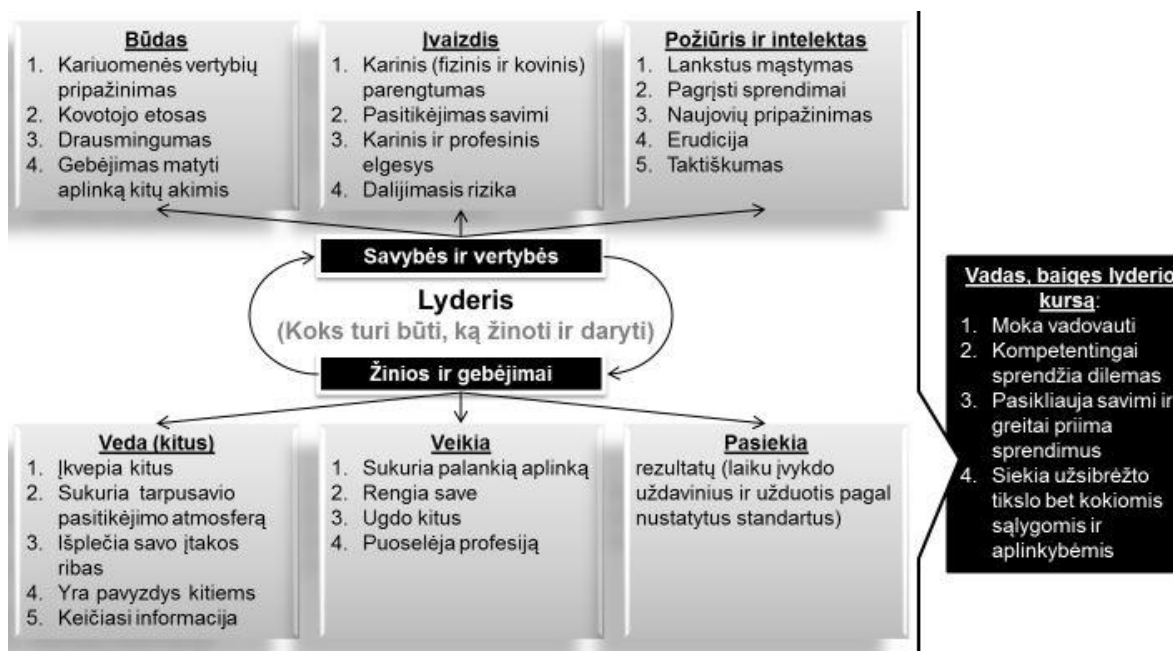
According to USA Armed Forces Field Manual (FM), an *Army leader* inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization. These occur through *leadership* — the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. (Headquarters Department of the Army, 2015) Army leadership requirements model 2 figure illustrates the expectations of every leader, whether military or civilian, officer or enlisted, active or reserve. “This model aligns the desired outcome of leader development activities and personnel practices to a common set of characteristics valued throughout the Army. It covers the core requirements and expectations of leaders at all levels of leadership. Attributes are the desired internal characteristics of a leader—what the Army wants leaders to be and know. Competencies are skills and learnable behaviors the Army expects leaders to acquire, demonstrate, and continue to enhance—what the Army wants leaders to do.” (Headquarters Department of the Army, 2015)



2 figure. Army leadership requirements model (Headquarters Department of the Army, 2015)

The military doctrine of the Lithuanian Armed Forces training (2013) military leadership defines as follows: “Military Leadership is the effects on the activities of the staff of the military, when he shall specify the purpose, direction, and it is based on the achievement of the mission to be accomplished (responsibilities and tasks) or to improve the military organization. The activity of

leading a group of people or leading an organization or the ability to do this.” (Sadaitis, 2013) There are also requirements for the training of leadership. (3 figure)



3 figure. Requirements for the training of leadership (Sadaitis, 2013, p. 3-36)

The second Lithuanian military doctrine says that: “Leadership style of the commanders at all levels "imposes" tag on directly subordinate units and on military units at lower levels of subordination. Therefore, strong and clear leadership allows a well-functioning command and control system which ensures that the mission will be successfully carried out. The commander should always remain calm, despite the complexity of a situation. His mission objectives should not vary according to circumstances. He rather should benefit from the situation to achieve his objectives.” (KAM, 2010)

The third resource (Kanauka, 2013) says: “The military leadership is the process in which a commander operates soldiers so that the tasks to be carried out. It is the ability of the commander to use their professional skills and knowledge of working people so that the tasks of the inhalation is done as good as possible. It is the commander's ability to persuade and inspire (and sometimes forced), to provide a personal example. It is precisely, this combination encourages to do the things required by the commander.” (Kanauka, 2013, p. 72)

American author’s (Malone, 1983) book “Small Unit Leadership” emphasis that *military leadership is different*. Many aspects depends on the soldiers. Every soldier is a personality. And it’s no secret that the hardest job is with the people. The military is not a “*corporation*”. Preparing to defend your homeland is not a “*occupation*”. Being a soldier is not a “*daily job*” but more a “*lifestyle*”. As a leader, according to Malone, should think about these differencies:

- *You don’t select, and then hire, your “employees”.*

Soldiers assigned according to your rank and job title available. If you do not have the necessary skills to work with them, then you have everything to do with what you have.

- ***The workers in your “labor“ force have signed a contract.***

You can't fire the soldier in difficult position or in severe cases of life. And they cannot get out when they want or make a strike.

- ***You must deal with a higher turnover of people than any business could tolerate.***

A civilian leader has some turnover problems, but he also must worry about stagnation in his work force. Your worry is about the chaos of soldier turbulence.

- ***Your soldiers are much younger than the men in most businesses.***

Most of your soldiers don't have working experience in military. For example, conscripts. It may be that they have never been away from home for a long time. All they would have to learn everything from the beginning in the “new hands” of the military.

- ***You have more power over your men than any civilian boss.***

Soldiers who did any offenses can get big punishments, whereas in the civil life of some offenses, nobody pays attention.

- ***Your responsibility to your soldiers doesn't end when some whistle blows.***

It means that you are responsible for the soldier even when he or she is not on duty. None of the civilian boss has received the phone call at midnight, when his man or woman got into a big trouble or broke a law. Also, you have a responsibility to take care of the soldier's family

- ***You control your soldiers' time 24 hours a day when necessary.***

For soldiers there are not the labour cabinet work from 8 hours to 17 hours. They can work in day, night, weekend, even during their holidays. If it is necessary to perform their task – it can continue till it will be accomplished.

- ***Your soldiers are expected to accept the risk of death on the battlefield in order to accomplish their mission.***

There is no civil “description of job”, which can compete with soldier's profession. Although sometimes it can be the policemen, firefighters and minority of the other professions which are dangerous. (Malone, 1983, pp. 30-31)

Thus, the definition of leadership and leaders address their sources of strength in deep-rooted values, the warrior ethos, and professional competence. National and Army's values influence the leader's character and professional development. Leaders apply this knowledge within a spectrum of established competencies to achieve successful mission accomplishment. The roles and functions of Army leaders apply to the three interconnected levels of leadership: direct, operational and strategic.

1. 2. LEADERSHIP THEORIES KEY ASPECTS

In this chapter the aspects of traits theory found on Northouse (2007) book “Leadership – theory and practice” and the main “Transformational and transactional” features which are part of Swedish leadership model will be show.

1. 2. 1. Traits Theory

Traits theory stems from the leadership theories, claiming that some people are born with special qualities, for which they become excellent leaders. Whereas it was considered, that the leaders and the different features of this versatile non-leaders collection after XX centuries of scientists searched for the model of leadership qualities. It was the scientists: Wiggam 1931, Katz 1955, Mannas 1959, Stogdill 1948, 1974, Locke 1991. The leaders of the searches have full leadership researchers looking for new leaders, in accordance with the characteristics of the historical personalities. Therefore, the features defined by the theory as a "great man" theory, because the main focus was on the major leaders of the characteristics and traits. 1 table shows a summary of the properties and characteristics of the identified traits of developed theory by scientists. It is here seen as many properties associated with leadership and at the same time as it is hard to pick the specifics traits which indicate whether a person is a leader. (Northouse, 2007)

1 table. Leaders to studies of traits and characteristics (Northouse, 2007, p. 28)

Stogdill (1948)	Mann (1959)	Stogdill (1974)	Lord, DeVander and Alliger (1986)	Kirkpatrick ir Locke (1991)
Intelligence Vigilance Insight Responsibility Sense of initiative Perseverance Self-confidence Sociability	Intelligence Masculinity Adaptation Domination Extroversion Conservatism	The pursuit of achievements Perseverance Insight Sense of initiative Self-confidence Responsibility The desire to cooperate Liberality Influence Sociability	Intelligence Masculinity Domination	Dash Motivation Honour Self-confidence Cognitive skills Knowledge of the task

Traits of leaders have always dominated the discussions when closing on the subject of leadership, however it isn't until recently that researchers shifted focus from the theory that traits dominantly defined leaders, rather than the traits to be regarded with factors as situations the leader was in and the interaction between leaders and non-leaders.

It is having been focused on solely the traits of the leader and thus only the leader, the theory of traits is incomplete in the matter of it not including enough factors to clearly envisage the perfect leader, only the nearest-to-perfect.

As a result of constant trait research Northouse (2007) has produced results on what makes up the personality, through the ***Five-Factor Personality Model and Leadership*** (below), this claims that many researchers, within trait approach studies, have found solid evidence for correspondence between leadership personalities:

- ***Emotional stability***

The emotionally stable people are regularly relaxed and calm, and can handle stressful situations without losing their head. Emotionally unstable persons on the other hand have a worse stress tolerance and tend to feel negative feelings such as fear, guilt or anger.

- ***Extraversion***

The extrovert people are social and enjoy the company of others. They have self-confidence, are active and enjoy conversations. They give energy to their company and enjoy stimuli and optimism.

- ***Dedication***

Purposeful people tend to have good control over their impulses and are also talented in planning, organisational matters and in dedication to their task.

- ***Openness***

Open people possess a lively imagination, an esthetic sensitivity and are open to other person's feelings. They welcome changes and are therefore open to try new solutions or unconventional ideas.

- ***Kindness***

Like extroversion kindness is mainly about inter-human relations. Kind people are generally unselfish, helpful and possess positive human ethics. (Northouse, 2007, p. 30)

As mentioned these five factors have found to exist in at least seventy-eight trait based leadership researches when researching relations between traits and leadership. As a result of decades of studies, Northouse (2007) has landed at five major leadership traits, which are found in most approaches to trait theory:

- ***Intelligence***

As far as research goes, the intelligence or intellectual trait is described as a positive thing for leadership skills. To have verbal skills, perceptual aptitude and to be able to reason yourself through problems are accounted for within Northouse (2007) definition of intelligence.

- ***Self-confidence***

The ability to feel oneself confident because of their knowledge and skills. It's a self-examination, self reliance. "It includes a sense of self-esteem and self-assurance and the belief that one can make a difference."

- ***Determination***

Another distinguishing trait is the ability to display initiative and determination throughout work and "to get the job done..." being proactive and maintaining perseverance even when facing difficulties. By establishing the dominance and pushing through to set goals a leader differs from the follower.

- ***Integrity***

People will follow leaders who maintain a higher set of moral and ethical values since followers in general demand their leaders to be archetypes of good people; to have values which are worth fighting for and to believe in. Leaders with integrity get loyalty because they are trusted to act as they say and by doing so inspire confidence in their followers.

- ***Sociability***

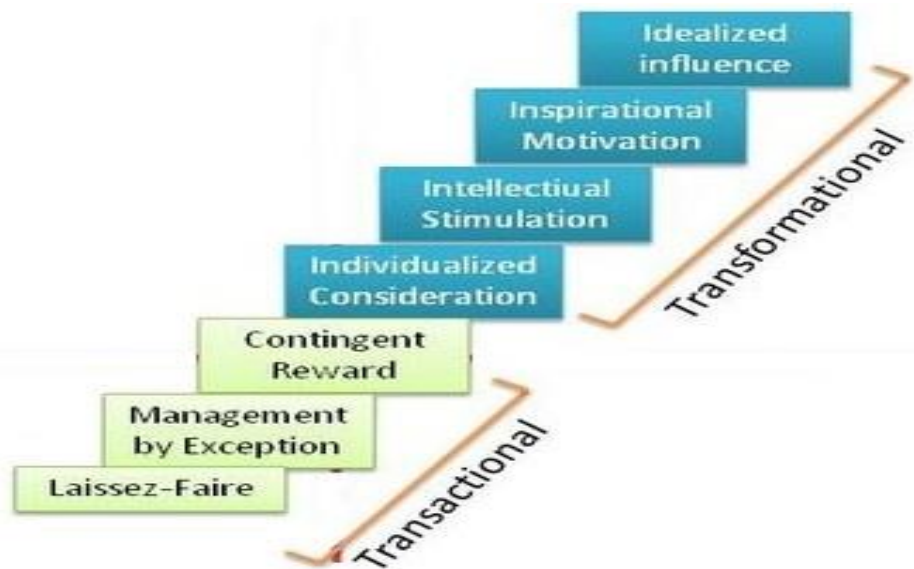
Being sociable is an important trait in today's views of effective leadership. Leaders who are sociable generally display a friendly, outgoing leadership towards the followers. Having the diplomatic feeling along with being courteous and tactful is regarded as typical for a leader of people. This makes for a popular leader who will gain respect by forming cohesive relations with his or her followers at same time as he or she shows concern for other's wellbeing. (Northouse, 2007, pp. 29-30)

1. 2. 2. Transformational and Transactional Leadership

The definition of transformational leadership was inspired by Burns (1978). Burns in his book combined the leader's and follower's roles. Burns separated the leadership and authority, because the leadership can't work without demands of followers. Burns distinguished two cases of leadership: ***transactional*** and ***transformational***. Transactional leadership connected with majority models of leadership, in which the exchanges are happening between leaders and followers, for example a teacher who gives a student a good grade in exchange for a well-written piece of work or an employer who pays an employee a salary, in exchange for the employee showing up for work. ***Transformational*** leadership is a process that a person sometimes with others creates connection, increasing the motivation of the leaders and the followers. As a leader is attentive to the needs of the followers and try to help maximize their capabilities. (Northouse, 2007, p. 152)

Bass (1985) developed Burn's concept by paying more attention to the need of the followers and by adding the important element of charisma to a leader. Charismatic leadership is often described as very similar to transformational leadership. A charismatic leader makes the specific effects and that makes influence to the followers. A charismatic leader is dominant, makes influence to others, are confident and feels his moral values. A charismatic leader to followers seems competent; they clearly define their goals; transfers the high expectations to followers; awakes the considerations relating with followers' task.

Furthermore, by Bass (1985), **transformational leadership** motivates followers to do more than expected of them by improving the understanding of the importance of the specific objectives and successors; encourages to abandon personal goals on the team or organization; encourages the followers to notice the higher needs. Better view is shown by **Full Range of Leadership** model (Bass & Avolio, 1994) which consists of three main parts: transformational leadership, transactional leadership and laissez leadership.



4 figure. Full Range of Leadership (Bass & Avolio, 1994)

Within the three parts of the Full Range of Leadership is model there are seven different aspects (see 4 figure). The highest aspect, **idealized influence**, is synonymous of **charisma** (a charismatic leader author described above). Bass describes the leaders, who are followed because of their examples, thus the followers want to be like a leader and repeat their acts. The following aspects: inspirational motivation, intellectual stimulation and individualized consideration which fall under the transformational leadership part of the model. (Northouse, 2007, p. 157)

Contingent reward is one of the two aspects of transactional leadership in the Full Range of Leadership model. Transactional leadership constitutes the exchange process between leader and follower to the benefit of both parties; agreement between the two parties is essential. The second

aspects, *management-by-exception*, includes more negative reinforcement, giving constructive criticism and negative feedback. (Northouse, 2007, p. 160)

The last one is *laissez-faire*. That aspect is defined like non-leadership. Using this style, leader does not accept the responsibility, deals with delays, does not provide feedback, does not give help to subordinates. In the other words, a leader does nothing for his organization's affairs. (Northouse, 2007, p. 160)

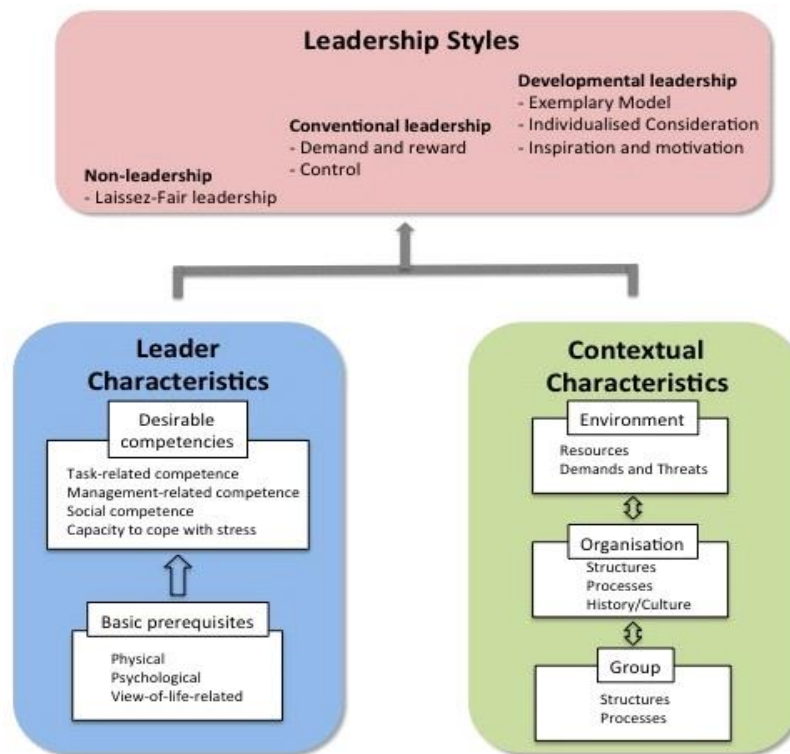
Thus, transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. Such leaders set more challenging expectations and typically achieve higher performance. Transformational leadership is an expansion of transactional leadership. Transactional leadership emphasizes the transaction or ex-change that takes place among leaders, colleagues and followers. Real transformational leaders raise the level of moral maturity of those whom they lead.

1. 3. SWEDISH MILITARY LEADERSHIP MODEL

In this chapter the author presents the main Swedish military leadership model, which is designed for military purposes and made to work in the culture and organization of the Swedish Armed Forces. Developmental Leadership was created by a study group at the Swedish National Defense University in 2002 by (Larsson, et al., 2003). The Swedish Armed Forces realized that they needed a new leadership model with academic legitimacy for the evaluation and developmental process of personnel.

1. 3. 1. Fundamental of Swedish Military Leadership Model

The Swedish leadership model is created in terms of national level studies, which try to show how the Swedish military leadership can be complex in the structure, in order to better understand the various factors and characteristics that influence the attitude of the leaders. The structure of the model identifies the leaders, and shows how the military leader is aware of their surroundings and as a military leader in the leadership position of apprehends the leadership situation. Military leadership model was made because of new tasks of Swedish Armed Forces. (Larsson et al., 2006) The Swedish model is designed for military purposes, to work in Swedish armed forces with cadets, officers and other soldiers. (Larsson et al., 2006)



5 figure. Transformational leadership model (Larsson et al., 2006, p. 38-39)

The model (5 figure) consists of three main parts: the leader characteristics, the contextual characteristics and leadership styles. The areas of *leader characteristics* and *contextual characteristic* correlate with each other and eventually determine the type of leadership style that is used by the military leader. The Swedish model acts as a collection point for a variety of other theories and how they correlate and dependent upon each other to create a fully articulated example of how to understand and define the environment of war, and how to use it both for the selection of officers for the future is good and how to support the evolving leadership used by the current leaders in the military environment. (Larsson et al., 2006)

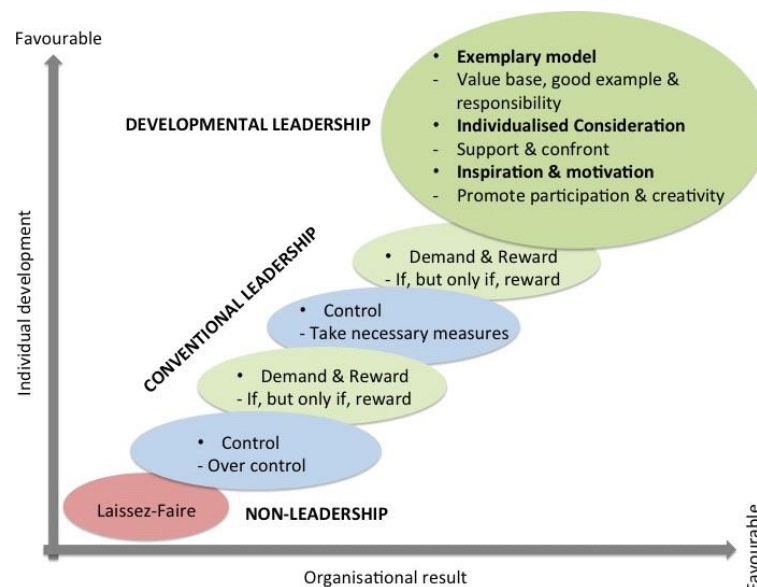
Contextual characteristics. Discussing about contextual characteristics, the Swedish model uses to describe the environmental organizations and groups, and to create a structure that is practiced in the context of leadership. Group structure is a way of describing both of the connections between the members of the group, but also as models, of which they are considered together, depending on the size, relationships within a group may vary; the larger is the group. The more subgroups are created that makes the structure that allows and creates an informal leaders. The smaller is the group, the more work it requires that ensure that users may feel closer ties with a variety of people who are involved, because the members of the group have more opportunities for physical contact, in order to provide feedback and build a personal relationship. A larger group, on the other hand, is characterized as being more in need of a common goal and having more specific attitude of mission, where the members are working towards the same mission's result, and a bigger picture. (Larsson et al., 2006,

p. 44) In addition to a description of how the groups are constructed, there is also a group of people to operate the controls on why a certain way, it is described as a group of Swedish norms model description.

Leader characteristics. To define the leadership's qualities, the Swedish military leadership model discusses the selection of a leader in advance by the tests and the different signs that a successful leader must have. There are four *desirable competencies* that preferred by a military leader: 1) *task-related competence* – being good at the specific sphere of work where the leads is carried out; 2) *management-related competence* – keep eye on the organization from the higher level but also keep the eye on your preferences; 3) *social competence* – to be able to communicate with various people in various conditions and situations; 4) capacity to cope with stress – to be able to act in stressful situations, to make rational decisions in his or her environment, also to be able to control personal emotions. (Larsson et al., 2006, p. 35) The model shows *psychological* traits of mentality which are important for military leader. According to the model, there is a minimum level of mentality that must be fulfilled in order to have right qualifications to become a successful military leader.

1. 3. 2. Swedish Military Leadership Model by Developmental Leadership

The styles of leadership describe what type of the leadership is preferred. There are three styles: *Developmental Leadership*, *Conventional Leadership* and *Non-Leadership*. (6 figure) The Swedish leadership model is created in terms of *Developmental Leadership's* model is heavily based on the *Transformational leadership* and the *Full Range of Leadership* (see 4 figure). (Larsson, et al., 2003) Developmental Leadership is remake of Bass' (1985) model of Transformational leadership.



6 figure. Developmental Leadership model (Larsson, et al., 2003)

Both Developmental and Conventional leadership consist of a focus in goals. But there is a difference how the goals are reached. Developmental Leadership focuses on development of the

personnel, which leads them, whereas Conventional Leadership focuses on control, and demand reward.

Developmental Leadership has three characteristics: *Exemplary model*, *Individualized consideration*, and *Inspiration and motivation*.

Exemplary model. The first characteristic which is based on three main values: openness, result and responsibility. These values are often used by Swedish Armed Forces. Responsibility concerns situations that are both of advantage and disadvantage to the group, it is up to the leader to take the full responsibility when the goals are not achieved and to share in the success when the goals are accomplished. Leader is also responsible for the rules which have to be followed by the group and for ensuring that this is complied. (Larsson, et al., 2003)

Individualized consideration. The second characteristic, consist of two factors: *support* and *confront*. A support means that military leader provides education to subordinates on practical and also emotional level. The military leader must do his best taking time to engage in the life of subordinates during their work or out of their work. A confront means that the military leaders give the criticism for his or her subordinates. (Larsson, et al., 2003)

Inspiration and motivation. The last characteristic closely related with the strong and personality, charisma. That refers to encouraging participation by delegation of responsibility and involving the group in the long-term goals. In addition, this characteristic promotes creativity by encouraging new ideas and questioning present structure and policies. (Larsson, et al., 2003)

Therefore, this leadership's model was motivated by new task for the Swedish Armed Forces, requesting a simpler design and clear definition.

1. 3. 3. Leadership Training and Education at Military Academy Karlberg

The Military Academy Karlberg is a vibrant academic environment due to close cooperation with *Swedish Defence University*, which is responsible within the subjects of War Studies (battle techniques, tactics and strategies), Military Technology, Leadership, Applied Physical Training Theory for Warfare and English during the three-year *Officers' Programme*. The programme has lasting 6 terms. Terms 1, 2, 3, and 6 are spent at the Karlberg Military Academy in Stockholm, part of the Swedish Defence University. "During the first three terms the course is primarily theoretical and is designed to form a basis for further studies and give students an understanding of the officer's profession." Terms 4 and 5 take place at Swedish Armed Forces' service and branch schools and units around the country. "These terms are service/branch oriented, building on theoretical foundations established during terms 1 – 3, and consist largely of the application and practice of the various

subjects. Moreover, they are essential for professional development and provide the basis for reflection on both professional and personal development.” (Swedish Defence University, 2015)

All subjects are oriented to military training. Military theories and tactics are alternated with military physical and practical training, with the Armed Forces educating the cadets for one day per week, and the Swedish Defence University educating them for four days per week. Each summer cadets have courses held by Swedish Armed Forces and lasting one month. After graduation cadets receive a professional (bachelor’s) degree in Military Science and certainly his first officer’s rank – Lieutenant in Swedish Armed Forces. (Swedish Armed Forces, 2015) Within three years, cadets study the leadership in the different situations. Theoretical and practical leadership classes last 20 weeks. Leadership’s courses are divided into different levels: theoretical and practical. At the beginning there is an exploration of theory and the discussions during the seminars. Later, the theory is applied in practice: in the field training under stressful situations and circumstances. Cadets led by each other, helping by instructors try to identify their weakness and strengths. The finals exams are written in essay form.

The basic background on which cadets are taught leadership – Developmental Leadership, by applying the knowledge of theoretical and practical, trying to figure out the background of the Swedish leadership model. (Swedish Defence University, 2015)

1. 4. LITHUANIAN MILITARY LEADERSHIP MODEL

In this chapter the author presented the main Lithuanian military academy’s education and leadership’s training system, the Academy’s Mission. Reader is introduced to the cadet’s way to the commissioned officer and what tier consists of military trainings. As well as the amount of time it takes to theoretical and practical trainings. The training system of leadership are described. Submit the values of Lithuanian Armed Forces, which is also are basics of Lithuanian military academy. Set out the goals of leader development.

1. 4. 1. The Aim and Educational System of Lithuanian Military Academy

“To train officer by developing his leadership capabilities, intellect and providing professional knowledge and practical skills necessary for commander of the Lithuanian Armed Forces, the one who is motivated and ready to command subunits in war and peace, serving Republic of Lithuania.”

The Academy’s Mission

“You shall not draw the sword without a cause nor shall you sheathe it without honour!”

The Academy Slogan

The major goal of the General Jonas Žemaitis Lithuanian Military Academy is to bring up the commander-leader. This complex task requires a large liability and separates the military academy among the rest of the country high schools. At military academy, through a special methodology, four years shaped the personality, distinctive from other professional, physical preparation and moral values. The military academy is developing and refining programmes on the basis of NATO countries': United States of America, Great Britain, Germany, Denmark – training technique. The Academy's experts analyze and evaluate the quality of our training graduates, based on the information feedback which comes from the armed forces, peacekeeping missions. (Alonderis, 2007) In addition, the main task of the academy is to bring up the man, suitable for battle environment. That man must be technologist, and schoolmaster, and psychologist, and diplomat, and manager; he should



understand his subordinates. (7 figure)

7 figure. The factors in the shaping of leadership characteristics (Kanauka, 2013)

Dr. Kanauka emphasized: “it does not mean that someone must be a specialist in each area, he must be able to generate ideas. We grow officers (commanders and leaders) to act in the various environment of

battle (fear, stress, tension, tiredness). We need a man or woman who can steer the difficult situation. He or she must be a brave, intelligent, pay decisions, be strong-willed, ethic and vibrant person. It’s a personality of patriot, that people trust. He should have conceptually thinking in carrying out the order and must know when to listen and when do not.” (Cibulskienė, 2003, p. 20)

The Academy provides training for cadets and officers. Applicants admitted to the Academy are also called up for the mandatory military service, which they perform during their studies at the Academy. During eight terms, three blocks of studies: academic, military science, formation and physical training are allotted an approximately equal period of time. In other words, the Academy combines academic and military training. (Baltic Defence Review, 2000, p. 23) The duration of the infantry platoon commander’s training is four years. It starts with the very first day of entry to the

Military Academy of Lithuania and lasts until the final qualifying examination taken in parallel with the university studies. To satisfy the qualification requirements, the training is divided into the following nine modules:

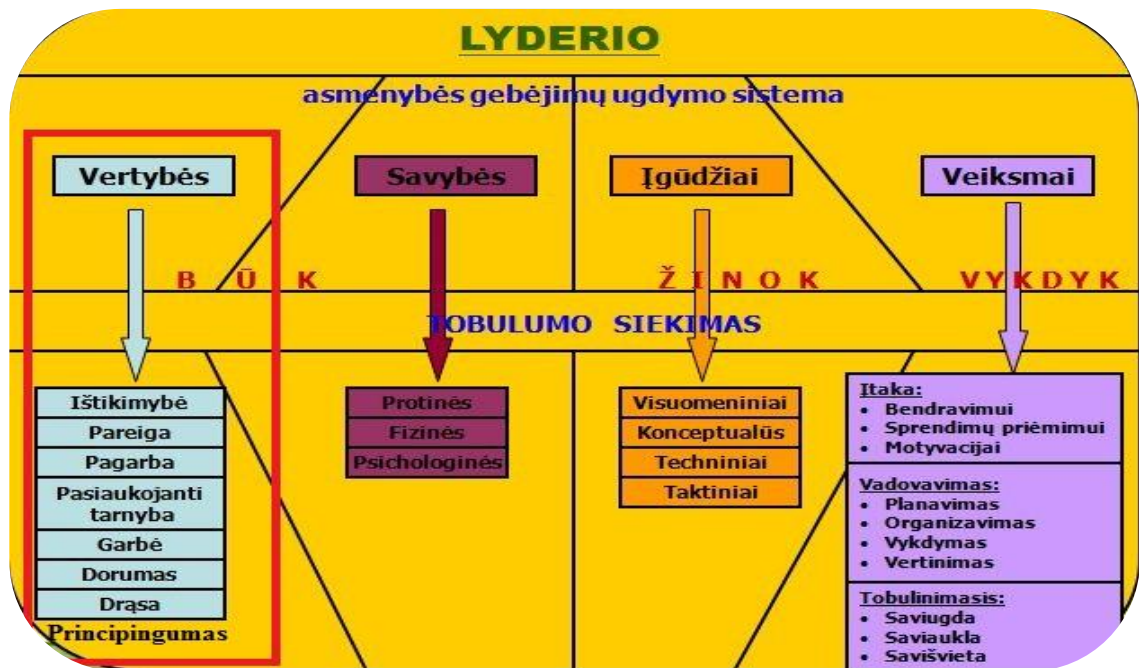
- Module 1 – Acquisition of Basic Military Knowledge and Individual Preparation of an Infantryman (Year 1);
- Module 2 – Preparation of Section and Acquisition of Theoretical Knowledge (Year 2);
- Module 3 – Platoon-level Battle Functions (Year 3);
- Module 4 – Firing Supervisor Course (stages 1-3) and Fundamentals of Tactics (Year 3);
- Module 5 – Infantry Platoon on Patrol (Year 3);
- Module 6 – Infantry Platoon in Attack (Year 4);
- Module 7 – Infantry Platoon in Defence (Year 4);
- Module 8 – Urban Warfare (Year 4);
- Module 9 – Peace Support Operations (Year 4). (Rakutis & Alonderis, 2012)

During the training, future officers also complete adapted Basic Officer Training Course at the Lithuanian Great Hetman Jonušas Radvilas' Training Regiment, Infantry Sergeant Course at Division General Stasys Raštikis' Lithuanian Armed Forces School and perform their internship in the units of the Lithuanian Armed Forces. At the end of their military training, cadets take a qualifying examination in platoon leader course and have their knowledge and practical skills tested. For the objective assessment of graduates, the Military Academy of Lithuania invites external examiners from the Lithuanian Armed Forces. Cadets' study progress is assessed by giving ratings, thus allowing selection of the best graduates who can choose their duty station. The Infantry Platoon Commander's Course is comprised of 3,147 hours, including 626 hours for theoretical exercise and lectures, 1,373 hours for practical exercise and 1,148 hours for field exercise in the training areas. Military training is based on the principles battle-focused training and learning by doing, nearly 50% of exercise is practical, allowing future officers to acquire not only basic theoretical knowledge but also practical skills. (Rakutis & Alonderis, 2012, p. 33)

Having successfully completed the Infantry Platoon Leader Course, the officers are expected to be able to command a platoon, lead a battle, organize and conduct military exercise, demonstrate knowledge of tactics in the use of platoon armament and equipment and be able to apply basic combat support and supply principles. To gain a Bachelor's degree and an infantry platoon leader's qualification, an officer must complete the Infantry Platoon Leader Course and pass a qualifying examination.

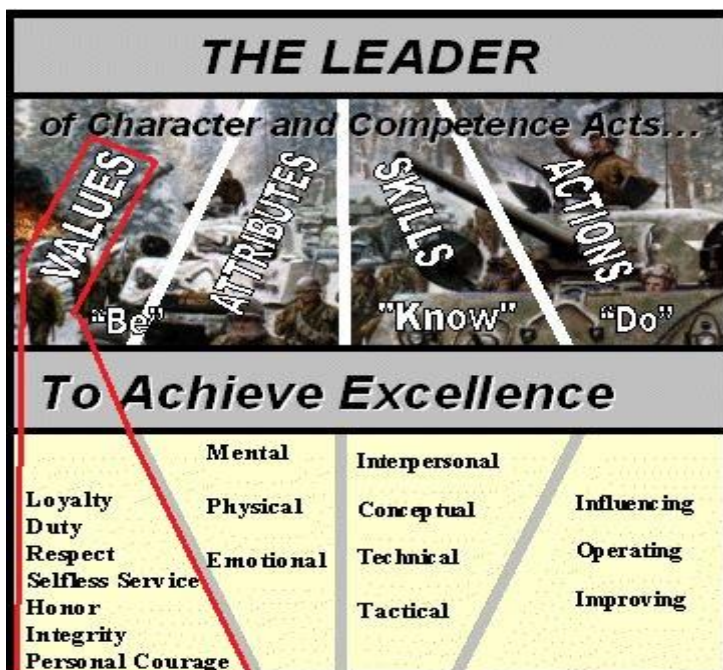
1. 4. 2. Leadership Training at General Jonas Žemaitis Military Academy of Lithuania

Leadership training programme is based on soldier's values system (8 figure) and integrated into a basic study of the military training programme.



8 figure. The Leader of Character and Competence Acts (Lithuanian model) (Alonderis, 2007)

Actually, these values came from USA. Army Leadership's model (9 figure) is identical to Lithuanian military academy's. Also, these values are used by the entire Lithuanian Armed Forces.



The Leader of Character and Competence Acts
(USA Army model) (Wade, 2013)

Officer training and education is organised by gradually and continuously from the first to fourth year in a combination of university studies and military training; and to develop leadership, civic education, moral and aesthetic education programme. It covers all aspects of civil and professional education. The skilful combination of theoretical lectures, practical situations, video-exercises and group assignments, as well as in the preparation of the 9figure.

Psychophysical training: in the gym complex, in the swimming pool, parachuting, confronting fear or pain. Cadet battalion's training and education system is organized in such a way that a four year study term is based on normally day of unit duty (*administration*), consistently carry out enlisted men and officers duties. The aim is to develop the practical communication skills necessary for the daily routine in battalion. (Alonderis, 2007)

Conducted tours of the Lithuanian State and the military's significant places: museums, theatres, army units, and cognitive places of Lithuania. Process of regular meeting, discussions, interviews with representatives of the civil and military society, and witnesses of historic events.

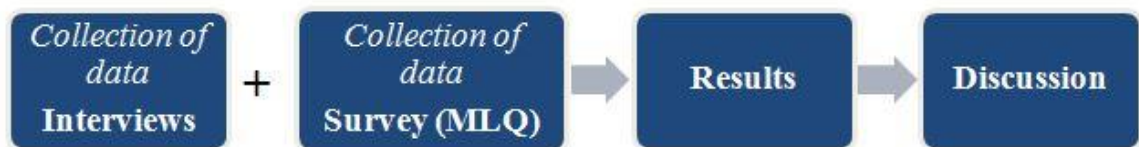
According to Kanauka (2013), he distinguished *goals of leader developement*. Lithuanian military academy leader's training course is designed in such way that cadets be able to:

- demonstrate its capacity to lead other cadet at the Military Academy of Lithuania and the under field conditions;
- enhance self-confidence;
- gain a strong theoretical and practical fundamentals, to know what are the most important values, functions and features of the leader;
- understand the spiritual factors which have the influence for soldier's status during the war;
- realize the loyalty and discipline and relation between them;
- realize the honesty and moral courage in the service;
- realize the importance of behavior of the cadets' service;
- realize how to maintain and combine a personal relationship;
- realize the importance of the commanding;
- properly communicate orally and in writing. (Kanauka, 2013, pp. 92-93)

All leadership's training methodology that applies to Lithuanian Military Academy based on the Western countries' to the principles of military training and educational institutions.

2. RESEARCH PART

In this part of the final bachelor's thesis the data and results of interviews and survey are given. According to the interviews' data, it will be presented in comparison to the leadership and officer's training between two military academies. By survey support the leadership style of cadets will be determined in Lithuanian and Swedish military academies according to Multifactor Leadership Questionnaire (MLQ) (3 appendix) which is related to the transformational leadership. Below, the illustration shows the process of the research.



10 figure. The process of the research (Author's)

2. 1. RESEARCH METHODOLOGY

2. 1. 1. Methodological Approach

Preparation of the investigation and its fulfillment. In preparation for the interview's and survey's studies, questions have been carefully arranged by the theoretical part. Respondents took part in the questions personally. Interview's questions were sent to the experts via email in Lithuania and Sweden. The survey was carried out by internet link – "SurveyPlanet.com". The survey was spread out among Lithuanian and Swedish cadets.

Research method. The investigation was carried out by qualitative and quantitative methods: *interview* and *survey*.

Interview method was chosen because it can obtain the necessary information required for the objectives of the study. Interviews were semi-structured. The interviews were carried out in the following phases: preparing for the investigation, the organization of the interview, data collection, data processing (Kardelis, 2002, p. 100)

Survey is the second method of the research. The survey is one of the most popular methods of social and behavioral sciences, because in this way the provisions concerned, opinions, knowledge of respondents replying to the questions in writing or orally. This method was carried out in the following stages: preparation for the investigation, the organization of the survey, data collection, data processing. (Kardelis, 2002, p. 95)

Investigative sample. For the *interview*, non-random proceed was selected and 4 officers who are responsible for studies system and leadership training in Lithuanian and Swedish military academies were chosen (by 2 in each military academy).

For *surveys*, random proceed was selected. 20 were set, the number of respondents in both military academies was set to 20. These random replies of the cadets of the questionnaire that was used in the investigation.

Period of research. The investigation was carried out in the General Jonas Žemaitis Military Academy of Lithuania and Military Academy Karlberg of Sweden from 2015.11.03 till 2015.11.29

2. 1. 2. Instruments

Interview. The questions of semi-structured interview were created before investigation. In order to meet objective of the study, 2 semi-structured interviews were made. First semi-structured interviews (1 appendix) were given to two officers who are responsible for the *studies system* at the academies. The second semi-structured interviews (2 appendix) was given also to two officers who are in charge of *leadership training* at both academies as well. In the first interview, questions were only about cadets' civilian and military studies, selection and ranking system, and others things in general. In the second interview, questions were about leadership's training, leadership's styles and leadership's training programmes. For the following research all officers were numbered by 4 letters, for example, officer A, officer B, etc. (see 2 table) All officers are experts. 3 table shows personal information about officers.

2 table. Information of respondents (Author's)

Officer (his rank, name, "number")	In charge of
Maj Stasys Vilkinas – A	Department of studies at General Jonas Žemaitis Military Academy of Lithuania
Capt Patrik Liljeberg – B	Deputy company commander of Administration and studies at Military Academy Karlberg
Maj Paulius Diliūnas – C	Leadership training at General Jonas Žemaitis Military Academy of Lithuania
PhD Lt Magnus Granberg – D	Director of Leadership Studies on Officers' Programme at Swedish Defence University

3 table. Characteristics of respondents (Author's)

	Officer			
	A	B	C	D
Age	41	39	41	45
Rank	Major	Navy Lieutenant/Army Captain	Major	Doctor of Philosophy/First Lieutenant (retired)
Time in military service	24 years	19 years	23 years	25 years
Military branch	Reconnaissance	Navy, mine warfare	Land Forces	Infantry
International service	4 years (NATO HQ IMS)	9 months of mine- clearing	6 months in Iraq	6 months in Bosnia
Time as an instructor/teacher	4,5 years	3 years (at academy)	7 years	15 years as an academic teacher
Combat experience	1991-1992 Lithuania 1994-1995 (Croatia UNPROFOR)	-	Yes	Yes

Survey. It is the second instrument of the research. Surveys (3 appendix) were shared to respondents by internet link on “SurveyPlanet.com”. Surveys were completely anonymous. In Lithuania survey was spread out among 4 year cadets, whereas in Sweden, it was spread out among 2 year cadets. In Sweden, author shared out the survey link by the instrumentality of his second-year fellow cadet Anna Hakkanson. **Survey goal** was to make a comparison of leadership styles among Lithuanian and Swedish cadets. Transformational leadership can be evaluated by using the MLQ. This instrument was made by Bass B. M (1990), according the lower and upper rank managers interviews and descriptions. The answers to these questions were shown you how the follow perceive the behavior of leader in each detailed model (see 4 figure) factor. (Northouse, 2007, p. 174) The MLQ measures one’s leadership on seven factors related to transformational leadership. Score for each factor is determined by summing three specified items on the questionnaire as shown in 4 table.

4 table. The link of factors and items

Factor 1	Idealized influence (items 1, 8 and 15)
Factor 2	Inspirational motivation (items 2, 9 and 16)
Factor 3	Intellectual stimulation (items 3, 10 and 17)
Factor 4	Individual consideration (items 4, 11 and 18)
Factor 5	Contingent reward (items 5, 12 and 19)
Factor 6	Management-by-exception (items 6, 13 and 20)
Factor 7	Laissez-faire leadership (items 7, 14 and 21)

To get better look of these factors, there are *scoring interpretation/definitions*:

- Factor 1 – “***Idealized influence*** indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.”
- Factor 2 – “***Inspirational motivation*** measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work significant.”
- Factor 3 – “***Intellectual stimulation*** shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of organization.”
- Factor 4 – “***Individualized consideration*** indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.”
- Factor 5 – “***Contingent reward*** shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.”
- Factor 6 – “***Management-by-exception*** assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it ain’t broke, don’t fix it.”
- Factor 7 – “***Laisses-faire*** measures whether you require little of others, are content to let things ride, and let others to do their own thing.” (Bass, 2015)

All results were calculated and presented by using Microsoft Excel.

2. 2. RESULTS OF THE INTERVIEWS AND SURVEY

2. 2. 1. Comparison of Studies System in Lithuanian and Swedish Military Academies

The interviews were implemented with two officers (officer A and officer B) who are in charge of studies in their Military Academies.

Selection system a bit differs in both academies. Officer A states that in Lithuanian Military Academy there is the selection system built on three main steps: Professional Fitness Test (PFT), meeting the health requirements and academic achievements/exams. PFT is based on the experience of the Westbury Selection Centre of the Royal Academy Sandhurst in United Kingdom PFT consists of the main assessment aspects: special and general abilities, problem resolution, physical fitness test, features of personality and character. The special tests of PFT help to select the best candidates for the military studies. But, if a candidate passed the first step of selection, he or she will not be secured that you will be cadet because you did not know if you passed the following two steps. Also,

candidates are very young because of age limit (18-25 years). Most of them are graduated from high-schools and do not have any military service's experience. Meanwhile in Sweden there is a different situation. Officer B states that *“every applicant must have graduated from the Swedish high school (gymnasium) before academy everyone must have done basic military training for at least six months. As a conscript, a special basic training of three months and three months “officers course”, or three months of basic training and nine months as professional soldier or sailor. The selection is based on interviews with psychologists and experienced officers. Also applicants must complete physical demands”* Here we can see that many Swedish cadets have more military service's experience (some of them have international experience in the missions) than Lithuanian ones.

Studies in Lithuanian Military Academy are mostly civil with some military training. According to the officer A, military training did not mix up with civilian academic education and took different time to fulfill them. Mainly, studies consist of 3,5 years of academic studies plus 0,5 years of military training. In overall, there is 4 years. The academy has three main study programmes: International Relations, Management of Security and Defence Institutions, Management of Modern Defence Technologies. The programmes are designed for the Land Forces. In some cases there are a few cadets studying the aviation. “Military training has only 60 credits of 215” said Officer A. The rest of credits are for academic studies. Many cadets state that “we need more military training, because now we are more managers than the commanders/leaders”. But despite these facts, officer A emphasized that from the new academic year it will be the fresh study programme, called “Security and Defence of Society”. This programme will have about 86 credits of military training. **The main difference** between Lithuania and Sweden is that the length of education is only 3 years, because of fact that Swedish cadets have more previous professional military experience than Lithuanian cadets. Three years consists of 6 terms in *Officers' Programme*. Two terms “are spent on different “branch-schools” at the regiments”. The studies are heavily focused on military training, they do not have studies such as academic lectures. The officer B states: *“the main disciplines are War Studies, Leadership, Military Technology and physical education. The programme is primarily theoretical and is designed to form a basis for further studies and give students an understanding of the officer profession. The programme includes traditional teaching methods as lectures, seminars, independent study and group work alongside classic military training forms, such as exercises in leading and training military personnel.”* The important thing that cadets represented in all army branches: *“Ground warfare, Logistics, CBRN, Intelligence, Amphibious, Engineering, Anti-aircraft, Signals, Indirect fire, and Technology”*. That is very proper “policy” because cadets know in what army branch they will serve and they do not need to learn all basic things, they are focused on clear subjects. Officers' Programme offers *“three profiles of study which all lead to a bachelor's degree in Military Science”*. Lithuanian military academy has academic subjects like mathematics, law, public affairs,

philosophy or very similar, whereas in Sweden they do not have those things very specifically, some subjects are integrated. For example, officer B said: “Humanitarian law is included in military science, mathematics are included in military technics”. So, it is possible to find more practical purposes.

Talking about **the evaluation of current studies system** in academies the both officers (A and B) opinions were also different. The officer A is concerned *by lack of military training of cadets in Lithuania*. He pinpointed that this problem should be solved by new academic programme. But he expressed: “for new programme, we also need to “grow up” new scientists who have minimum doctoral degree and who be able to teach the cadets in the programme”. He highlighted that “cadets should have more advanced military equipment and have more opportunities to carry out the traineeship in army units”. The officer B did not distinguish the main problems at the academy: “*my personal opinion is that today’s education is a good match between theory and practice, maybe it could become even better with even more practical training and management*”.

The rating system of cadets. Officer A said: “*Lithuanian military academy has a rating system of cadets. According rating system, cadets get their student grant and in the end of graduation can choose their service place (unit) by priority order*”. Military Karlberg does not have any rating system of cadets. Officer B: “*only their work is graded according to the Swedish Defence University rules.*” Swedish cadets can choose their new job’s places personally: “*they can apply for where they want to work but the final decision is made by the Armed Forces HQ, the final decision is based on selections made by committee from the cadet battalion in the Military Academy Karlberg*”.

2. 2. 2. Comparison of Leadership Training in Lithuanian and Swedish Military Academies

The interviews were implemented with two officers (officer C and officer D) who are in charge of leadership training in their Military Academies.

Scientific theories and styles of leadership. Lithuanian military academy does not have a specific theory of leadership. All leadership’s training is based on British task leadership. But now officer C emphasized: “*At the moment, we added and applied another leadership style of Virginia Military Institute (VMI) of United States of America*”. He attached: “*Our style depends on situation – during tactics training or at drill ground. The direct leadership style is the strictest style, also on daily routine it could be delegating leadership style. The direct leadership style is focused on commander. According to this style, commanders do not ask his subordinates what they did, but accurately brief them how, when and where execute a purpose/task. And after that the commanders keep an eye on performance. This style is fits when we don’t have much time and no way to explain the circumstances and other details. There are only commander’s orders where to go or what to do.*”

Delegating leadership style is “cooler”. This style based on decision-making of subordinates.” In Sweden, there is different perspective. Leadership training is built on various sources and doctrines. Officer D described: “In military leadership education you can use theories either as a doctrine – a theory as a chosen, normative model for leadership – or as analytic tools for understanding leadership. When you do the latter you can use a wide range of leadership theories to get at more nuanced picture of leadership. We do both. The Swedish Armed Forces has a doctrine for leadership called “utvecklande ledarskap” (developmental leadership) which we present for the cadets, but we also use other theories (i.e. from Northouse’s book “Leadership”, or organizational theories on leadership) to analyze and criticize the SAF doctrine. The Officer’s Programme in Sweden also gives academic points in line with other academic education in Sweden, so there is a demand that the cadets not only understand the SAF leadership doctrine, but also get an ability to analyze and criticize leadership doctrine.” Swedish leadership based on Developmental Leadership (DL). This style was described previously. Officer D emphasized: “The prescribed styles in developmental leadership (DL) are mostly the same as in Transformational Leadership (TL) which is the theory underpinning DL. In both DL and TL there’s a model called “full range of leadership-model” which covers a lot of leadership styles, but put emphasis on being an inspirational, motivating leader which leads by example, among other behaviors. But the model doesn’t rule out a more task-oriented style and confrontations with your subordinates. Inspire them, motivate them, lead by example see to their personal needs – but do also crave a lot from them and confront those who do not keep up to standard.”

Leadership training programme. Lithuanian military academy has two main parts of leadership training programme. Officer C described: *“First part consist of leadership theory (mainly based on Adeiro book – 100 advices for leader), requirements for the leader and system of education. The second part is psychophysical training, such as parachuting and confronting fear or pain. Also cadets will have been visiting the most significant battle places in Lithuania, where they get the essence of national consciousness and traditions and significance of public and military sights and memorable days.”* In Sweden leadership programme is different because of cadets’ practice in various army branches of SAF. Leadership subject is taught helping by Swedish Defence University as well. Officer D explained more clearly: *“The leadership subject is divided in two more theory-heavy five week-courses during the first year (term 1-2) when the cadets study at the school in Stockholm, and then an additional, more practically oriented five to ten week course at branch-specific schools around Sweden during term 4-5 (out of six). The length of the course depends on branch. Army branches do the ten week course, but Navy and Pilot Cadets do the five week variant. This practical oriented course is deeply integrated with the training in other subjects, and the five to ten weeks are spread out during the terms.”* All education based on the iteration between practical experience and

theory-based analyzes, discussions and reflection. Officer D raised the issue that: *“we have a problem right now with too little practical moments during the first three terms.”*

Proportion of the leadership. Officer C emphasized that: *“there is 1/9 leadership training compared with other disciplines”*, whereas officer D phrased that: *“the leadership courses are together 1/5 (one fifth) to 1/6 (on sixth) of the total Officer’s Programme, depending on branch. For most of the cadets it’s a sixth.”*

Evaluation of leadership training of cadets. In Lithuania cadets are assessed by course credit in first and second years. At late third year there is a final exam. Comparing with Sweden, we can see the similarities – officer D expressed: *“writing exams and examination through observation during exercises and practical moments.”*

Officers’ thoughts about leadership.

Leadership importance in military context. Officer C states: *“It is important because for the mistakes we pay with soldiers’ lives. Their amount depends on military leadership.”*

Officer D states: *“Without leadership there are only plans and orders coming from the officers. Leadership is needed to get some action and get the troops to, and through, the bloody part of battle. Leadership is also needed to build trust and cohesion within your unit <...> Leadership is also needed to handle all the “frictions” in a unit during operations – conflicts, misunderstandings, lack of motivation, etc”*

Who is a good military leader? Officer C says: *“That one who is able to accept hard decisions of country level in difficult situations, also be able to inspire, persuade, and take care of his subordinates; is a professional, always try to improve his skills <...> A good military leader creates good soldiers by his personal example and his inspiration, motivation”*

Officer D says: *“The one who sees the human in the uniform, but also can build a soldiers identity in a human.”*

The most important tasks for a military leader. Officer C emphasized about three functions of a leader: *“Task, team, person.”*

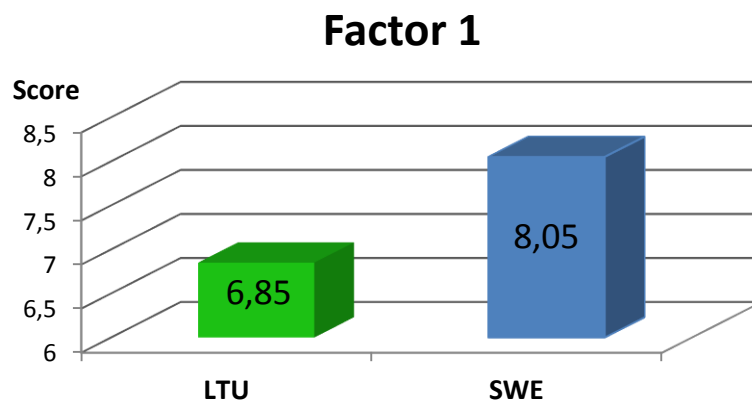
Officer D emphasized a bit more clearly: *“Build cohesion within and identification with the unit, keep ethical standards high, solve problems immediately – don’t let them “pile up”. Give people responsibility and reward initiative. Create your “helping” leaders and build a unit that leads itself – the word in a unit about a good leader is: “WE did it”. This doesn’t mean that you make yourself unnecessary, but that you don’t have to do everything yourself.”*

How does a good military leader make soldiers and subordinates follow? Officer C agrees with this statement: *“Gives motivation and lead by personal example.”*

Officer D says: *“If they trust you and think you know your work and are an ethically good guy – they will follow. Especially if you are sweated a lot together with them, and as often as you can – do as they do. When you train them – lead by example as often as you can. Carry the same equipment, etc.”*

2. 2. 3. Comparison of Leadership Styles Among Lithuanian and Swedish Cadets

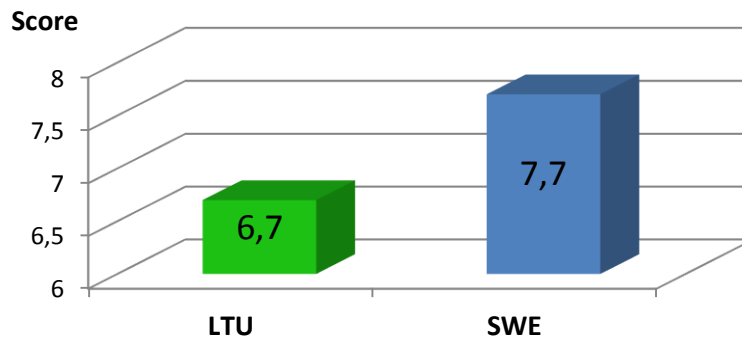
The results of survey have shown which leadership style outspread among cadets of both countries. Author has a hope that this MLQ reveals how the cadets of different countries are influenced by Transformational Leadership. 7 factors (4 table) gives the understanding and better view about styles among cadets. Results were supported by 20 random cadets’ answers in both academies. It was fulfilled the average calculation in each factor. (5 appendix) Score range consists of 3 levels: High = 9-12, Moderate = 5-8, Low = 0-4. It means, if the respondent gets “high” score, he or she has the very strong transformational leadership depending on the each factor. Practically, all scores were “moderate” (5-8) in both academies. Nevertheless, averages showed the little differences among cadets. Thus, it was made a comparison between two countries. Results are below.



11 figure. Idealized influence among cadets

Factor 1 (Idealized influence) has shown the second biggest difference among Lithuanian and Swedish cadets. (11 figure) Idealized influence known as charisma. Transformational leaders behave in ways that make them role model for their followers. Such leaders are admired, respected, and trusted. Thus, Swedish cadets have stronger idealized influence. They have showed dedication to followers more than Lithuanian ones. Also, they have a higher respect and faith in the followers.

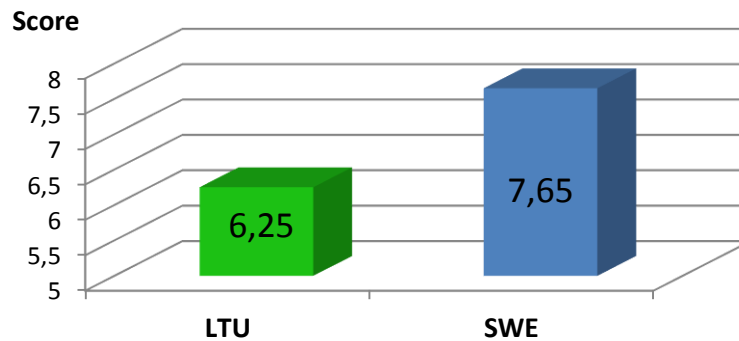
Factor 2



12 figure. Inspirational motivation among cadets

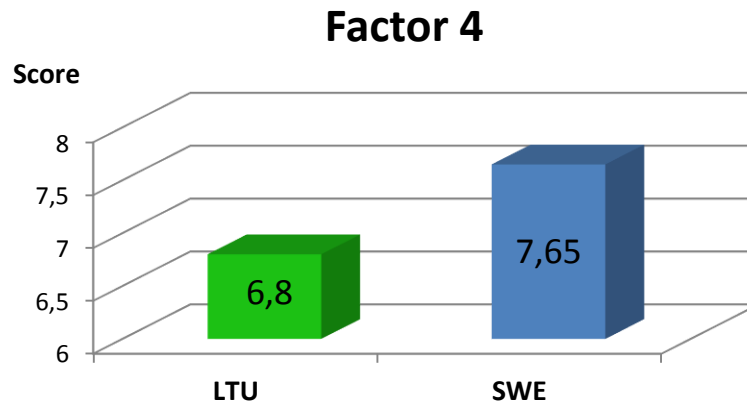
Factor 2 (Inspirational motivation) has shown also the domination of Swedish cadets. (12 figure) The Swedish cadets tend to behave in ways that motivate and inspire those around them than Lithuanian cadets. Swedish cadets have the bigger skill to express with a few simple words what followers could and should do. This factor reflected the tough transformational leadership.

Factor 3



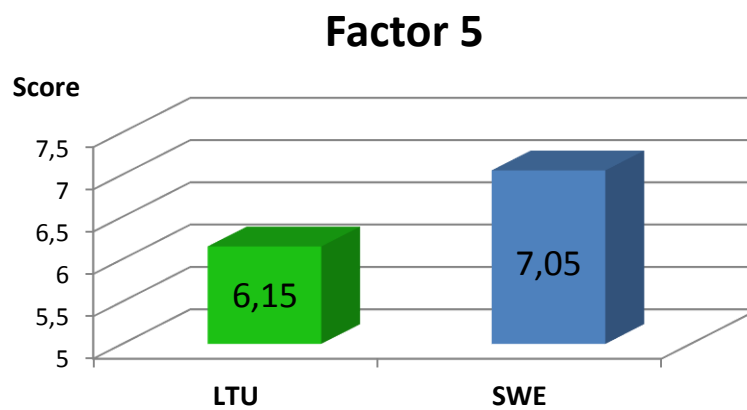
13 figure. Intellectual stimulation among cadets

Factor 3 (Intellectual stimulation) has shown the biggest difference among cadets; differs by 1,4 (13 figure). Swedish cadets tend to stimulate their followers' efforts to be innovative and creative than Lithuanian cadets. Also, Swedish cadets in more cases have a skill to encourage followers to try new approaches of the task, and their ideas are not criticized if they differ from others.



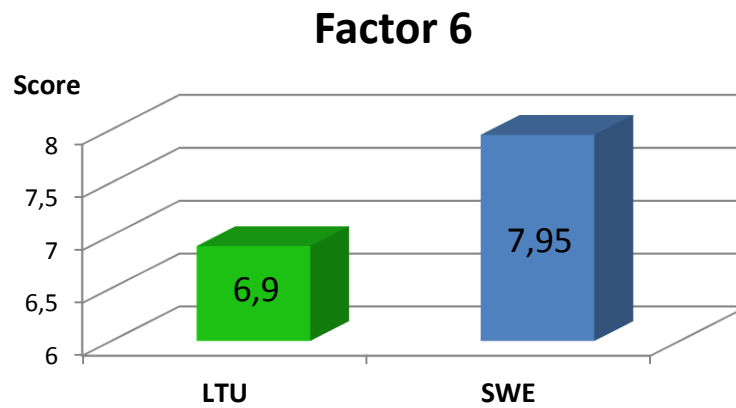
14 figure. Individual consideration among cadets

Factor 4 (Individual consideration) has shown one of the lowest difference between cadets. (14 figure) According to this, chart has shown that, both “cadets’ parts” pay enough special attention to each individual’s needs of followers. This factor reflected the though transformational leadership.



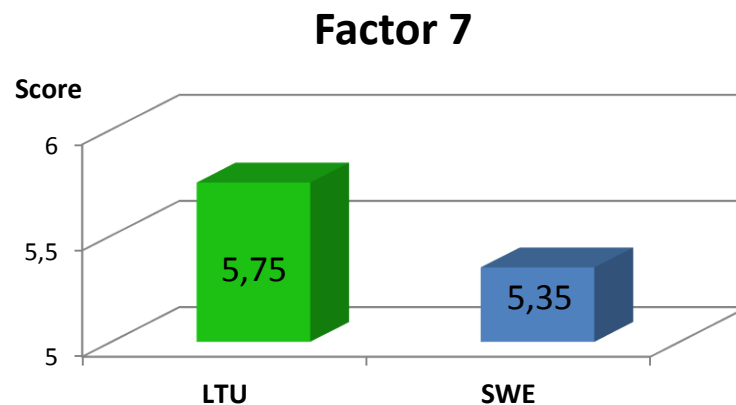
15 figure. Contingent reward among cadets

Factor 5 (Contingent reward) has shown that the leader assigns or gets agreement on what needs to be done. (15 figure) This factor based on rewards/recognition of followers in those cases if they accomplished the task – “I tell others what to do if they want to be rewarded for their work.”



16 figure. Management-by-exception among cadets

Factor 6 (Management-by-exception) also has shown a little difference between cadets. (16 figure) This factor did not take part in, except when the “business” goes wrong. Swedish cadets, as distinct from Lithuanian cadets, are more content when followers meet agreed-upon standards. Moreover, they break in when it is needed to help followers.



17 figure. Laissez-faire leadership among cadets

Factor 7 (Laissez-faire leadership) has shown only one opposite difference than others above; “in behalf of Lithuanian cadets” (17 figure) Despite the fact, the all figures are not very high and tend to be a “LOW” range scale. That means, the all cadets have low *Laissez-faire leadership*. This form of leadership is defined as “avoidance” and “ineffective”. Cadets do not use this style; they do not let things go ride itself.

2. 3. DISCUSSION

The aim of the research was found out the main differences of leadership education and officer's training system of Lithuanian and Swedish military academies. In order to meet that aim, the objectives of the study were set out.

Throughout the theories and different scientific literature the author has found that leadership is a process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. In addition, author has found the main aspects of transformational and transactional leadership. By this case was also found the remake model was also found Developmental Leadership. That model leads to leadership training of Swedish Armed Forces.

Through the investigation the respondents have been asked to explain their studies system, leadership training of the military academies, own opinion about importance of the leadership. Studies system's framework presented that Sweden has focused more on the officers profession, with subjects designed to explain more and teach the military profession closely integrated into each other. The Lithuanian officer training system is a bit more diverse, teaching civilian and military subjects without linking them together in the same way. Whereas, "leadership training" has shown that Swedish military leadership focuses on the Developmental Leadership, and is influenced by the contemporary transformational leadership. While Lithuanian military leadership is inspired by West countries' experience and programmes. Emphasizing features such as confidence in task, teamwork, improvisation in solution. Participating in Psychophysical training: parachuting and confronting fear or pain. In addition, the respondents of the survey have shown that Swedish cadets are a bit more suitable in transformational leadership.

CONCLUSIONS

1. From the scientific literature analysis authors specified that strong and clear military leadership allows a well-functioning command and control system which ensures that the mission will be successfully carried out. In addition, the military leadership is the process in which a commander operates soldiers so that the tasks to be carried out. It is the ability of the commander to use their professional skills and knowledge of people working. It is the commander's ability to persuade and inspire, to operate a personal example.

2. Another scientific sources showed that transformational leadership motivates followers to do more than expected of them by improving the understanding of the importance of the specific objectives and successors; encourages to abandon personal goals on the team or organization; encourages the followers to notice the higher needs.

3. Empirical data analysis of the interviews of studies system carried out by author showed the interesting differences that Swedish military academy has cadets with a higher previous experience of the military service than Lithuanian cadets. Some of them were conscripts or had international experience. Moreover, the length of education is only 3 years, because the studies are heavily focused on military training. Cadets represent various army branches – ground warfare, logistics, CBRN, intelligence, engineering, navy, and others. And the profiles of study which all lead to a bachelor's degree in Military Science.

4. The second empirical data analysis of the interview of leadership training carried out by author showed that Lithuania military academy does not have a clear leadership theories, all leadership training is based on the experiences of West countries. Leadership programme composes of theory and psychophysical training. Swedish leadership training focusing on the Developmental Leadership is based on the iteration between practical experience and theory-based analyzes, discussions and reflection.

5. The third empirical data analysis of the survey showed that Swedish cadets have a bit stronger transformational leadership than Lithuanian cadets.

6. By personal author's view there are some issues at Lithuanian military academy:
- An appointed officers and instructors at the academy do not always have the necessary characteristics how to develop the leader or do not have particular professional experience; the lack of positive commanders who can be the examples for cadets;
 - there have been "friction" between officers and cadets;
 - compulsory occupations – participating in cadets' chorus, dances competitions;
 - civilian subjects contains more credits than military training.

SUGGESTIONS

1. To install the new profiles of specialties: IT, engineering, intelligence and others. However, it requires the scientists with a minimum doctoral degree.
2. To increase the amount of the military training. To teach the civilian and military subjects linking them together in the same way.
3. To review and improve the leadership development programme, its organization and operation of the future officers would gain adequate knowledge necessary to shape properties of leadership.
4. To adjust the daily routine's schedule of cadets. To refuse unnecessary things such as dance competition, additional courses.
5. Under current conditions the length of education at the academy should be extended to 5 years. On the other hand, if there were civilian and military subjects linked together, cadets would need only 3 years of education at the academy.

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APPENDICES

Good day Sir, my name is Karolis Pūras. I am cadet from the General Jonas Žemaitis Military Academy of Lithuania. I want to interview You, because I need the data for my final bachelor's thesis. In my thesis I am comparing the system of education and leadership training at both military academies (Lithuanian and Swedish). I consider that the questions will be clear for You.

The questions are below. Thanking You in anticipation!

Interview duration: min.

Interview questions

Personal questions:

- Your age?
- Your time in military service?
- International service?
- Your rank?
- What branch (infantry, cavalry etc) are You in(or have belonged to)?
- Your time as an instructor/teacher (at school)?
- Your time as a commander(squad/platoon/section/company)
- Do You have combat experience?

The main questions:

1. How new ("fresh") male/female join in Your military academy and became first year cadet?
2. Is there some kind of selection system?
3. How much time the cadet must learn in Your military academy?
4. What kinds of forces of the army cadets enrolled in Your military academy?
5. What is the training system? (Please explain more) What are the main things/disciplines which are enrolled in cadets training?
6. How the military training and civilian studies are compatible and allocate in Your military academy? In overall, do you have civilian studies?

7. What kind of education receives a graduated cadet?
8. How do you assess the current training system of cadets? What would you change if needed?
9. What are the relationships between the teacher, officers, and cadets at training environment?
10. Do you have a ranking system of cadets?
11. Can you confirm that new officers (after academy) meet for military troops requirements?

Your additional comments, if you have:

Good day Sir, my name is Karolis Pūras. I am cadet from the General Jonas Žemaitis Military Academy of Lithuania. I want to interview You, because I need the data for my final bachelor's thesis. In my thesis I am comparing the system of education and leadership training at both military academies (Lithuanian and Swedish). I consider that the questions will be clear for You.

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Personal questions:

- Your age?
- Your time in military service?
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- Your rank?
- What branch (infantry, cavalry etc) are You in(or have belonged to)?
- Your time as an instructor/teacher (at school)?
- Your time as a commander(squad/platoon/section/company)
- Do You have combat experience?

The main questions:

First part:

1. What is the main scientific theories of leadership education and training is built on? What leadership model do you use?
2. What leadership styles do you use?
3. What subjects make up a leadership training programme? Explain about the leadership training course.
4. How taught to be a leader?
5. What proportion of activities consists of leadership training compared with other disciplines?

6. How is an important leadership education in Your military academy? (Please explain more)
7. How cadets are evaluated in leadership training programme?

Second part:

1. Is leadership important in a military context, why/why not?
2. What is military leadership for you?
3. Who is a good military leader?
4. What are the most important tasks for a military leader?
5. How does a good military leader create good soldiers?
6. If a soldier does not meet the standards of being good, how does a good military leader handle it?
7. How does a good military leader make soldiers and subordinates follow?
8. How does a good military leader motivate soldiers and subordinates?
9. What do you think a good leader relies on when taking a difficult decision?

Your additional comments, if you have:

3 appendix. Multifactor Leadership Questionnaire (MLQ)

I am cdt. Karolis Pūras studying at The General Jonas Žemaitis Military Academy of Lithuania.

This questionnaire provides a description of your leadership style. The results of this survey are only for my final bachelor's thesis. So, all results and data are anonymous.

Questionnaire takes about 3-5 min of your time.

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge honestly how frequently each statement fits you.

Thank you for your time and answers!

KEY

0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

1. I make others feel good to be around me.....0 1 2 3 4
2. I express with a few simple words what we could and should do.....0 1 2 3 4
3. I enable others to think about old problems in new ways..... 0 1 2 3 4
4. I help others develop themselves.....0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work.0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards.....0 1 2 3 4
7. I am content to let others continue working in the same ways always.0 1 2 3 4
8. Others have complete faith in me.....0 1 2 3 4
9. I provide appealing images about what we can do.....0 1 2 3 4
10. I provide others with new ways of looking at puzzling things.0 1 2 3 4
11. I let others know how I think they are doing.0 1 2 3 4
12. I provide recognition/rewards when others reach their goals.....0 1 2 3 4
13. As long as things are working, I do not try to change anything.0 1 2 3 4
14. Whatever others want to do is OK with me0 1 2 3 4
15. Others are proud to be associated with me.0 1 2 3 4
16. I help others find meaning in their work.0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before.....0 1 2 3 4
18. I give personal attention to others who seem rejected.....0 1 2 3 4
19. I call attention to what others can get for what they accomplish.....0 1 2 3 4
20. I tell others the standards they have to know to carry out their work.0 1 2 3 4
21. I ask no more of others than what is absolutely essential.....0 1 2 3 4

SCORING

The MLQ-6S measures your leadership on seven factors related to *transformational leadership*. Your score for each factor is determined by summing three specified items on the questionnaire.

TOTAL

Idealized influence (items 1, 8, and 15) _____ Factor 1

Inspirational motivation (items 2, 9, and 16) _____ Factor 2

Intellectual stimulation (items 3, 10, and 17) _____ Factor 3

Individual consideration (items 4, 11, and 18) _____ Factor 4

Contingent reward (items 5, 12, and 19) _____ Factor 5

Management-by-exception (items 6, 13, and 20) _____ Factor 6

Laissez-faire leadership (items 7, 14, and 21) _____ Factor 7

Score range: HIGH = 9-12, MODERATE = 5-8, LOW = 0-4

4 appendix. LKA strateginių uždavinių įgyvendinimo stebėseną

UŽDAVINIAI	2014	2015	2016	2017	2018	LAUKIAMAS REZULTATAS
1. Ugdyti pamatines lyderio savybes, paremtas pilietinėmis ir profesinėmis vertybėmis.						Išgrynintos ugdomos lyderio kompetencijos
						Įdiegta tyrimais paremta objektyvi stebėsenos ir profiliavimo sistema
2. Suteikti šiuolaikinius poreikius atitinkantį aukštąjį išsilavinimą, siekiant visapusiško išprusimo kultūros, mokslo, modernių technologijų ir kitose srityse.						Studijų programų paketo peržiūra
						Perėjimas prie modulinės studijų sistemos
3. Parengti karininką suteikiant jam teorinių žinių ir praktinių įgūdžių, būtinų vadovauti taikos, krizės ir (ar) karo metu.						Peržiūrėti būrio vado kvalifikaciniai reikalavimai
						Nekinetinių ir spec. operacijų dalykai integruoti į karinio rengimo programas
						Išplėstas technologijų panaudojimas baziniame kariniame rengime
						Sukurti tarptautiniai karinio rengimo moduliai
4. Siekti, kad lyderystės ir teoriniai karybos dalykai būtų integruoti į universitetinių studijų programas.						Sukurtas gretutinės studijų krypties lyderystės modulis, kuriame integruoti karo teorijos dalykai
5. Sukurti atviros mąstysenos, patriotiškų, kūrybingų ir iššūkių bei atsakomybės nevengiančių naujų pedagogų ir mokslininkų pritraukimo į Karo akademiją sistemą.						Sukurta pedagogų atrankos į Karo akademiją sistema
						Sukurta karių, siekiančių mokslo laipsnių, rėmimo sistema
6. Vykdam mokymą visą gyvenimą, tobulinti Lietuvos ir kitų valstybių karių ir civilių kvalifikaciją studijose, kvalifikacijos kėlimo, karjeros, specialistų, užsienio kalbų ir tiksliniuose kursuose bei kitose neformaliojo švietimo priemonėse.						Palaipsniui iki dviejų kartų mažinamas anglų kalbos mokymas UKI.
						Pereinama prie platesnio specifinių specialybės kalbų mokymo
7. Atlikti nacionaliniam saugumui ir gynybai						Atnaujinta Karo

4 appendix. LKA strateginių uždavinių įgyvendinimo stebėseną

UŽDAVINIAI	2014	2015	2016	2017	2018	LAUKIAMAS REZULTATAS
reikšmingus mokslinius tyrimus, siūlyti ir diegti pažangius sprendimus bei naujoves.						technologijų centro techninė bazė
						Užbaigtas distancinio išminavimo įrangos projektas
						Karo akademijos mokymo procese pradėtas taikyti nepilotuojamųjų orlaivių pajėgumas
						Adaptuotos lyderio ugdymo stebėsenos metodikos
						Sukurta elgesio mokslo tyrimų laboratorija
8. Rengiant piliečius ateities iššūkiams, dalyvauti pamatinių nacionalinių vertybių bei nacionalinį saugumą stiprinančių priemonių įgyvendinime bendradarbiaujant su Lietuvos mokslo ir švietimo įstaigomis ir kitomis pilietiškumą bei nacionalines vertybes puoselėjančiomis organizacijomis.						Sukurta pilietinio rengimo programa remiant šalių sąjungą
						Sukurta ir laisvai platinamas pilietinio ugdymo vadovėlis (priedas) bendrojo lavinimo mokykloms
						Pradėtas bendrojo lavinimo mokyklų mokytojų pilietiško ugdymo mokymas.
9. Stiprinti nacionalinį saugumą plėtojant Karo akademijos tarptautinį bendradarbiavimą su NATO, ES ir kitų šalių karo, aukštosiomis mokyklomis ir kitomis institucijomis bei organizacijomis mokslinių tyrimų, švietimo ir karybos srityse.						Pradėti bendri Baltijos šalių mokslo projektai gynybos ir saugumo srityje
10. Užtikrinti Karo akademijos darnią raidą skatinant veiklos kokybę ir didinant veiklos efektyvumą.						Mokymo korpuso renovavimas
11. Nuolat atnaujinti mokymo ir tyrimų priemones ir gerinti Karo akademijos infrastruktūrą.						Pilnai atnaujinta ir moderni Karo akademijos infrastruktūra bei mokymo priemonės
12. Tobulinti Karo akademijos veiklos valdymo ir kokybės vadybos sistemas, grįstas strateginio valdymo principais.						Sukurta funkcionali, efektyvi ir veiksminga Karo akademijos veiklos valdymo ir kokybės

5 appendix. Averages of 7 factors among cadets

Question	Answers	
	Lithuania	Sweden
1	2,35	2,9
2	2,35	2,7
3	1,9	2,65
4	2,35	2,35
5	1,8	1,9
6	2,45	3,35
7	2,2	1,9
8	2,3	2,95
9	2,05	2,45
10	2,25	2,7
11	2,35	2,6
12	2,4	3
13	2	2,1
14	1,55	1,8
15	2,2	2,2
16	2,3	2,55
17	2,1	2,3
18	2,1	2,7
19	1,95	2,15
20	2,45	2,5
21	2	1,65
	Averages	
Factor 1	6,85	8,05
Factor 2	6,7	7,7
Factor 3	6,25	7,65
Factor 4	6,8	7,65
Factor 5	6,15	7,05
Factor 6	6,9	7,95
Factor 7	5,75	5,35