The Centre for Army Leadership’s 2018 Conference Proceedings and Summary

‘Leading Successfully Through Change’
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Audio-visual support to the 2018 Conference was provided by the Training Support Centre (TSC), Royal Military Academy Sandhurst (RMAS). Footage of the morning Churchill Session is available on the Centre for Army Leadership’s YouTube Channel or by searching ‘Centre of Army Leadership’ on YouTube. Further links to individual speaker presentations are also located in the reference sections of each speaker summary listed within.

The Churchill Session is also available to view through the Defence Gateway on the CAL Defence Connect Page by searching for ‘Centre for Army Leadership’ or through the Defence Gateway version of the Army Knowledge Exchange (AKX) for UK Military only.

The afternoon panel event as part of the Robertson Session was conducted under ‘The Chatham House Rule’ and therefore no recording of proceedings occurred in any format.

Follow us on Twitter: @Army_Leadership
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View the Conference Videos and all of those from the Centre for Army Leadership by scanning the QR code below.

An electronic copy of this document (2018 Proceedings and Summary) can be found at the following.
Introduction

Professor Lloyd Clark
(Director of Research, Centre of Army Leadership)

Contributing to the US Army’s debate about mechanisation during the early 1930s, Major George S. Patton told an audience of sceptical senior cavalrymen, ‘If the 14th-Century Knight could adapt himself to gunpower, we should have no fear of oil, grease and motors.’ He argued that it was futile for armies to resist change and insisted ‘We either adapt or die.’ It was a speech characteristic of Patton’s tireless work to lead change in an organisation that was resistant to mechanisation while being blinkered to the potential opportunities that it afforded. All too often, this difficult officer found vast swathes of the army to be unbending in its loyalty to traditional ways, outmoded thinking and conformity. ‘It was this battle of ideas and of leadership’, General George S. Patton noted in 1945, ‘that was the greatest of my life.’

The fact that Patton, a soldier boasting over 40 years’ military leadership experience across two world wars, identified leading through change as his greatest battle may be surprising, but the fact that he found it such a challenge is less so. Throughout history leaders have identified the task of getting individuals and organisations to feel comfortable with the novel and the strange as one of the toughest they have had to face. Field Marshal The Lord Bramall, who landed in Normandy in June 1944 as a platoon commander and rose to become Chief of the Defence Staff 38 years later, has recently said:

*Leadership can be comparatively easy when things are going well, when success is at hand and morale is high. Strong leadership is most needed however when change, perhaps unpopular change, becomes necessary – inevitable even – for the good and future of the organisation as a whole. That change must be seen through very positively without any drop in morale. We must also pay heed to what does not require changing.*

The challenge laid before the 2018 Centre for Army Leadership Conference, therefore, was not only to provide some enlightenment about why leading through change is so difficult, but to offer insight into how we might do it better. In response, the programme deliberately blended experts in the theory of ‘Leading Successfully Through Change’ with those that have first-hand experience of having done so.

The conference’s morning Churchill Session began with an examination by Nik Gowing and Chris Langdon of the context that makes change necessary, while Dr Margaret Heffernan then turned our attentions to the reasons why we fail to see signs of trouble even when there are warnings. The second half of the morning was dedicated to the voice of experience with John Manzoni talking about what he learned from leading both business and the public sector through change before David Marquet, a former US nuclear submarine, discussed why he believes that change starts with individuals.
The panel of the conference’s afternoon Robertson Session consisted of experienced leaders who discussed their relationship with change programmes along with their successes and failures. Together Lord Bilimoria (CEO of Cobra Beer), Liz Nicoll (Chief Executive of UK Sport) and Lt Gen Paul Jaques (Chief of Material (Land) Defence Equipment and Support) offered valuable insights on the conference theme as well as illustrating the importance of cross-sector, multi-disciplinary learning experiences. It was entirely fitting, therefore, that the day concluded with a vibrant set of workshops that gave attendees the opportunity to share their thoughts and develop practical ideas that could applied in the workplace. As Lord Bramall has persuasively argued:

*It is ironic that change is such a constant that we forget just how much attention it deserves. We think that we are pretty good at leading through it, but not all of us are and even the best can benefit from learning and improving.*
# Conference Programme

## The Churchill Session

Held in the Royal Military Academy Sandhurst's Churchill Hall

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The Robertson Session

Held in Robertson House, home of The Centre for Army Leadership

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<td>Founder and Chairman of Cobra Beer and Chancellor of Birmingham University</td>
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<td>Chief Executive of UK Sport</td>
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<td><strong>Workshop led by Mrs Bhanita Mistry Russell</strong></td>
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The Churchill Session – A Summary

Major Paul McFarland MC
(SO2 Leadership, The Centre of Army Leadership)

Thinking The Unthinkable

Mr Nik Gowing
Co-Author, Thinking The Unthinkable

Nik Gowing founded the Thinking the Unthinkable project in 2014, is Director of Think Unthinkable Ltd. and is co-author of Thinking the Unthinkable (2018). He has been news presenter for the BBC’s international 24-hour news channel BBC World News, provided location coverage of major global stories and was the ITN’s bureau chief in Rome and Warsaw before becoming Diplomatic Editor of Channel 4 News. Nik has been a member of the World Economic Forum’s Global Agenda Council on Geo-Economics and is an adviser on leadership challenges to the President of the UN General Assembly. He has served on the councils of Chatham House, the Overseas Development Institute and the Royal United Services Institute. In 1994 Nik was a fellow at the Joan Shorenstein Barone Center in the J. F. Kennedy School of Government, Harvard University, has been awarded Honorary Doctorates by Exeter and Bristol Universities and is Visiting Professor at both Kings College, London and Nanyang Technological University, Singapore.

Mr Chris Langdon
Co-Author, Thinking The Unthinkable

Chris Langdon is a Director of Think Unthinkable Ltd, and Founder-Director of Reconciliation Through Film, a charity being established to develop new ways of using communications to help conflict resolution. Chris began his career as a TV producer with roles including Senior Foreign Affairs Producer (BBC News), Scriptwriter (ITN), Researcher (Weekend World & Credo – London Weekend TV), and launch Europe Editor (APTN). He has worked extensively on facilitating political reform in SE Europe, directed the Communicating Europe Programme for the European Stability Initiative, 2008-2010 and was Associate Director of the Wilton Park Conference Centre, 1997-2008, during which time he chaired over 50 high-level conferences. Chris has also directed two documentary videos designed to facilitate change; Bosnia Story and Mitrovica, chronicle of a death foretold? From 2010-2014, Chris was Managing Director of the Oxford Research Group which focuses on conflict resolution and on challenging security policy orthodoxies. He is a Fellow of the Royal Society of Arts.
Summary

“There is no uniqueness to the Army in these changing times, the corporates are scared as well in this new environment. The question is how do they reconfigure? How do they even survive?”

The volatile context in which leaders are currently working was set by Nick Gowling and Chris Langdon using the findings from their book, *Thinking the Unthinkable*. They discussed the pace of world change and offered their thoughts on why societies, organisations and leaders need to amend their perspectives. Global change, Gowing and Landgon argued, has huge implications for all organisations – the Army, Defence and the commercial sector included. Illustrating their argument with the ‘Me Too’ campaign, Hollywood sexual harassment cases and the Nobel Committee scandal, it was emphasised that such events are part of a new norm of continuous disruption and a warning of things to come. Gowing and Langdon explained that the enormity of this change has not been properly appreciated by those in influential positions, because the conformity that traditionally gets them to the top of organisations disqualifies them doing so. Leaders, therefore, must be agile enough to comprehend this level of disruption, be comfortable with it and know what to do about it.

Developing their thesis, Gowing and Landgon explained that while technology is changing and driving a lot of what we see, society is changing in tandem. As a consequence, there is ‘push backism’ against the elites that are not providing what society thinks they should. Meanwhile, it was contended that as technology continues to develop apace, society is currently in the foothills of a mountain of challenges that are causing ‘unprecedented instability’. Gowing and Langdon concluded by predicting that the impact of change will result in a hollowing out of the middle class as accountants, solicitors and back office staff will be replaced by AI and robots. This, they said, will present a significant challenge for leaders in all organisations.

Key Takeaways

1. Be willing to challenge. Conformity will undermine a leader’s ability to deal with the challenge of change in an effective way. Army Leaders must counter this through the application of critical thinking while embracing diversity.

2. See change as an opportunity. Change can be perceived as a threat, but change could be seen as the source of great opportunity if prudent risk is taken. Leaders must be comfortable with change, embrace its possibilities and prepare themselves accordingly.

3. Invest in new skills of leadership. Change demands that leaders set about developing their thinking, awareness, attitudes and behaviours in an appropriate manner while recognising the importance of playing their part in establishing a culture conducive to meeting such challenges successfully. If leaders are ‘stuck in their lane’ there is a danger of becoming irrelevant, particularly from the perspective next generation who have a different attitude to leaders and leadership.
Questions For Consideration And Discussion

1. How radical are you prepared to be? Do you feel like you can speak truth to power or are you stuck in a conformist system of hierarchy?

2. Are you written off as a junior leader? How important and welcomed are mavericks? Are they needed? Are they supported or merely tolerated?

References

CAL Conference YouTube: Thinking the Unthinkable (Nick Gowling) – View Video Here

Books: Nick Gowling and Chris Langdon *Thinking the Unthinkable. A New Imperative for Leadership in a Disruptive Age* (John Catt Educational Ltd, 2018)
Wilful Blindness; The Perils of Leadership

Dr Margaret Heffernan
Entrepreneur, CEO and author of *Wilful Blindness*

Dr Margaret Heffernan produced programmes for the BBC for 13 years before moving to the US where she spearheaded multimedia productions for Intuit, The Learning Company and Standard&Poors. She was Chief Executive of InfoMation Corporation, ZineZone Corporation and then iCast Corporation. Margaret is the author of five books including *Wilful Blindness: Why We Ignore the Obvious at our Peril* which was named one of the most important business books of the decade by the Financial Times. In 2015, she was awarded the Transmission Prize for *A Bigger Prize: Why Competition isn’t Everything and How We Do Better* which was described as ‘meticulously researched…engagingly written…universally relevant and hard to fault.’ Her TED talks have been seen by over eight million people and in 2015 TED published *Beyond Measure: The Big Impact of Small Changes*. She is Lead Faculty for the Forward Institute’s Responsible Leadership Programme and, through Merryck & Co., mentors CEOs and senior executives from major global organizations. She holds an honorary doctorate from the University of Bath and continues to write for the *Financial Times*.

Summary

“If there are things that you could know, should know, and somehow manage not to know, you’re responsible, because you had an opportunity for knowledge that you shirked.”

Dr Margaret Heffernan’s talk referenced a torrent of scandals and institutional failures over the last 20 years. She argued that each followed a similar pattern: early tremors to which nobody paid much attention; a worsening situation during which there remained no intervention and then, finally, a crisis. These circumstances occurred, Heffernan argued, because an individual’s knowledge concerning a deteriorating situation was not matched by a belief that they could or should speak up about them. Conditions had been created, therefore, where a problem ‘could grow, would grow and was bound to grow.’

When it comes to apportioning blame for the development of such situations, Dr Heffernan said that there are usually only two outcomes: the identification of a powerless person who becomes a scapegoat, or a leader who falls on his/her sword. Yet while such outcomes may satisfy the desire to put a name to failure, such responses inevitably ends up with one or two people being regarded as ‘a few bad apples’ when, in reality, ‘it’s a bad barrel.’

The final part of Dr Heffernan’s talk explained that while leaders are most often appointed, ‘real leaders’ need to be in a networked leadership environment where they are the hubs of information or where they can access the critical people. The talk was concluded by Dr Heffernan arguing that the powerful ‘Wilful Blindness’ tendency can be weakened by collaborative and inclusive teams in place of a ‘soloist leadership mentality’.

Key Takeaways

1. **Embrace Diversity and Inclusion.** Diverse teams in which all individuals feel valued produce better results. Teams that are institutionalised and lack diversity reinforce each other’s biases and have a common view of the world; this inhibits problem solving and does not encourage the best possible decision. Seek diversity of personnel, of thought, of language and respect those differences in order to challenge ‘wilful blindness’.
2. **Think mortar not bricks.** It is not the soloists that create the highest performance, it’s the relationships between individuals in a team. Teams who share more and those who have the strongest social capital are the strongest. Moreover, the most effective groups are not necessarily the groups with the highest collective IQ but those that exhibit soft skills such as emotional intelligence.

3. **Hierarchy vs Networks.** Hierarchies create negative competitiveness, obedience and a conformity which can undermine diversity of thought and support a predisposition to silence. When married with organisational bureaucracy, the result is an impediment to the flow of ideas and information and just at the time when Army leaders need to confront challenges and solve problems quickly. Break the hierarchy by confronting conformity while embracing diversity and creating networks that benefit timely idea and information sharing.

4. **Avoid the sins of Omission and Commission.** Omission is the failure to do something that a leader could have done had they not put themselves in a situation where they could not act. Commission is where the leader is in a situation where he or she could act but fails or refuses to do so. Leaders must ensure that they are able to complete an action and act when a situation demands it. The Values and Standards of the British Army, the Leadership Code and the Leadership Doctrine all support ways in which Army leaders can avoid ‘wilful blindness’.

**Questions For Consideration And Discussion**

1. Have you taken the ‘Reading the Mind and Eye Test’ that measures emotional intelligence? Do you think your emotional intelligence is adequate for the job you have now – and for those you will have in the future?

2. Do you habitually speak truth to power or do you conform to the system? Do other leaders in your organisation do the same? Are you wilfully blind and what are the disadvantages to you and to your organisation of being so?

3. Are you comfortable cutting across the organisation to gain the information you want, or do you feel a need to go through the chain of command? When and where is each method appropriate?

**References**

**CAL Conference YouTube:** *The Perils of Leadership* (Margaret Heffernan) – View Video Here

**Books:**

1. Margaret Heffernan *Wilful Blindness: Why We Ignore the Obvious* (Simon & Schuster, 2018)


Leading Successfully Through Change –
A Personal Perspective

Mr John Manzoni
Chief Executive of the Civil Service and Permanent Secretary to the Cabinet Office

John Manzoni became Permanent Secretary for the Cabinet Office in August 2015 and has also served as Chief Executive of the Civil Service since October 2014. He read for a BSc in Civil Engineering and an MSc in Petroleum Engineering at Imperial College, London before joining BP in 1983. He later undertook a Master of Science in Management as a Sloan Fellow at Stanford University in 1994. John has over 30 years’ experience in the private sector and in his 24 years at BP contributed to the company’s global growth. He held senior strategic and operational leadership roles at global, regional and local level. Between 2002 and 2007, he was Chief Executive, Refining and Marketing, spanning six different businesses across more than 100 countries as well as being a member of BP’s main board.

Summary

“There are two things that a leader needs to do: set the context and develop other people.”

Mr Manzoni’s provided a candid personal perspective around his transition from private to public sector leadership. He also provided an analysis of his personal experience of a ‘catastrophic failure’ which resulted in the loss of life when he was a senior leader in a previous organisation. Mr Manzoni emphasised that leadership must adjust to the context in which it is being conducted. He explained that his own leadership was challenged when entering the public sector and finding it the most ‘stunningly siloed place’ which was focused on policy rather than execution, set in its ways and had a culture that was averse to change.

Taking up the theme of organisational culture, Mr Manzoni said that it was a mistake for a leader to spend too much time looking up towards his or her superiors and too little looking down towards subordinates. Mr Manzoni said that he improved Civil Service culture by establishing a networked functional matrix across the organisation and through improved standards across the system, began to see point of delivery improvements. This change, he suggests, also had benefits for Civil Service recruitment and retention.

Finally, Mr Manzoni discussed the value of intellect and experience in leaders and argued that while ‘you can do policy with intellect, you can’t do delivery. Delivery needs experience.’ Indeed, Mr Manzoni explained that one of his greatest failures occurred when a subordinate at the delivery end of the operation had identified a problem, but then couldn’t get it through the levels of generalists to afford him with the ability to do anything about it.
Key Takeaways

1. **Listen to the specialists.** Those in the front line of delivery have a very important view and should inform how individual followers and leaders can get essential information where it is needed in a timely fashion for it to be actioned. Lack of specialist skills, too much generalism, silos and a rigid hierarchy can be barriers to positive operational results.

2. **Be authentic and willing to fail.** Deep lessons are only learned when mistakes are made as they provide leaders with an opportunity to develop. Leaders need to be willing to push themselves to failure, learn from their experience and not make the same mistake again.

3. **Create an empowering environment.** Leaders have a responsibility to create an environment in which people can control their own destiny. Daily empowerment has a proven track record as it provides a certain freedom, allows individuals to feel valued and is likely to produce advantageous results. There is a time and a place, however, for a more directive leadership style.

Questions For Consideration And Discussion

1. Do you value specialists from other cap badges? Have you considered not only what they can do for you, but also what you can do for them even if not under your immediate CoC ie Battle Group staff? Do you lead individuals from other cap badges as well as you lead those from your own? Do all your followers feel valued and included?

2. How often is your focus on adhering to policy rather that looking at your people and what you should be delivering? If you focus on producing documents rather than results, are you supporting and leading your subordinates effectively?

3. Are you willing to fail and does you superior create an environment where you feel like you can push yourself to failure?

References

**CAL Conference YouTube:** A Personal Perspective (Mr John Manzoni) – View Video Here
Talk Like a Leader: Change Your Language; Change Your Life

Mr David Marquet

Former nuclear submarine Captain and author of

*Turn the Ship Around!*

Captain Marquet served in the U.S. submarine force for 28 years. After being assigned to command the nuclear-powered submarine *USS Santa Fe* – then ranked last in retention and operational standing – he realized the traditional leadership approach of ‘take control, give orders’, wouldn’t work. He ‘turned the ship around’ by treating the crew as leaders, not followers, and giving control, not taking control. This approach took the Santa Fe from ‘worst to first’, achieving the highest retention and operational standings in the navy. Captain Marquet is the author of *Turn the Ship Around! A True Story of Turning Followers Into Leaders* which Fortune magazine named its must-read business book of the year and USA Today listed as one of the top 12 business books of all time. He is also the author of *The Turn the Ship Around Workbook*, which is a companion workbook for implementing Intent-Based Leadership. Captain Marquet retired from the Navy in 2009, and now speaks to audiences around the globe who want to create empowering work environments that release the passion, initiative, and intellect of each person. He is a life member of the Council on Foreign Relations, and in 2015 was named to the American Management Association’s ‘Leaders to Watch’ list.

Summary

“Leadership is not about telling people what to do, leadership it’s creating the environment for people to be at their very best exactly the way they are.”

Mr Marquet explored some key experiences of his time commanding a US Navy Submarine (*USS Santa Fe*). It was a vessel that he had not been trained to operate and its crew had been performing poorly and had low morale. Mr Marquet explained how by empowering his entire crew to become leaders and by communicating his intent rather than issuing orders and commands, he ‘turned the ship around.’

Mr Marquet emphasised that a submarine is all about its people and that while leaders are commonly working with distributed teams, the person in change can’t stand behind them telling them what to do. He argued that leaders must endeavour to engage with their followers’ brains and added, ‘It’s our job to recognize that everyone has power and to get out of the way.’ As such, he fundamentally disagrees with a book that he read when a junior officer which stated that: ‘Leadership can be defined… as directing the thoughts, plans, and actions of others… so as to obtain and command their obedience, their confidence, their respect, and their loyal cooperation.’ Mr Marquet said that while he was successful in following these words, it was why everyone hated him.

It was while commanding the *USS Santa Fe* that Mr Marquet recognised the need to change its culture and to empower so that there was no need for him to give orders. He had worked out that if his crew took responsibility and ownership of decision making, there was a bias for action because the impediment of waiting for permission had been removed. In order to
support this, Marquet changed his language in the submarine ‘from one of doing, to one of learning and from one of knowing to one of curiosity.’ It became a language that was not about taking control, but giving control but, importantly, was always tempered by leaders avoiding irresponsible empowerment and remembering their responsibilities.

Mr Marquet illustrated his empowerment theory with the ‘Ladder of Leadership’ which shows how the leader can invite a subordinate to move up the rungs of responsibility for a decision or an action.

**Key Takeaways**

1. **Change your language.** Pause to consider if direction is required. By asking subordinates to tell you what they intend to do, would like to do or what they think they should do, you will be promoting a culture of thinking subordinates and help to develop the individual.

2. **Invite Feedback.** Seek feedback from peers and, in certain situations, subordinates. This will help your leadership development while also improving the performance of your team.

3. **Remember it starts with you.** Empower people to think ‘two decks up’ – believe in them – as it will help to create effective leaders in your team. Consider providing intent with no direction, ask for subordinate’s reaction and then allow that person to deliver a project or complete a task with an attitude of leading by exception.

**Questions For Consideration And Discussion**

1. How comfortable are you with giving your subordinates your intent and then asking them to back-brief you on their intentions? Do you micro-manage subordinates and micro-manage their task so that it looks like what you want?

2. Do you practice Mission Command in barracks in the same way as you do in the field? Are you supporting your subordinates or constantly checking on them? Do your subordinates feel empowered and valued?

3. Are you creating a culture where subordinates can speak truth to power? Do your subordinates feel comfortable bringing you their recommendations and disagreeing with you?

**References**

**CAL Conference YouTube:** Turn the Ship Around (David Marquet) – View Video Here

Robertson Session – A Summary

Lt Col Justin Baker
(SO1 Leadership, The Centre for Army Leadership)

The Robertson Session of the Conference occurred in the afternoon at Robertson House. The session comprised of two parts: a panel session and a delegate workshop period.

Panel Session

The panel session was conducted under The Chatham House Rule. This was to encourage a more personal and inclusive delegate interaction and allow panel members the freedom to be candid, honest and vulnerable in sharing their personal experiences garnered through long careers across the commercial, sport and military sectors. The composition of the panel was as follows:

Senior Panel Chairman, Mr Tim McEwan
Leadership Advisor and Fellow in Management Practise,
Cambridge Judge Business School

Having started his career in the British Army, most notably as a leadership instructor at the Royal Military Academy Sandhurst, Tim has a strong foundation in leadership and the unique ability to bring teaching from the military and academia into the commercial world. Following 10 years in the British Army, Tim moved into consultancy and then to an in-house role as Global Head of Leadership and Learning at international Fund Manager, Henderson Global Investors. He remains as special advisor to the Henderson’s Executive Committee and, with several friends, runs his own leadership coaching business.

Lord Karan Bilimoria CBE, DL
Founder and Chairman of Cobra Beer and Chancellor of Birmingham University

Lord Bilimoria is the founder of Cobra Beer and Chairman of both Cobra Beer Partnership Limited and Molson Coors Cobra India. He is Founding Chairman of the UK India Business Council, a Deputy Lieutenant of Greater London, is one of the first two Visiting Entrepreneurs at the University of Cambridge and was a founding member of the Prime Minister of India’s Global Advisory Council. In 2006, he was appointed Lord Bilimoria of Chelsea – the first ever Zoroastrian Parsi to sit in the House of Lords – and two years later was awarded the Pravasi Bharti Samman by the President of India. Lord Bilimoria is an Honorary Fellow of Sidney Sussex College, Cambridge and Chairman of the Advisory Board of the Judge Business School. A graduate of the University of Cambridge in Law, he is also an alumnus of the Cranfield School of Management, the London Business School and the Harvard Business School. In July 2014, Lord Bilimoria was installed as the seventh Chancellor of the University of Birmingham, making him the first Indian-born Chancellor of a Russell Group University in Great Britain and is President of the UK Council for International Students Affairs (UKCISA). Lord Bilimoria is the Bynum Tudor Fellow at Kellogg College, University of Oxford, for the 2017-18.
Lt Gen Paul Jaques CBE
Chief of Materiel (Land) and Quartermaster-General, Defence Equipment & Support

General Jaques was born on 16 May 1961 and was educated at Bournemouth Grammar School and the Royal Military College of Science, Shrivenham. Commissioned into The Corps of Royal Electrical and Mechanical Engineers (REME) in 1983, General Jaques has commanded maintenance and logistic units and formations in the first Gulf War, Bosnia, Kosovo and Iraq. Between commands, he has worked in several capability planning and delivery posts in the Ministry of Defence, Army HQ and Defence Equipment and Support. General Jaques is currently Chief of Materiel (Land) in which role he is responsible for delivering a portfolio of new equipment, munitions and support for all three Services. In addition, he sits on the Executive Committee of the Army Board as Quartermaster General and he recently assumed the appointment of Master General of The Corps of Royal Mechanical and Electrical Engineers. General Jaques was awarded the CBE in the Queen’s Birthday Honours List 2013.

Mrs Liz Nicholl CBE
Chief Executive of UK Sport

Liz Nicholl CBE is the Chief Executive of UK Sport. She joined the organisation in 1999 and has played a pioneering role in the development of the elite sport system in the UK. For ten years Liz led the work of UK Sport’s Performance Directorate – through the Sydney, Athens and Beijing Olympic and Paralympic cycles – as the Director of Elite Sport. Liz became the Chief Operating Officer in 2009 and was then appointed to the CEO role in September 2010. As CEO, Liz’s leadership responsibilities focus on accountability for the National Lottery and Exchequer investment of around c.£125m per annum which supports UK Sport’s key objectives of World Class Success and Major Event bidding and hosting. Her top priority is the responsibility to invest in and support the development of the high-performance system which delivered a record breaking performance at Rio 2016 where the British Olympic and Paralympic teams finished second in the medal tables with 67 and 147 medals won respectively. Liz was a former international Netball player for Wales.
Delegate Workshops – Observations Of The Conference

The purpose of the workshops was to provide a mechanism for collective delegate reflection, to provide a forum for the discussion and capture of key conference speaker/panel member observations, and for participants to share lessons from their respective sectors. The observations offered here reflect workshop debate but are only representative of those present and are not the official views of the MOD or the British Army. They do however, provide the reader with an insight into generally agreed cross-sector good practice on the subject of ‘Leading Successfully through Change’.

1. Create a culture comfortable with change.

Successful organisations are those that build a workplace culture that accepts change as the default setting for business. This demands a mental acceptance that inert ‘business as usual’ is an exception because change is a constant, often small or incremental but occasionally disruptive or seismic. Such a mentality creates a workforce that is confident, agile and much more resilient to dealing with uncertainty. This, in turn, will allow programmes, projects or ‘Lines of Effort’ to ebb and flow with changing conditions but without being perceived as distinct change activity and so avoiding any resulting stigma, bias or inertia. This is not to denigrate the requirement for deliberate and considered change activity which will be context dependant, but it is a distinct, deliberate and proactive shift in mindset. When aligned with a functioning values-based culture and strong teams centred on trust, a potent agility can be created.

The resultant creation of this ability to respond at pace was addressed in the contextual presentation offered by Nik Gowing and Chris Langdon during the Churchill Session of the conference. In contrast, businesses that embrace a more dogmatic cultural approach to changing conditions are more dormant in nature and build a behavioural latency that views changes to activity as bespoke serials, thus inevitably failing to seize the opportunities that are presented to them.

2. Become a true learning organisation.

Change survival in a period of variant turbulence is driven by an organisation’s approach to change. For some this resides in the mobilisation of more resources and taking on greater risk while, for others, responsibility will be neglected, hope will be embraced, and wilful blindness will rear its head. If an organisation – individually and collectively – is to be more prepared for change, it must adopt a philosophy of true learning. Such a philosophy does
not manifest itself merely in the establishment of professional development interventions, but also with the encouragement of curiosity, the support of knowledge acquisition and through a programme of continual personal improvement. A desire, if you will, to do more than just avoid mistakes but to strive for excellence! At its heart this is about the creation of a psychologically safe work environment that fosters and rewards questioning curiosity and admittance of fallibility, that nurtures and incentivises the communication of mistakes and that establishes the mechanisms for appropriate challenge and intellectual conflict to lay the foundations for genuine advancement. For those organisations brave enough, ‘truth-tellers’ can be employed to root out dogma and ease the change pathways.

This type of learning environment isn’t a given but requires deliberate policy and leadership support, aligned with deliberate reflection time to maintain perspective. This is not easy, however, given the competing demands on time to complete tasks that have a tangible measurement parameter. Even so, the return on investment in creating a true learning organisation enables and encourages personal growth not just within individual specialisations, but in a cross-functional manner that builds holistic organisational knowledge. It drives innovative thought, enables the sharing of ideas and creates positive work relationships that become self-forming networks to enable better communication. The ability to continually learn underpins the ability to deal with change and continue to adjust as required.

3. **Build diverse teams to prevent change myopia.**

Whilst specific to the context of the UK’s involvement in Iraq, the Chilcott Report’s criticisms of debilitating organisational behaviours in the MOD’s – including ‘Groupthink’, ‘Optimism Bias’ and ‘Cognitive Short-Cuts’ – are instructive to all wishing to avoid change myopia. Organisations must embrace the multiplying power of diversity (race, gender, age, social background, etc.) to deliver the cognitive dexterity that will allows issues to be examined through a variety of experiential lenses which will thus improve its ability to react. This dexterity produces quicker problem-solving, generates greater intellectual capacity, speeds the passage of critical information and results in decisions being more informed which, in turn, reduces risk to the organisation from the change presented.

The crucial role of the leader within this is to understand the strengths and weaknesses of this diversity by investing time in developing an understanding of individual team members and aligning personnel to tasks best suited to their specialisation. The aim is to optimise the change of personal and change success. In short, diverse, well-led organisations are better prepared to mitigate change myopia.

4. **The importance of role-modelling by leaders.**

The British Army Leadership Doctrine published in 2016 highlights the overwhelming importance of the leader in role-modelling the behaviours that they seek to encourage amongst their personnel. Indeed, ‘Lead by Example’ resides as the first behaviour within the Army Leadership Code for good reason.
Numerous studies have demonstrated the ability of the leader, particularly where aligned to authority, to drive the wider behaviours of the group, with their actions and values often sub-consciously imitated and adopted. Therefore, there is a requirement for leaders to role-model good change behaviours and critically to do this on an enduring basis if they are to be accepted as authentic and legitimate.

Implicit within this is an understanding that language used by leaders (as key influencers) is powerful when setting the tone for engagement with the change required. Language should be considered and positive to the intended changes while also being inclusive to and supportive of the role that everyone plays in the realisation of the desired change. The same is true of the wider non-verbal communication cues adopted by the leader.

At its heart, change, however small, will affect the lives and working patterns of personnel. It might, for example, generate anxiety and even include the prospect of redundancy. As such, successful change leaders are alive to the emotions that may arise and role-model compassion and humility to ensure that those in their care are treated with dignity as the change occurs. Such behaviour ensures that personnel that do leave the organisation because of the change are more likely to do so with a feeling of having meaningfully contributed and with an enduring positive connection to the organisation.

5. Preparation aligned with purpose.
Once the need for change has been identified (and understanding when it is not required is an equally important leader skill) the chances of success are greatly influenced by the thoroughness of the preparation. Herein lies the science of management, but successful people-centric conduct of that change lies in the art of good leadership by ensuring that is aligned with the true purpose of the change itself.

The leadership should develop a clear vision with a purpose to the change that delivers a improved final situation. If it doesn’t, why change? It sets outs the desired end-state and common goal, which is articulated simply. Good leaders then build a captivating narrative around this end-state and allow an imagination of what the changed organisation will look like, how it will operate and how much has been achieved in moving forward.

Engagement by the personnel with this narrative is likely to be more successful for values-based organisations like the British Army. Change should be simpatico with the values of an organisation to encourage trust and ethical activity. This, hopefully, further ensures that the organisation still reflects and realises those values in its new state.
6. Communication is key.
The extent to which communication is overlooked by leaders is remarkable – and particularly during change. At best communication is delivered in the preparation of, and at the start of the execution of change, but it also needs to be frequently done throughout the entirety of the process. Repeated communication of key messages is essential. In the advertising business the term ‘effective frequency’ is used to describe the number of times a consumer must be exposed to a message before the desired response occurs. In relating this to change, US business management guru and author Patrick Lencioni states: ‘I’ve heard claims that employees won’t believe what leaders are communicating to them until they’ve heard it seven times. Whether the real number is five, seven or seventy-seven, the point is that people are skeptical about what they’re being told unless they hear it consistently.

However, consistent communication does not necessarily equate to the message being received and interpreted by the target audience in the manner intended. Leaders must assume that it has not and plan deliberate and regular feedback loops that access the various strata of one’s personnel. This will allow the leader to better understand what they are hearing and so allow him or her to adjust the communication strategy as required.

It is also unlikely that any change strategy will survive contact with reality for long and so establishing clear and rapid lines of communication from the workforce to those charged with leading the change requires careful consideration. Dialogue – in whatever form it might take – will allow questions, concerns and important potential solutions to be expressed by those living the frictions of the change. This may provide key information to decision-makers early enough that only minor adjustments are required to still realise success.

The final observation in this section is that leaders need to understand the information flow of the organisation and how it will alter during and by the end of the change. Paul Heugh, Chief Executive of Skarbek Associates, describes this as understanding the organisation’s nervous system which is, he argues, its most complex yet easily disrupted part. This is not just about how information flows along the structured nodes and positional points of authority, but knowing the location of the ‘neural jumps’ – the informal influencers or gatekeepers – that are essential for the organisation to function on a daily basis daily. Failure to map this neural network and how it will change is to sow the seeds of critical disruption to the future organisation’s functionality.

7. Use deliberate change as a proving ground for talent.
Planning and executing deliberate change programmes is notoriously complex, but it can also present outstanding opportunities to develop and groom the organisation’s emerging talent (those typically referred to as the mid-level of leadership and management) to become equipped for the top. For considered and long-standing change activity this may also require considerable additional training investment in such personnel.

There will undoubtedly be a temptation, if not pressure, to provision for the use of external consultants. While this may well be an appropriate decision for short-term activity, in the long-term such decisions represent a missed personnel development opportunity and it is arguably lazy leadership behaviour. The use of external consultants also carries a risk of detachment from the change by the organisations personnel since there is little agency for them in the process. In short, good leadership recognises the career development opportunity presented by a changing environment.
8. Empower your personnel to improve engagement in the change.

The increased organisational complexity that change can bring leads us instinctively to lean more forcefully into exerting positional control. It feels comfortable to have a handle on everything, to be involved in all the decisions and to reduce our personal uncertainty, but it is a false comfort as it diminishes subordinates’ ownership of vital activity.

Centralised control of power and an unwillingness to view its transfer as anything other than a ‘zero-sum game’ limits both corporate and personal imagination while preventing a strong and enduring bond of trust between leaders, followers and team members. Trust is the glue that binds relationships and is often central to whether change is successful. Studies by the Human Capital Institute have shown that personnel in high performing organisations believe their leaders to be extremely trustworthy. Stephen R. Covey, a US educator and author, notes that ‘When the trust account is high, communication is easy, effective and instant’. There is a need, therefore to invest in building it, deliberately, both in the behaviours you exert as a leader and by setting aside time outside of normal work duties for the team to better understand each other.

Change resilience also requires a leader to understand their organisation’s policies and processes so that he or she might identify where blocks to further delegation and transfer of responsibility reside – build the path for empowerment. Furthermore, it is important for leaders to resist the temptation of personal solutionism and instead to provide the intent rather than the plan. In response, followers will jump to fill the gap and provide the leaders with the benefit of their combined brain power. There is also a need for leaders to acknowledge that power is mobile and can be transferred back and forth with ease. Power shared is power gained for the leader and for the organisation. Leaders should also take small steps towards the creation of enduring empowerment habits. The identification of one thing that a leader is uncomfortable in handing over to followers is instructive and it is worth following that test with the unpicking of the barriers that led to this discomfort, recognising the benefits of handing over that responsibility to followers – and then doing it.
Additional Reading

Books
Stephen R Covey *The 7 Habits of Highly Effective People: Powerful Lesson in Personal Change* (Simon and Schuster, 2004)
Patrick M Lencioni *The Five Dysfunctions of a Team: A Leadership Fable* (John Wiley & Sons, 2002)

Journals
James Arthur et al *Teaching Character and Virtue in Schools* (Routledge, 2016)

Websites
Human Capital Institute Building Trust 2013 www.hci.org

British Army publications
Army Leadership Doctrine (2016)
The Centre for Army Leadership 2018 Conference Programme (2018)
Maj Gen Paul Nanson CBE
Director Leadership (Army)

Major General Paul Nanson was born in Ormskirk, Lancashire and educated at Merchant Taylors’ School Crosby, Runshaw Tertiary College and Sandhurst. He was commissioned into the Territorial Army in 1984 and then into the 3rd Battalion, The Royal Regiment of Fusiliers in 1986. His early service was spent at Regimental Duty as Platoon Commander, Adjutant and Company Commander with 3rd Fusiliers and 2nd Battalion, The Royal Anglian Regiment. Having attended Staff College he was Chief of Staff to 102 Logistics Brigade, based in Gutersloh, Germany, before returning to the 1st Fusiliers and Command of Y Company.

On promotion, he was posted to the Joint Services Command and Staff College (JSCSC) where he taught on the inaugural Intermediate Command and Staff Course (Land) and then to command of 1st Fusiliers based in Celle, Germany. He then was made Chief of Staff for 1st (UK) Armoured Division before taking command of 7th Armoured Brigade, ‘The Desert Rats’, in January 2011. Following brigade command, he spent 12 months serving with the US Marine Corps as Deputy Commander Regional Command (South West) in Helmand, Afghanistan. In April 2014 he returned to JSCSC as Director Army Division. He has been Commandant of the Royal Military Academy Sandhurst since September 2015 and GOC of the Army Recruiting and Individual Training Command since April 2018.

He has served on operations in Northern Ireland, Cyprus, Kuwait and Iraq (Op GRANBY), Bosnia, Iraq (Op TELIC) and Afghanistan (Op VERITAS and HERRICK). He is Colonel of the Royal Regiment of Fusiliers and a trustee of the Desert Rats Association.
The Centre for Army Leadership is the home of British Army leadership and leadership development thinking. Its mission is to drive whole-life leader and leadership development across all ranks of the British Army, regular and reserve.

As well as visiting units to help them run leadership development activity, the Centre hosts regular leadership speaker events, publishes monthly leadership think-pieces and designs off-the-shelf leadership development packages to assist individuals and organisations to develop themselves.

One underlying principle of the Centre is that it seeks out understanding and good practise, acknowledging that the Army does not always have the best approach to developing leaders.

The Centre’s Research Institute continues to work with academic institutions, cross-sector partners and individuals to provide answers to some important leadership questions. During 2018 it has been involved in research projects including a work authored by Professor Gabriel Morin and Dr Chris Kempshall examining the difference in the concept of leadership in the British and French Armies and a paper by Natasha Dore from the University of Aberdeen titled ‘Moral Conflict During Change’. The results of these projects will be published in 2019.

The centre is supported in its work by a community of practise across the British Army – known as the Leadership Activists – who act as ambassadors and advocates for the Centre and its work. If you are an enthusiastic soldier between the ranks of Pte and Lt Col, why not get in touch with the Centre to find out more about becoming a Leadership Activist?

To find out more about the Centre’s activity and products, visit www.army.mod.uk/leadership or follow us on social media. All the Centre’s products can be found on its website or the Army Knowledge Exchange. The following products are available:

- Monthly CAL Speaker Series videos.
- CAL 2017 Conference video and proceedings.
- Monthly written Leadership Insights.
- Quarterly Leadership Digests.
- Leadership playing cards.
- Leadership development packs and workshops.
- Examples of wider British Army leadership good practice.
Lt Col Justin Baker
Head, Centre for Army Leadership

Lt Col Baker was born in Aldershot in 1975. After completing a BA Honours degree in War Studies at Kings College London and attending The Royal Military Academy Sandhurst he commissioned into The Royal Regiment of Artillery in 2001. During his time in the Army he has commanded the 16 Air Assault Brigade Quick Reaction Force on Op FINGAL 1 in Kabul in 2001, a Light Gun troop on Op TELIC 1 in Iraq in 2003 and a parachute artillery battery from 2012 to 2015 as part of the Air Assault Task Force, again within 16 Air Assault Brigade. He also deployed to Helmand on Op HERRICK 9 in 2009 with 3 Commando Brigade as SO2 Joint Fires and to Kabul on Op TORAL 2 in 2015 as the Chief-of-Staff (COS) of the UK/US Kabul Security Force.

His staff appointments include COS of the Artillery Systems Integrated Project team at Defence Equipment and Support in Bristol in 2010 and more recently within the Operations Directorate at MOD. He completed the Advanced Command and Staff Course at the Joint Services Command and Staff College in 2017 where he also obtained an MA in Defence Studies. He assumed his post at the Centre for Army Leadership in August 2017. He has been selected to command 7th Parachute Regiment, Royal Horse Artillery in 2019.

Prof Lloyd Clark
Director of Research, Centre for Army Leadership

Professor Lloyd Clark is the Director of Research at the Centre for Army Leadership at the Royal Military Academy Sandhurst. In addition, he is Professor of Modern War Studies and Contemporary Military History at the University of Buckingham's Humanities Research Institute where he leads post-graduate leadership programmes and provides doctoral supervision. Lloyd is a Fellow of the Royal Historical Society and a member of British Commission for Military History. He is on the Editorial Advisory and Review Board of the peer review journal Global War Studies and is a contributing editor to Military Leadership.

As an academic, researcher and author, Lloyd has lectured around the world to various universities, military institutions and think tanks. His recent book publications are Anzio: The Friction of War and the New York Times Best Seller Blitzkrieg: Myth, Reality and Hitler’s Lightning War, France 1940. His numerous academic papers reflect his research interests in leadership and command, generalship, military lesson learning, training and education and the conduct of operations. He is currently writing: Triumph: The Leadership Journey’s of Montgomery, Rommel and Patton.
Maj Paul McFarland MC

Major Paul McFarland MC was born in Belfast in 1983. He is a Royal Irish Regiment Officer who commissioned in 2009 having joined the Centre in the role of SO2 Leadership from ICSC(L). He has served on operations in Afghanistan on Operation HERRICK 13 in Nad-e-Ali as a Platoon Commander, and in Ukraine on Operation ORBITAL 1 in Kiev as SO2 J3/5.

His additional roles include some time in Army recruiting as it moved to include Capita; Officer Commanding the 1 R IRISH ISTAR group when it re-rolled from Air Assault to Light Protected Mobility; Adjutant and most recently as a United States Army Exchange Instructor where he mentored Reconnaissance Company Commanders at the Joint Readiness Training Centre in Louisiana. He was awarded the Military Cross for operations conducted in Afghanistan and the United States Meritorious Service Medal for his work with the US Army. He has a degree in Sports Science from the University of Ulster and is currently undertaking a Masters in Military and Security Studies with Kings College London.

Maj Russ Lewis MC

Major Lewis was born in Barnet in 1973. He attended The Royal Military Academy Sandhurst in 1993 and commissioned into The Parachute Regiment. During his time in the Army he has predominantly commanded or worked in training roles, serving in Northern Ireland, Kosovo and Iraq. In 2008 he commanded a Rifle Company in Afghanistan, for which awarded the Military Cross. He subsequently wrote a book, Company Commander, about the tour.

He has worked in defence procurement and more recently he worked as an instructor at staff college. During this time he completed an MSc in Leadership and Management with Portsmouth business school. He left Regular Service in 2013 and now delivers leadership training and high-performance team building to both the commercial and charitable sector. He joined the Regular Reserves and took up his post at the Centre for Army Leadership in 2017.

WO1 Sarah Cox

Warrant Officer Class One Cox was born in Redhill in 1980. After completing school in 1997, she joined the Army as an Apprentice Chef at the Army Catering College, St Omer Barracks, Aldershot. During her time in the Army she has served in the Royal Engineers, Royal Artillery, Royal Logistic Corps, The Princess of Wales Royal Regiment, British Army Training Unit Kenya and The Parachute Regiment. She has deployed on operations across the world, including Sierra Leone, Bosnia, Cyprus and Iraq.

Since 2007 she has been posted within the Army Recruiting and Training Division (ARTD) as a Catering Instructor at a Phase 2 establishment, an instructor at the ARTD Staff Leadership School and the Coaching Advisory Team at the Royal Military Academy Sandhurst. She has a BA (Hons) in Leadership and Management through Northumbria University.
WO1 Mick Latter

WO1 Latter is a Reservist supporting the Centre for Army Leadership in development of the organisation's digital strategy and content delivery. He is an expert in digital user experience, social media, engagement strategy and target audience analysis. He is currently assigned to 77th Brigade and is the SME for the Op CABRIT team delivering social media in Estonia. He has recently been appointed as the lead development officer for the RMAS Group digital content strategy development and is the Communications Officer for the Brigade of Gurkhas. He completed 28 years Regular Army service leaving as the Head of Communications for the Corps of Army Music, where he oversaw all the organisation's digital content and managed various media projects, digital recruitment programmes and marketing for major public events. He has also supported Army Media and Communications and Directorate Defence Communications and recently assisted in launching the new British Army website. In 2015 he was awarded his MSM for services to Army Music and Army External Communications. He supports a number of defence related business, military charities and commercial companies through digital strategy, training and content development.

Mrs Danielle Jackman

Danielle joined Sandhurst in 2015 after working at 10 Queens Own Gurkha Logistic Regiment for three years. Before joining the Centre for Army Leadership in 2017, Danielle was charged with maintaining permanent staff documentation and administration for the Regimental Admin Department for RMAS. Since joining the team, Danielle has managed our social media presence and has been instrumental in organising our lecture series.