SciencePG
Science Publishing Group

Cadets Leadership Training Model Research Based on the Five-Step Project Management Method

Tang Yan[1, *], Yang Chun-Hui[1], Tang He[2]

[1]Department of Management Engineering and Equipment Economy, Naval University of Engineering, Wuhan, China

[2]School of Teacher Education, Jiangsu University, Zhenjiang, China

Email address:
tangyan704@sina.com (Tang Yan)
[*]Corresponding author

Abstract: Under the background of joint operations, new requirements and challenges are put forward for the talents training of joint operations commanders, especially for their higher leadership level. Cadets are reserve forces of joint operations command talents in the future, and their leadership level directly determines the quality and efficiency of the future military combat effectiveness. At present, military academy mainly through the course learning, case analysis and management practices to improve the leadership cadets, this model has two deficiencies: it lacks practicality and pertinence. From the perspective of the training effect, there is a gap between the leadership level of cadets and the requirements of the leadership of officers in the new era. This paper intends to explore new methods, new approaches and new ideas of leadership development through project management methods. Taking the typical task scenario of new junior instructors organizing new cadets' queue training as an example, from two categories according to the different leadership objects: self-leadership skills and social leadership skills to analyze the specific contents of cadet leadership, from initiate a project, project planning, project execution, project supervision and control, closing projects five-step project management cadets leadership training method, form a complete and operational leadership training model.

Keywords: Leadership, Project Management, Five-Step

1. Introduction

In the 21st century, innovation has accelerated the transformation in various fields. In China, the speed, breadth, depth and strength of the transformation are unprecedented. The importance of leadership has become increasingly prominent. [1] With the advent of information warfare, with the extensive application of science and technology in the military field and the continuous improvement of military combat capabilities, joint operations have become the main form of information-based local war, and the commander of joint operations is a shortage of personnel in the current army. [2] Military cadets are going to the grassroots in the future, are the builders of the grassroots forces and future leaders, cadets through training strong leadership in the military school can be quickly qualified for the needs of the post, unity and lead subordinates to achieve organizational goals.

2. Challenges Faced by Cadets in Leadership Training

When visiting Renmin University of China, President Xi stressed that "for whom, what kind of people to cultivate, and how to train people" is always the fundamental issue of education. President Xi has high hopes for young people, who should firmly believe in, actively disseminate and practice core socialist values, and strive to be worthy of the task of national rejuvenation. The training of cadets should be guided by virtue and educate for war, and focus more on the demand for posts in the future grass-roots troops. Current joint operations increasingly show intelligent decision-making, high-precision blow, three-dimensional deployment, the global implementation of the system of operational characteristics, characterized by a real-time perception,

precision, rapid mobility and multidimensional protection integration, the comprehensive ability for the joint operations command people, Leadership, in particular, puts forward higher requirements and challenges. Specifically reflected in the following three aspects:

2.1. Have Stronger Organization and Coordination Ability

In the context of joint operations, the participating forces may come from various forces such as land, sea, air, rocket forces, and strategic support. [3] The command relationship between departments and units is complex and not subordinate to each other. They are temporary task units, which requires commander in the military mission, should do well within the team coordination, and to strengthen the communication with friendly forces, and even coordinate international cooperation. Whether it is the object of coordination, the scope of coordination or the task of coordination, it is far beyond the traditional military operations, which puts forward higher demands on the commander's organization and coordination ability.

2.2. Have Stronger Ability to Control Change

In future military operations, there will be multiple forces, expanded battlefield dimensions, scattered combat units, and complex enemy situations, which will bring great difficulties to the execution of military tasks. [4] Only when commanders have strong control and adaptability can they maintain clear thinking and determination in the complex and changeable confrontation environment, make timely and correct judgments and decisions, and ensure that mission actions are fully implemented and military intentions are effectively achieved.

2.3. Have Stronger Charisma

With the continuous emancipation and improvement of the ideological understanding of officers and soldiers, the following and obedience of subordinates to the commander are more and more dependent on the "non-power factor" of the commander. Only when commanders gain the recognition and trust of their subordinates through their good personal qualities and personalities can they effectively inspire their subordinates and get their support, thereby enhancing the morale of the troops and effectively improving the combat effectiveness of the troops. [5]

The military academy is an important institution for training military commanders. The new requirements for the leadership of commanders in the new era are the driving force of leadership training of the military academy, as well as the goal and focus of leadership development of the military academy.

3. The Composition of Cadet Leadership

The training of cadet's leadership is mainly to develop the leadership skills of cadets. [6] These leadership skills can be roughly divided into two categories according to the different leaders: self-leadership skills and social leadership skills. [7] The former is reflected in the students' management and planning of themselves, including: know yourself, time management, mentality transfer, meta-learning and other skills; The latter is reflected in the students' adaptability and handling of external relationships, including: planning, motivation, authorization, communication and other skills. [8]
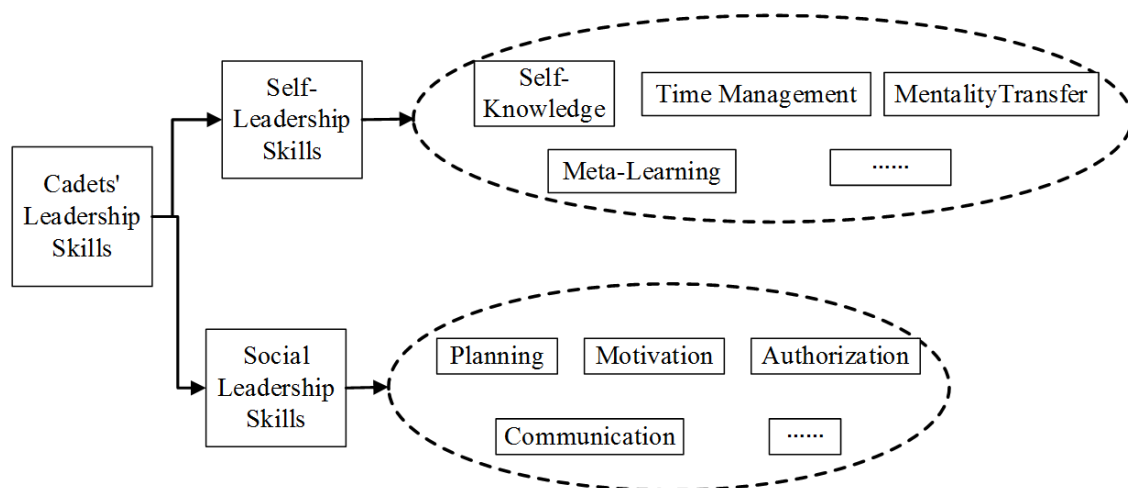

Figure 1. Composition of cadets' leadership skills.

3.1. Self-leadership Skills

3.1.1. Recognize Self-skills

Including "reflection on daily activities", "listening to others' evaluation", "social role positioning" and other self-cognition approaches, as well as "self-portrait", "Self-affirmation Declaration" [9], "Zhou Harry Window" [10], "DISC test" and other tools. These methods and tools can help military cadets to define their personality types, reflect on their behavior and habits, and recognize their personal strengths and weaknesses, so as to guide themselves to determine personal goals and constantly improve themselves.

3.1.2. Time Management Skills

Including "target planning list", "balance wheel", "28 principles", "priority of important things" and other time

management principles, as well as "Tomato work method", "GTD method", "four quadrants of time management" and other time planning methods. [11] Through the study of time management skills, military cadets can develop good time management habits, rationally manage and efficiently use time, and help cadets improve work efficiency.

3.1.3. Mindset Transfer Skills

Including "positive psychological motivation" [12], "positive goal" and other methods to establish a good state of attitude, as well as "shifting attention", "reasonable catharsis" and other techniques to improve the good attitude. These methods and skills can enable military cadets to develop a positive and optimistic attitude towards life and establish a strong psychological energy, thereby improving cadets' ability to adapt to the environment and self-regulation in the face of setbacks.

3.1.4. Meta-Learning Skills

Including "deliberate practice", "reflection", "teaching as learning" and other methods, and "take notes", "review" and other skills [13]. This kind of learning enables individuals to better understand their own learning situation and master the general and regular knowledge in the process of learning and thinking, thereby improving the thinking ability and thinking level of military cadets.

3.2. Social Leadership Skills

3.2.1. Planning Skills

Including "focus on core elements" [14], "doing detailed work well", "flexible planning principles," and other planning principles, as well as "target decomposition", " important-urgent four quadrants", "5W1H" plan elements list, "rolling planning method" and other planning tools, these methods and tools can help cadets develop good habits of planning and improve the quality of planning, and lay the foundation for the smooth implementation of leadership behaviors.

3.2.2. Motivational Skills

Including "fair", "public", "transparent" incentive principle, "incentive image", "participate in the management", "emotional incentive", "education and training", "target incentive", "must praise", "work-rich" and other incentives, grasp of the principles and means to cadets arouse the enthusiasm for officers and soldiers working in leadership positions in the future, Enhance the effectiveness of the organization.

3.2.3. Delegation Skills

Including "equal responsibility and power ", "authorization to have level", "appropriate assistance", "involved in authorization", "avoid inverse license" and "controlled authorization" authorization principle, and such as "development candidates", "tasks assignment", authorization method, cadets to authorize to learn and master the skills, It will help them save more time in the future leading process, promote officers and soldiers to participate in management and improve the quality of decision-making, and help to win the trust and support of officers and soldiers.

3.2.4. Communication Skills

Including "structured listening", "empathic listening", "effective interaction", "extemporaneous speaking", "universal opening" and other methods and skills, these communication skills can effectively improve the cadets' expression and communication skills.

The above leadership skills are trained according to the constituent elements of cadets' leadership, but the leadership skills developed in this model are not limited to the above eight types, also are constantly enriched and developed according to the cadets' training objectives.

Leadership is, in essence, a kind of influence, is the ability to influence and lead subordinates to complete the task, as in the absence of position power make a bunch of work for you, and work for you from the heart promising, and project management is based on micro power under the management of project implementation, endowed with the success or failure of the project responsibility at the same time.

4. Cadets Leadership Training Model Based on the Five-Step Project Management Method

The existing leadership training model of classroom theory teaching, case teaching and practice exercise has two deficiencies:

First, it lacks practicality. Students tend to take leadership courses as subject knowledge and seldom use them to guide management practice, resulting in a big disconnect between "knowledge" and "practice".

Second, it is lack of pertinence, both courses and backbone exercise, require students to the comprehensive study of knowledge and comprehensive practice of work, students' leadership experience in a "broad and shallow" degree, lack of focus and targeted, based on project management of the student leadership development model can well solve the above two deficiencies.

4.1. Project Management

4.1.1. Concept of Project Management

A project is a team that gathers a group of people with different interests and goals but unique professional skills to jointly accomplish an innovative and challenging goal according to the strategy of the enterprise or the direction of the top leader [15]. Such as equipment maintenance tasks, material and equipment financing, military training in local universities, and freshman queue training all belong to one project. In fact, many small activities can also be called "projects", such as organizing a class meeting, preparing for class, organizing daily physical training, and mobilizing for holidays. Project management refers to the process of implementing management in the process of project implementation. Project management is a combination of science and art. Project management needs to plan, organize, control, coordinate and motivate and other functions in the process of project completion.

4.1.2. Characteristics of Project Management

Compared with the traditional department management in the past, the biggest difference of project management is that it focuses on the comprehensiveness and efficiency of management. Project management is generally dynamic management of the project process, that is, there will be many uncertain factors in the project process. It is mainly manifested in the following aspects: (1) project management takes the project or the process being acted as the project as the management object; (2) The guiding ideology of the project management process is people-oriented and requires scientific, reasonable and systematic harmony; (3) The project management team has the characteristics of temporary and special; (4) Project management is carried out by means of management by objectives; (5) The key to successful project management is to establish and maintain a harmonious and favorable external environment to ensure the smooth progress of the project; (6) The methods, approaches and tools of project management are innovative and groundbreaking.

4.2. Project Management and Cadets Leadership

Project management can effectively improve cadets' leadership. First of all, project management is very beneficial to the improvement of cadets' awareness of leadership training. Put your ideas about a task or work into action, and make effective and systematic thinking and summary in the actual process of activities. In the process of project management, the focus is to solve the construction and management of the project team. There is a strong connection between project management and leadership awareness. Secondly, project management has obvious effect on the improvement of cadets' leadership ability. In the actual project management process, will inevitably to advance the project plan, coordinate the relationship between team members, clear tasks and responsibilities of team members at the same time also need to stimulate and encourage the team member's enthusiasm, make the interests of all parties can achieve maximum satisfaction, the very high demand for students' management ability, so project management is very useful for improving leadership. Thirdly, project management helps to improve students' interpersonal communication skills. [16] Cadets leadership skills in communication and interpersonal skills are basic skills, students in the process of implementing project management certainly need to rely on the concerted efforts of the team members can obtain good results, due to the great differences in personal goals, needs, preferences, personalities, qualities, values, and job responsibilities among team members, various contradictions and conflicts will inevitably arise in the process of mutual cooperation. In the process of mutual cooperation, there will inevitably be various contradictions and conflicts, so it is necessary to communicate effectively with team members, which can effectively improve cadets' interpersonal communication skills. Finally, the process of project management is beneficial to strengthen the executive ability of cadets. The project management process should not only have a perfect project planning, but also have a detailed plan to implement the plan, and to implement the plan in place. So execution is very important in the project management process. The core of the leadership training of military cadets is the sense of urgency that the cadets need to sometimes wait, and they need to have efficient time management capabilities. Strengthening the execution of cadets can effectively improve the leadership of cadets.

4.3. The leadership Training Model Based on the Five-Step Project Management Method

Taking the typical large-scale task scenario of cadets' freshman queue training as an example, this paper discusses cadets' leadership training model based on the five-step project management method.

4.3.1. Initiate a Project: Recognize the Goal and Reach a Consensus

Initiating a project is the starting point of project management, quantifying the expected results and delivering them to every member of the team to reach a consensus. Cohort training for freshmen is the basic and important work of the cadet team every year. It is the first step for freshmen to transform from high school students to military college students, is also a new students the way to make change for military, the first choice for cadet trainees as new training instructors to participate in military training should clarify the goals of this task (project), not only can be to impart the knowledge, theory and skills to his new students, At the same time, it is also an experience of combining knowledge and action for themselves. The general goal of the task should be divided into small goals and achievable SMART goals, and the new training class should be informed, and the goals should be unified into team goals so as to reach consensus.

4.3.2. Project Planning: Design a Clear Roadmap

In new cadets queue task clear goals still need according to different task characteristics and new cadets starting point and according to the higher level of tasks for the project develop project commitments, beginning to end for backward to the feasibility of the completion of the task planning scheme, with a Gantt chart, rolling plan and other plans of commonly used method to increase the flexibility of the project plan, so as to exercise the ability and quality of cadets to make goals and plans.

4.3.3. Project Execution: Bring out the Best in the Team

In the project execution process of organizing the training of new trainees, it is necessary to first establish an organization, train a new team, and clarify the responsibilities, personnel allocation and coordination of each position in the team, and the structure determines the function. The second is to bring team, project in the process of execution need better inspire students' enthusiasm for training, to communicate the conversation, involve others by continually sharing trust. The third is to coordination well, project management is a very challenging work, in the process of organization, new training tasks and other tasks of the team in time, resources, conflicts between personnel may exist, which requires students to improve the art of coordination. During the implementation of

the project, cadets' communication, motivation and empowerment abilities were improved.

4.3.4. Project Supervision and Control: Understand Project Progress and Deal with Risks and Changes

Monitoring is to track risks that have occurred…determining whether a risk response is working as expected or if a new response is needed, risk control may include better strategies, corrective actions, or re-planning the project [17]. Supervision and control can timely understand the progress of the project, the implementation of control work is to clarify the control standards, because the external environment is changing, supervision and control can effectively ensure that the project can be carried out in accordance with the original plan, or timely correction of deviation. Identify the possible risks in the project implementation process, make a risk list, and evaluate, plan and respond to the risks. Risk management ability is also an integral part of cadets' leadership ability, in the process of training new students queue organization analysis of possible risks, such as sprains, heat stroke, food poisoning, weather conditions, etc. Because in this era of high uncertainty, cadets any existing knowledge and skills will be affected by the uncertainty, do a good job in risk management, improve the ability to cope with change.

4.3.5. Ending Projects: Measure Success and Keep Improving

Signed the end of the project a complete set of processes, including signing final goals, disbanding teams, and filing materials a sign of official end project is generally a project acceptance meeting, evaluation and commendation meeting, more important is to get the experience and lessons in the process of project management to retain, this is the most valuable products in a project, it is the foundation of future success and the foundation of continuous improvement of the organization. In the task of organizing the new cadet queue training, with the end of the commendation conference, the training instructors need to reflect on what they have done well in this task, what else do I need to pay attention to? The establishment of task assessment list, reflection, review and improvement, which is also the embodiment of meta-learning skills in the leadership of military cadets, master the general and regular knowledge in the process of learning and thinking and training, to provide experience support for the next task.

5. Conclusion

On the basis of analyzing the problems and challenges faced by the current military cadet leadership training process, this paper proposes a military cadet leadership training model based on the five-step project management method. This training model enables cadets to systematically and pertinently cultivate leadership qualities such as goals and plans, communication, motivation, empowerment, reflection and summary through five project management links of project initiation, planning, execution, control and termination, effectively transforming the book knowledge into their own

management experience, so as to lay a solid foundation for the cadets' work after graduation.

References

[1] United States War Department. U.S. Army Leadership Manual [M]. Beijing: Peking University Press, 2015, p1.

[2] Visual Analysis of International Research Hotspots and Evolution of Leadership from the Perspective of Projects.

[3] DROUIN N, MULLER R, SANKARAN S. Balancingvertical and horizontal leadership in projects: empiri-cal studies from Australia, Canada, Norway and Swe-den [J]. Intemational Journal of Managing Projects inBusiness, 2018, 11 (4): 986-1006.

[4] PILKIENE M, ALONDERIENE R, CHMIELIAUSKASA, et al. The governance of horizontal leadership inprojects [J]. International Journal of Project Management, 2018, 36 (7): 913-924.

[5] KHOSRAVI P, REZVANI A, ASHKANASY N M. E-motional intelligence: a preventive strategy to manage destructive influence of conflict in large scale projects [J]. International Journal of Project Management, 2020, 38 (1): 36-46.

[6] ALI M, LI Z, KHAN S, et al. Linking humble leader-ship and project success: the moderating role of top management support with mediation of team-building [J]. International Journal of Managing Projects in Business, 2021, 14 (3): 545-562.

[7] GRAHAM P, NIKOLOVA N, SANKARAN S. Tension between leadership archetypes: systematic review to inform construction research and practice [J]. Journal of Management in Engineering, 2020, 36 (1): 03119002.

[8] Yang Hazy, Chen Wansi, Zhou Qingyu, et al. Leadership in the Chinese context Research Knowledge Graph and Evolution: Title Literature Count, 1949-2018 Quantity [J]. Nankai Business Review, 2019, 22 (4): 80-94.

[9] Adams, G. A., & Webster, J. R. (2022). Relating supervisor interpersonal emotion management- and task-oriented leadership to adaptive performance: A moderated-mediation model incorporating trust and gender. Equality, Diversity and Inclusion, 41 (4), 549-567.

[10] Yanchun ZOU, Huimin ZHANG, Xiao CHEN, et al; How to Manage Subordinates' Emotions? The Strategies and Influences of Leader Interpersonal Emotion Management. Human Resources Development of China [J], 2022, 39 (7).

[11] MULLER R, SANKARAN S, DROUIN N, et al. A theory framework for balancing vertical and horizontal leadership in projects [J]. International Journal of Project Management, 2018. 36 (1): 83-94.

[12] WAN J Y, LE Y, WANG G, et al. Carrot or stick? The impact of patemalistic leadership on the behavioral integration of top management teams in megaprojects [J]. International Journal of Managing Projects in Business, 2020, 13 (5): 937-960.

[13] Zhu Zhenhui. Research on Leadership Development Model of Military Cadets Based on Coaching Technology [D], Graduate School of National University of Defense Technology, 2017, p 42-43.

[14] BENTAHAR O, IKA L A. Matching the project man-ager's roles to project types: evidence from large dam projects in Africa [J]. IEEE Transactions on Engineering Management, 2020, 67 (3): 830-845.

[15] Xiao Yang. Project management under micro-power [M]. Publishing house of electronics industry, 2020, 12, p5-6.

[16] HIRSCH J E. Hα: an index to quantify an individual's scientific leadership [J]. Scientometrics, 2019, 118: 673-686.

[17] Cori. Corleone, James. Wood. Project management essence: project management book for non-professional project managers [M]. China youth press, 2016, 06, p162.

Biography

Tang Yan, Lecturer, Master degree, Management Science and Engineering.

Yang Chun-Hui, Associate professor, Doctoral degree, Master tutor, System engineering major.

Tang He, Postgraduate, Education major.