

## Leadership in International Taekwon-Do

*How does Taekwon-Do provide leadership qualities for youth? What do you do in your club to develop leadership, and what ideas do you have to further develop leadership in your club or International Taekwon-Do?*

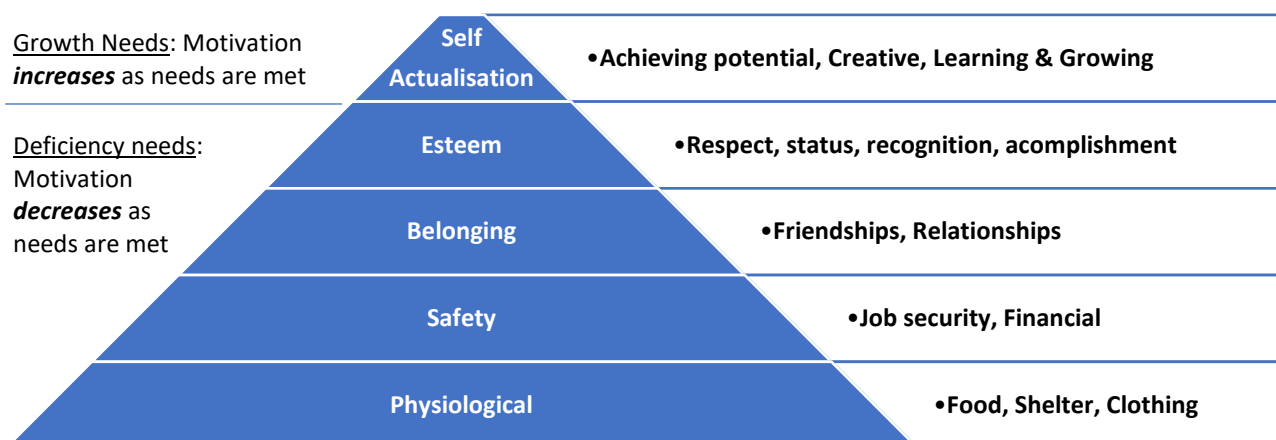
Leadership is an important topic. When implemented well in an organisation, it leads to engagement of individuals through alignment of individual goals and organisational goals, resulting in transformational change and achievement of strategic outcomes. This essay looks at a modern military leadership framework to investigate what leadership is and what leadership qualities an organisation should develop to achieve these outcomes. How Taekwon-Do provides opportunities for youth to develop leadership qualities is reviewed against the leadership framework, which looks at how using a more structured format could enhance understanding of these opportunities and the effectiveness of learning these qualities. Then there is a review of how this framework has been implemented at a Taekwon-Do club and the benefits the framework is providing in growing leadership qualities and future leaders in Taekwon-Do. Finally, we look at how the framework could be implemented further at a club and for wider Taekwon-Do.

### What is the purpose of leadership?

To understand what leadership qualities Taekwon-Do provides, first we need to ask: what is leadership? More importantly, what is the purpose of leadership, and why does it matter? According to Prentice (1961) leadership is defined as “the accomplishment of a goal through the direction of human assistants”, which can be rephrased into more modern language as “achieving goals through others”. This is an important distinction to understand, as often leadership is confused with things like popularity, power, presence, and knowledge or wisdom. This appears the case in many organisations where leaders are confused with individuals who hold senior positions in an organisation (power, knowledge), and great people who may also be managers or leaders (popularity, presence). While some leaders and managers have these qualities, none of these qualities are the true essence of leadership. The consequence of this misunderstanding is sometimes a charismatic individual who inspires others to contribute to an organisation, but this output is often not aligned to the organisation’s goals.

Prentice describes a successful leader as one who can understand people’s motivations and the relationship of their individual goals to the organisation’s goals. He says that for leaders to be successful, they must learn two basic lessons: people are complex, and people are different. Basic forms of leadership rely on a single source of motivation. In many organisations this often takes the forms of a positive incentive such as monetary rewards (the carrot), or a negative incentive such as maintaining job security (the stick). While this simple approach crudely aligns an individual’s goals to the organisation’s goals, it assumes that all people are the same and have simple needs and desires, resulting in significant organisational weaknesses and minimal motivation. At best, this simple approach delivers people who are not truly invested in the organisation’s goals and deliver outcomes that do not truly align to the organisation’s goals. At worst, it delivers people who feel both undervalued and obligated to contribute to the organisation, which results in conscious or unconscious disruption of the organisation’s goals.

Figure 1 Maslow's Hierarchy of Needs



Maslow (1943) understood that human motivational needs are complex and developed a theory where human needs are grouped together into a 5-tier model, known as Maslow’s Hierarchy of Needs (Figure 1). Evident in Maslow’s Hierarchy of Needs, people’s motivations are clearly complex with multiple sources of motivation. Maslow stated that generally the needs of a lower level need to be met before the needs of a higher level, but lower-level needs do not

need to be fully met before higher-level needs emerge. Additionally, there is a significant amount of diversity observed between different individuals' requirements for their needs to be satisfied at each level. This can be seen through individual decisions to choose between a high-paying but traditionally boring job and a creative but low-paying job. The individual who chooses the first job will have higher requirements to meet their safety needs, resulting in their higher needs not emerging yet. The individual who chooses the second job either has lower requirements for their safety needs, or they are already met from another source, and they need to achieve their self-actualisation needs.

Maslow further distinguished human needs into Growth Needs and Deficiency Needs, which differ in motivational characteristics. This difference is: motivation decreases as deficiency needs are met, while motivation increases as growth needs are met. Using this model, a good leader would be able to identify the growth needs of an individual and align these needs with the goals of the organisation to maximise motivation and outcomes. This is particularly pertinent for organisations where resources, particularly financial resources, are limited, and is an area that could be leveraged to maximise both the outcomes for the organisation as well as engagement and satisfaction for individuals.

**What are leadership qualities?**

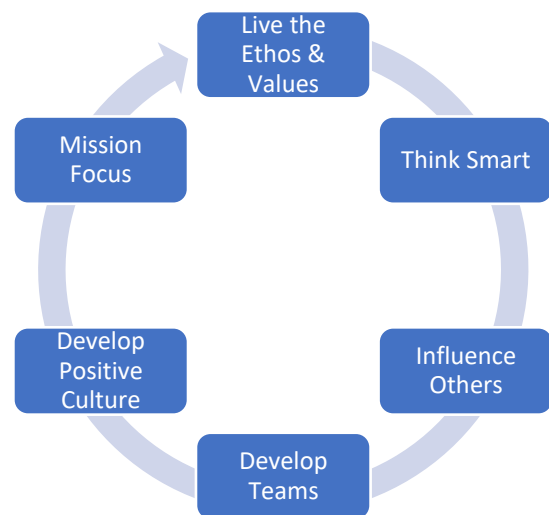
Ironically, Prentice says the basic image most people have of a leader is that of a military commander, because most civilians perceive military organisations as the purest example of using simple reward and punishment as motivating devices. This perception seems to be based on wartime or combat situations, where often the members of the military are not there voluntarily. However, modern military organisations strive to have a more modern leadership framework, as they understand the importance of intrinsic motivation and outcome focus that good leadership provides. The New Zealand Defence Force (NZDF) (2014) has introduced a modern leadership framework, The NZDF Leadership Framework (Figure 2), supported by the NZDF Leadership Development System.

The NZDF Framework articulates the leadership behaviours that are required for all members at all levels to be successful. The Leadership Framework is based on six core elements, which are further defined by 27 essential tasks that apply to leaders at all levels.

The Framework is founded on the NZDF Ethos and Values and is ultimately focused on the achievement of the mission. The NZDF believes that the decision to follow a leader is driven by one's sense that they will be led ethically. Others will forgive lapses of knowledge or skill long before they will forgive lapses of ethics and values.

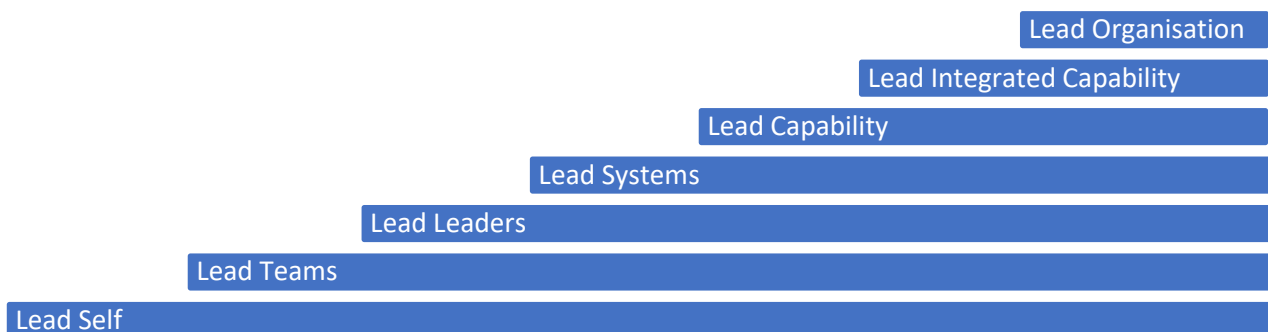
Because leaders at each leadership level contribute differently to the organisation, the behaviours that define each essential task change at each level, and the way leaders add value at each level also changes.

Figure 2 NZDF Leadership Framework



The NZDF Leadership Framework is layered into the seven NZDF Leadership Levels (Figure 3). When individuals move up in leadership levels, they have a new set of behaviours they need to demonstrate to lead optimally at their level of leadership. Each level is built on top of the lower levels, meaning that leaders at higher levels still need to demonstrate the behaviours of the lower levels.

Figure 3 NZDF Leadership Levels



The NZDF Leadership Framework is underpinned by the Leadership Domain Model (Hogan & Warrenfeltz, 2003) outlined in Table 1. For leaders to be effective, they must develop skills and demonstrate behaviours in all four domains.

Table 1 Leadership Domains

Intrapersonal	Interpersonal	Lead a Team	Technical Skills
Who you are, and how you behave.	How you relate and interact.	How you Lead / Build & Sustain a Team.	How you think and plan.
This domain collectively deals with self-awareness. Resilience, Self-Discipline, Integrity.	This domain is focused on influencing individuals. Open Communication, Build & Sustain Relationships, Develop Others	This domain is focused on influencing teams. Building Effective Teams, Achieves Results, Sets Standards.	This domain is focused on role specific knowledge. Technical Skills.
<p><b>Harder</b> <span style="margin-left: 150px;"><b>Ease of Development</b></span> <span style="float: right;"><b>Easier</b></span></p>			
An individual's integrity, self-discipline, personal performance standards and the ability to control emotions and behaviours. It includes: the ability to practice self-development, take responsibility for outcomes, and show initiative.	This concerns initiating, building and maintaining relationships with a variety of people. It includes: the ability to communicate effectively, influence others through one-on-one relationships, put oneself in the position of another person and perceive and anticipate others' expectations and incorporate this into behaviours.	This concerns building, sustaining, developing, and motivating teams and individuals towards a clear task, output or vision. It includes: the ability to set standards, developing and promoting a vision for the team, champion change, and lead an output or task with persistence.	This concerns role specific expert knowledge, management techniques and decision-making skills. It includes role specific competencies, often technical in nature. These skills are often not transferable, but in isolation are the easiest to develop, and the least dependant on the ability to deal productively with other people.
This domain is difficult to self-assess and requires feedback and self-reflection. Personal change within this domain is challenging but highly impactful.	This domain is difficult to self-assess and requires feedback and self-reflection. Personal change within this domain is challenging but highly impactful.	This domain is easier to self-assess and highly visible with the deliberate application of tools and processes supporting interaction.	This domain is easiest to self-assess and the ability to do so and mitigate any technical skill gaps for current roles is critical for competence in this domain.

Leaders in the NZDF have different ways of adding value to the organisation based on their leadership level, called value adds, as shown in Table 2. The higher an individual moves in leadership levels, the more the leaders value adds are aimed at strategic planning and outcomes and developing organisational culture, rather than detailed tasks. Any time a leader performs a detailed task at a level of leadership lower than theirs, it is a lost opportunity for someone else to develop. Therefore, to facilitate the development of others, tasks must be delegated to individuals at the appropriate leadership level. Additionally for the development of other people, leaders must also empower their subordinates to achieve the outcome of the task. Spreitzer (1995) says that empowering leaders share power with their subordinates, give them decision-making authority, and express confidence in their subordinate's ability to perform their jobs autonomously. In turn, individuals feel psychologically empowered if they perceive meaning, competence, autonomy, and impact in their work. Seibert et al. (2011) have shown that when people feel empowered, it is associated with stronger job performance, job satisfaction, and commitment to the organization.

Empowerment includes four leader behaviours: highlighting the significance of employee work, allowing employee participation in decision-making, emphasizing employee strengths, and removing bureaucratic constraints (Ahearne et al., 2005, Kirkman & Rosen, 1999, Leach et al. 2003). Burke (1986) notes that to empower others is to affect their personal interests and that the skill of empowerment must be learned. He also theorises that the effectiveness of empowering others depends on whether they are a leader or a manager. Zaleznik (1977) and Burns (1978) both say that leaders and managers differ in fundamental ways, where a manager provides transactional leadership and leaders provide transformational leadership. Managers (transactional) enjoy relating with people and attain satisfaction of their needs from these activities, view motivation as transactional, and are often seen as Traditional Leaders. Leaders (transformational) are inspirational, innovative, risk takers and visionaries who initiate change, and are often seen as Servant Leaders.

According to Greenleaf (1977), Traditional Leaders see leadership as a rank to obtain, use power and control to drive performance, measure success through output (not outcomes), speak, and believe it's about them. Servant Leaders see leadership as an opportunity to serve others, share power and control to drive engagement, measure success through growth and development, listen, and understand it's not about them. Servant leadership expresses that a true leader

is one who helps their team become successful and remembers leadership is not about the leader, but that it's all about the people you serve.

Table 2 NZDF Leadership Domain Value Adds by Leadership Level

Leadership Level	Intrapersonal	Interpersonal	Lead a Team	Technical Skills
<b>Lead Self</b>	Acts in accordance with intent	Makes well informed judgements & decisions	Supports Others	Pursues mastery of technical skills
<b>Lead Teams</b>	Sets the Tone	Coaches & Develops Others	Aligns team with organisations objective	Gets things done through others
<b>Lead Leaders</b>	Widens scope for Lead Systems thinking	Coaches & Develops Others	Connects teams to the organisation	Achieve goals through subordinate leaders
<b>Lead Systems</b>	Work the System	Grows Leaders	Explains the Why as well as the What	Runs an entire System
<b>Lead Capability</b>	Culture Guardians	Provide unvarnished feedback upwards	Turn Strategy into Action	Think System, Act Local
<b>Lead Integrated Capability</b>	Promotes Strategic Collaboration	Develops Leaders	Implements Strategic collaboration	Promotes Excellence
<b>Lead Organisation</b>	Facilitates leadership excellence / owns culture	Creates the strategic Agenda	Facilitates Strategic collaboration	Creates Organisational Systems

### How does Taekwon-Do provide leadership qualities for youth?

Since 1981 the United Nations defines youth as the age cohort of 15-24 years, while recognising that the meaning of youth varies in different societies around the world. Taekwon-Do provides opportunities for youth to develop leadership skills at various points during their Taekwon-Do journey. When all members begin their training journey, they are provided the opportunity to develop leadership behaviours that align to the NZDF Lead-Self level of leadership. As they progress through to a senior coloured-belt level, they are provided the opportunity to develop leadership behaviours at the Lead-Teams level of leadership. When they progress to the assistant instructor level of the black belt, they can be provided the opportunity to develop leadership behaviours at the Lead-Leaders level of leadership.

The leadership behaviours from the Lead-Self level of leadership include pursuing proficiency in the technical skills of Taekwon-Do, acting in accordance with the Society's and their instructor's intent, making good decisions, and supporting others. Members are provided with the instruction to become skilled in every aspect of Taekwon-Do at their level and encouraged to be proactive and to dedicate time and effort to their own development. They are taught about moral culture and the tenets of Taekwon-Do (Choi, 1999) and how to behave and act in accordance with the expectations of the Society and their instructor, e.g., by being ready for each activity on time and participating in classes and events. They are empowered to make good decisions about their training and take self-responsibility for being up to date with their progress towards their next event, such as a grading or competition. They can support others in the society by building good relationships with others in their classes and working towards the common goals of the individuals and the Society.

The leadership behaviours from the Lead-Teams leadership level include setting the tone, coaching and developing others, aligning teams to the Society's objectives, and getting things done through others. The Tenets of Taekwon-Do, moral culture and the rules of conduct (International Taekwon-Do Foundation of New Zealand Inc, 2018) provide the basis for the expected personal behaviours of members, and senior coloured-belts are expected to both exemplify these behaviours and to set a good example for the other members. They begin the journey towards becoming an assistant instructor, during which they will begin to be empowered to coach and develop others and hold members accountable for their training and results. They are also beginning to take responsibility for the behaviours of the members they are working with and provide feedback to align their individual behaviours with the behaviours expected by the society, such as the tenet and etiquette expectations and participation in events. They begin to learn about getting things done through others, by leading their members in activities such as setting up and packing away equipment.

The leadership behaviours from the Lead-Leaders level of leadership include widening their scope for Lead-Systems thinking, continuing to Coach & Develops Others, connecting their teams to the Society, and achieving goals through subordinate leaders. Black belts have experience in performing many tasks in isolation, and now is the time for them to learn about the impact multiple areas that are affected when making decisions, and to develop awareness of the systems and key-people influencing decisions. They will continue to coach and develop others, but this takes on a higher-level form in that they set and encourage high standards, and the domain of their expertise increases from only technical instruction. They will become more involved with the wider society outside their own club and build

connections between the wider society and the members of their own club. They will get things done through the senior coloured-belts through effective delegation and co-ordinate the work of several teams to achieve agreed outcomes. They ensure there is a positive and supportive culture where leaders can make mistakes in order to learn from them.

### What do you do in your club to develop leadership?

To develop leadership at International Taekwon-Do Riccarton (the club), the principles and processes of the NZDF Leadership Framework have been modified to suit the needs of the club and implemented. The club structure is shown in Appendix A where all members in the club including participation members (students) are lined up with a particular leadership level. The leadership level is aligned to either their position within the club structure or based on their rank for participation members. The Riccarton Competency Framework is shown at Appendix B which details the behaviours expected from each member at their relevant leadership level. The introduction of this framework provides the framework that underpins one of the four strategic priorities (International Taekwon-Do Riccarton, 2021), and the strategic plan itself provides the outcomes the club members have agreed to, providing overarching leadership direction for members and leaders at all levels to act in accordance with the club's intent. The strategy plan priority of developing inspirational leaders is divided into three groups: instructors, officials, and committee/administrators.

Ideally, Prentice says, managerial dominions should be small enough that every supervisor can know those who report to them as human beings. Specific roles have been created, with defined job descriptions and outcomes, linked to the club strategy plan and the competency framework. All the roles involve achieving outcomes through others, even if they don't have a direct report. This provides leadership opportunities for more members, provides them with clear expectations of their role and empowers them to achieve their outcomes. This also maximises the opportunities for members to develop with tasks delegated down to the lowest appropriate level. Roles at higher leadership levels are also exposed to the behaviours at higher levels through undertaking performance reviews of instructors and other personnel who hold a club position.

To maximise the opportunities for leadership development in the club for instructors, as well as to keep the groups small enough to be manageable in a club environment, we allocate students to an instructor at an appropriate level. The desired group size is approximately ten members. Instructors are empowered to be responsible for the development of their assigned members, and this provides all instructors, particularly assistant instructors, leadership experience at the Lead-Teams level. Instructors also attend kids gradings, pre-gradings and gup gradings where they will take notes on all members. Following the grading/pre-grading all instructors collaboratively review the performance, and instructors compile feedback to pass on to their assigned members. Following this, they work with them by empowering them to develop a plan to continue developing their skills, using the lead-self behaviours and framework. This will further reinforce the lead-self behaviours for both members and instructors.

To provide leadership develop for officials, the club holds the Riccarton Round Robin tournament series. These tournaments are designed to provide opportunities for members to develop their Taekwon-Do skills, instructors to developing coaching skills, administrators to develop organisational skills, and officials to gain officiating experience. Members from many clubs in ITFNZ Taekwon-Do South Island Inc (the Region) attend these tournaments to gain official experience, and during these tournaments members are provided with the opportunity to gain experience in different areas of officiating. Officials with more experience or who hold higher qualifications are empowered to mentor more junior officials who may be gaining on-the-job experience and training. This gives the junior official opportunities to develop leadership at the lead-self level, and the more experienced official opportunities to develop at the Lead-Teams level. Once officials have gained experience at these levels, they can move on to Jury roles to fully round out Lead-Teams. We recently provided the opportunity for a senior official to be the head umpire/tournament arbiter and gain experience at the lead-leaders level.

Developing administrators follows a similar format to developing instructors, where they are in a specific role with a job description to deliver outcomes from the club strategic plan. Performance reviews of the roles are carried out and are used to identify areas for further development at the current or the next leadership level. The committee positions are set at the higher leadership levels of Lead-Organisation and Lead-Integrated-Capability. Currently the primary responsibility for the committee level leadership is the development and setting of the club strategic plan and overseeing the development of leaders. Leaders at all levels also gain and provide feedback upwards and downwards, both formally in performance reviews and informally following classes or events.

### What ideas do you have to further develop leadership in your club or the organisation?

To further develop leadership at the club we are planning on delivering leadership training workshops appropriate to the leadership levels of members. These workshops would be based on the NZDF Leadership Development System

(NZDF LDS) and the syllabus for each level of leadership. Some of the topics from the NZDF LDS have been delivered to leaders at the club during strategic planning workshops, as well as to the Instructors and Assistants of the South Island Region, during the South Island Instructors Conference in 2020. The delivery of these topics included areas from leadership Development System, namely the Above & Below the Line Model (Dethmer et al., 2014), Growth Mindset (Dweck, 2006), Pros and Cons of Confront and Conflict Resolution styles (Whetten & Cameron, 1995). Some of the topics planned to be covered in the future for the club are Lead-Self role in team development (Katzenbach & Smith, 2006), the Rocket Model (Curphy & Hogan, 2012), Role Vested Authority versus Personally Earned Authority and Building Trust (Adams et al., 2004). The topics delivered were well received by the members of the club and by the Instructors in the Region. These topics set the tone for productive and collaborative workshops for the club to develop the latest strategic plan, and for the Region to develop and agree on priorities for the Region agreed by all instructors.

The Society could look to introduce a Leadership Framework based on the NZDF Leadership Framework and deliver workshops based on the NZDF Leadership Development System. This would provide a more formal method for growing leaders and creating a shared leadership culture that is based on the Tenets of Taekwon-Do and aimed at achieving our strategic outcomes. By delegating tasks and activities to the lowest appropriate level, we would empower people in the society to be leaders at their level, and become our future leaders, creating a stronger succession plan. While this may feel like a loss of authority at higher levels, it would in fact free up our personnel in more senior leadership positions to focus on creating a leadership culture and promoting excellence at all levels. They would also facilitate and implement strategic collaboration and create and maintain systems, which are areas that with more contribution could make a significant difference to the Society. The empowered leaders at all levels will be able to understand the motivations of the people in their sphere and help align them with the strategic outcomes of the organisation, leading to increased outcomes for individuals and the Society. Anecdotal evidence indicates that changes resulting in higher engagement for individuals has a significant positive impact on the retention of adult members, black belts, instructors, and volunteers/administrators who are motivated to achieve the Society's strategic outcomes.

### Summary

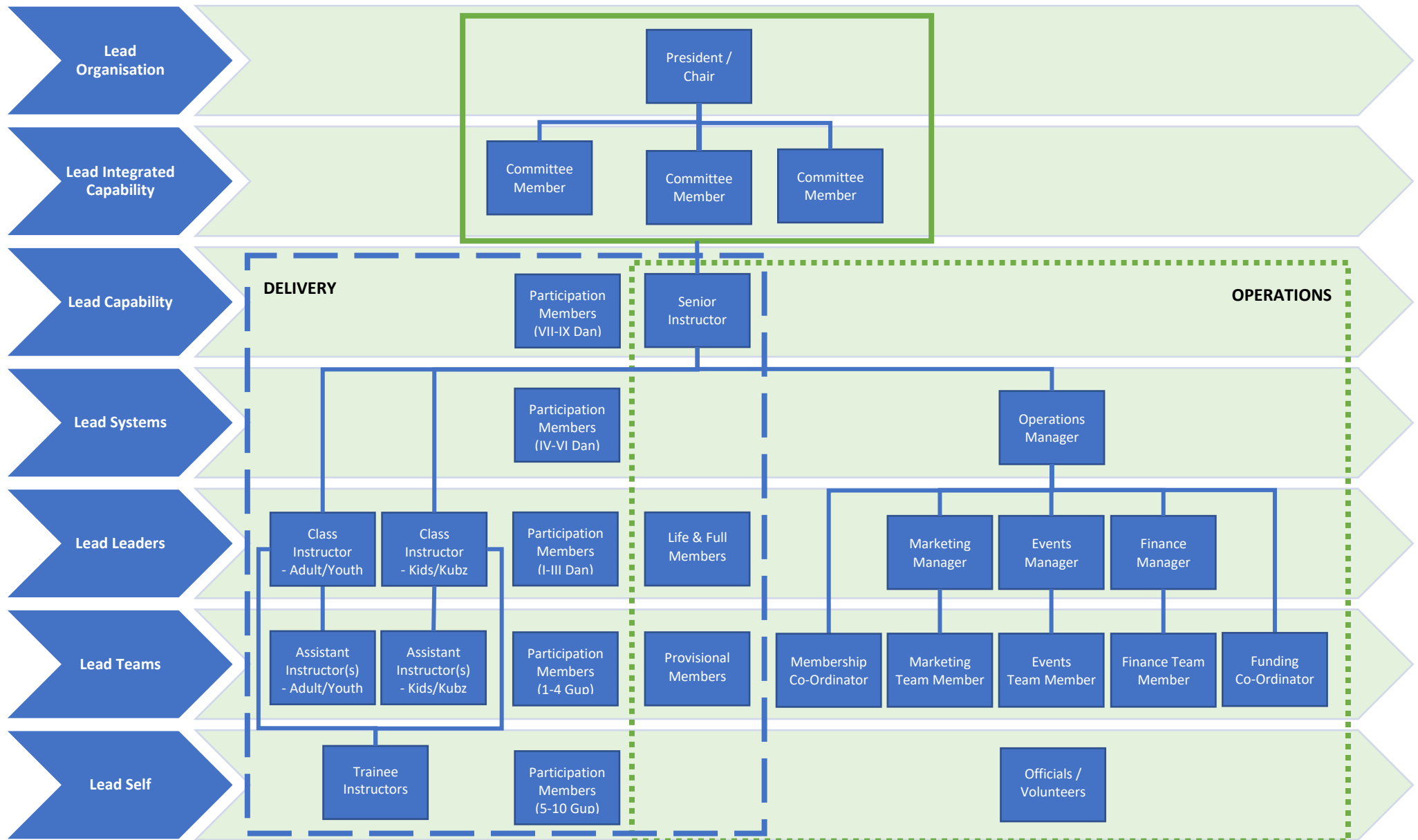
The main role of leaders in an organisation is to understand the motivations and goals of the individuals in the organisation and align these with the organisational goals. To be effective in understanding motivations, leaders need to understand that individuals' needs are complex and are different from each other, and therefore using a single or few methods of motivation is not particularly effective for motivation. Based on the idea that leadership is about aligning individual and organisation goals, introducing a leadership framework that provides a comprehensive framework of leadership qualities for development is desirable. Research has shown that Servant Leadership qualities are more effective at empowering and aligning subordinate's goals with organisation's goals. Developing servant leadership qualities could be an import aspect in growing and engaging future leaders at all levels. Empowered individuals will have increased development and engagement resulting in higher retention which strengthens organisational succession planning. Reviewing how the leadership opportunities Taekwon-Do provides for youth can be aligned to a leadership framework showed the potential for strengthening the learning of leadership qualities for members and providing a stronger leadership culture which will set higher standards. Reviewing the early stages of the implementation of the framework at a club level and how this could benefit the wider Society also indicates that the introduction of a leadership framework would provide significant value in personal development and engagement by aligning individual goals to the Society's goals, leading to better outcomes for both individuals and the Society.



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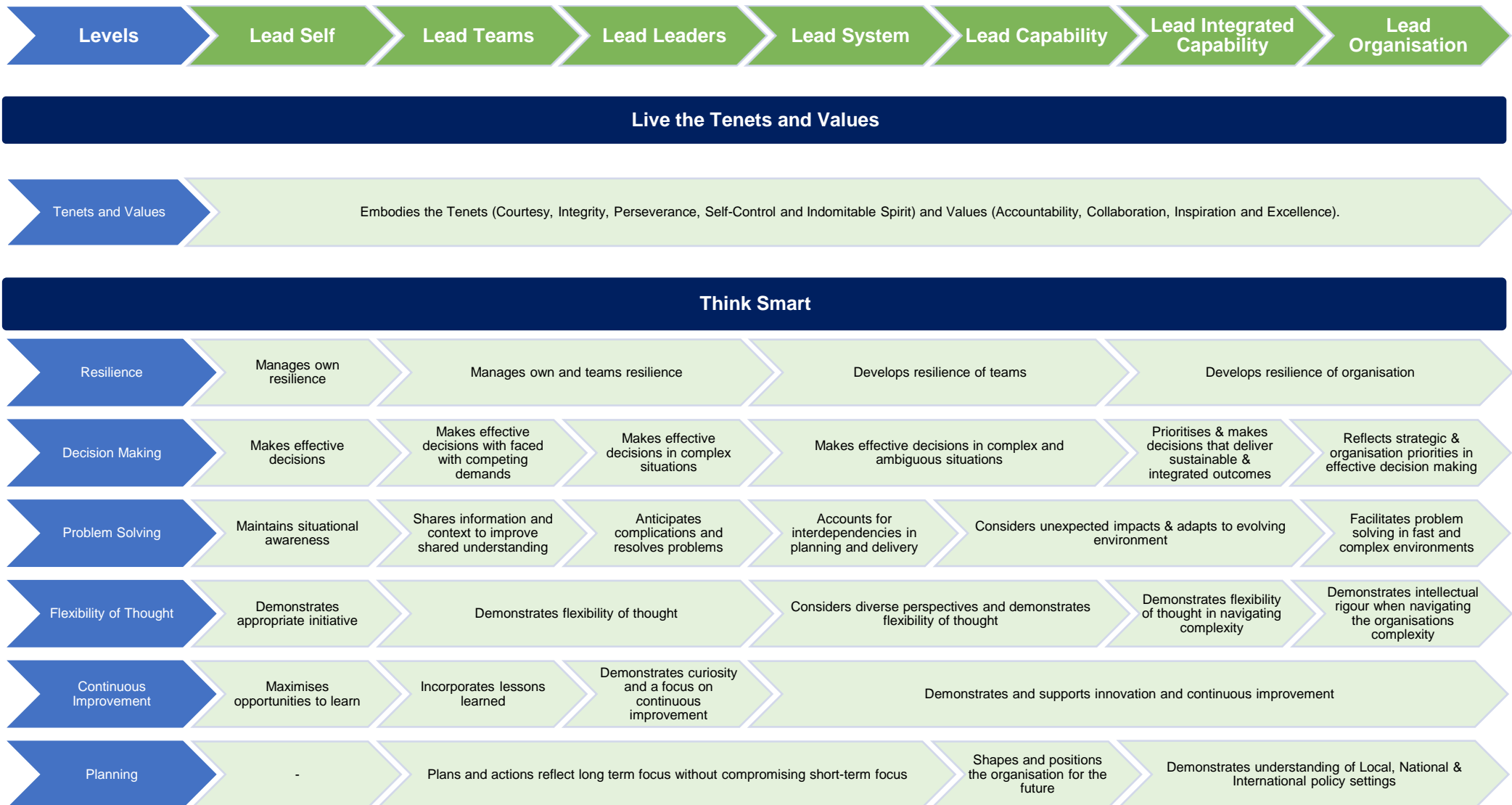
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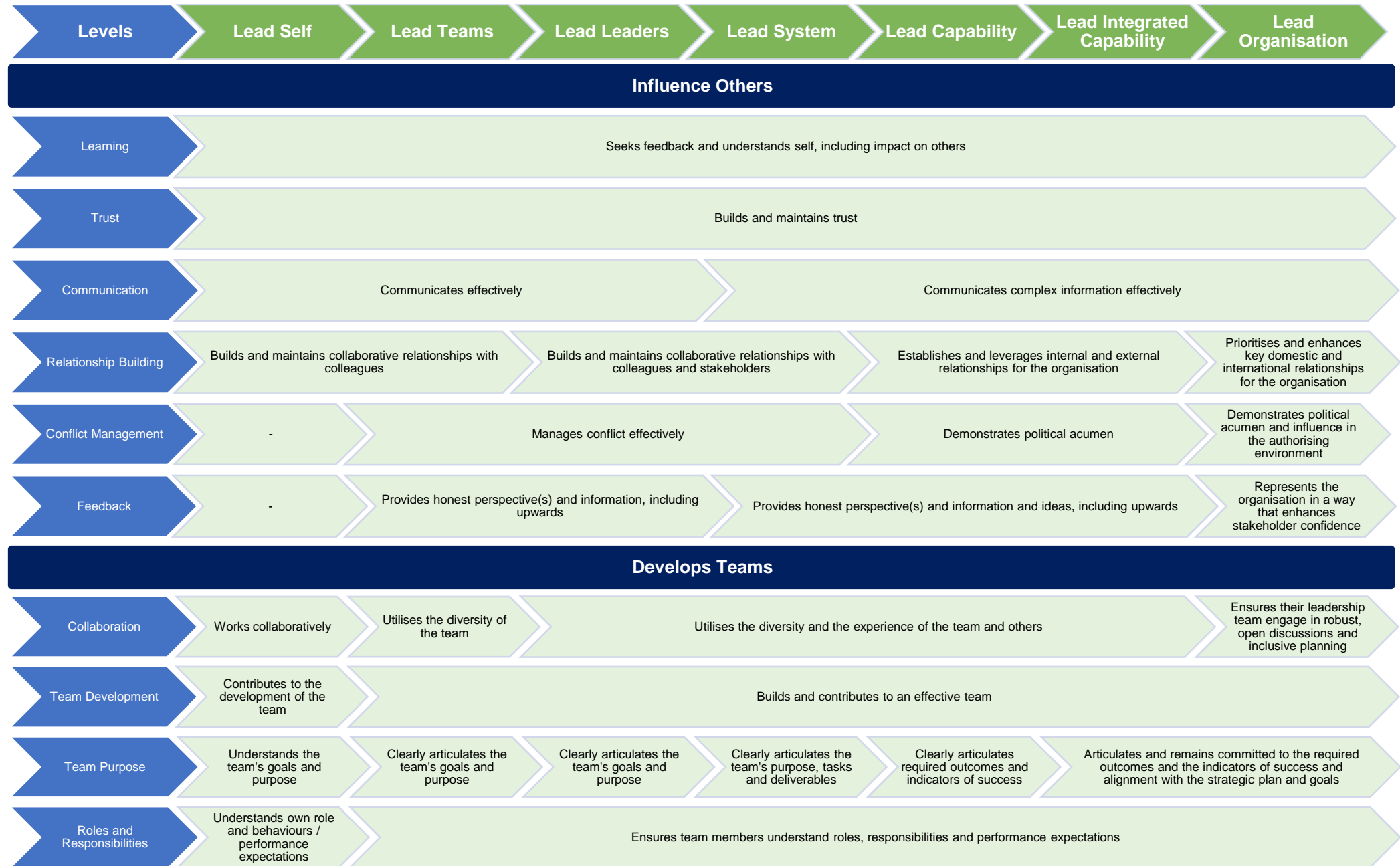
### Appendix A: Riccarton Leadership Framework & Structure





## Appendix B: Riccarton Leadership Competency Framework







**Develop Positive Culture**

