# Evinced military leadership capabilities based on ethics

*Capacidades de liderazgo militar evidenciadas con relación a la ética*

**Abstract:** Leadership is a phenomenon in the Social Sciences that is currently widely studied. Military leadership in the Brazilian Army is structured based on Military Ethics, which guides the attitudes and behaviors of military leaders. Competence, in turn, is related to the transformation of cognitive, psychomotor, and affective resources into behaviors that generate results. In this context, this study aimed to analyze which competencies or capabilities are evidenced in theories addressing the phenomenon of leadership. To this end, a literature review was conducted, based on seventeen approaches to leadership, in addition to the concepts of their competencies and military ethics. The research identified which leadership competencies stand out most in the theories examined, with emphasis on the area of interpersonal affective competence and relationship skills, and highlighted the influence of emotional intelligence, indicating that military leaders can become more effective by developing such capabilities.

**Keywords:** Military Leadership, Military Ethics, Leadership Skills, Emotional Intelligence, Literature Review.

**Resumen:** El liderazgo es un fenómeno de las Ciencias Sociales que se ha estudiado ampliamente en la actualidad. El liderazgo militar en el Ejército Brasileño está estructurado sobre la base de la ética militar, que guía las actitudes y comportamientos de los líderes militares. Por otro lado, la competencia está relacionada con la transformación de recursos, el orden cognitivo, psicomotor y afectivo en conductas para generar resultados. En este contexto, este estudio tuvo como objetivo analizar qué competencias o capacidades se evidencian en las teorías que estudian el fenómeno del liderazgo. Para ello, se realizó una revisión bibliográfica basada en diecisiete enfoques de liderazgo, además de los conceptos de sus competencias y ética militar. Esta investigación reveló qué competencias de liderazgo destacan más en las teorías estudiadas, con foco en el área de la competencia afectiva interpersonal, en las habilidades de relación, y señaló la influencia de la inteligencia emocional, lo que indica que el líder militar puede ser más efectivo en el desarrollo de estas capacidades.

**Palabras clave:** Liderazgo Militar, Ética Militar, Competencias de Liderazgo, Inteligencia Emocional, Revisión Bibliográfica.

**José Rodolfo Barbosa Anelli** ⓘ
Exército Brasileiro. Escola de Comando e Estado Maior do Exército.
Rio de Janeiro, RJ, Brazil.
anelli.rodolfo@eb.mil.br

**Éber Leandro Finamor Emiliano** ⓘ
Exército Brasileiro. Escola de Comando e Estado Maior do Exército.
Rio de Janeiro, RJ, Brazil.
ebercavalaria@gmail.com

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## 1 INTRODUCTION

Research has widely studied the phenomenon of leadership since the beginning of the last century. For example, the American journal The Leadership Quarterly published more than 360 articles from 2009 to 2015[1]. This "phenomenon" manifests itself in several areas, including business and the military. However, as leadership belongs to the social sciences, the nature of this process lacks consensus due to societal changes, despite so many studies. In this context, "leadership" within the Brazilian Army (BA) lacks doctrinal follow-up as per *Manual de Liderança Militar* (Military Leadership Manual):

> To establish a theoretical basis for the study and discussion of the phenomenon of military leadership, enabling its **constant doctrinal updating** in accordance with the BA's interests as discoveries emerge (Brasil, 2011, p. 1-1, emphasis added, our translation).

A definition of leadership deems it as the

> art of positively influencing and motivating the performance of people and teams using personal power, relationship skills, and the management of one's and the group's emotions, which must be obtained in a healthy work environment and with a certain regularity (Teixeira, 2022, p. 105, our translation).

Another perspective finds that "leadership is based on ethics, morals, and the character of those who exert influence on people and groups to achieve a certain goal" (Pinto; Nogueira; Souza, 2021, p. 13, our translation).

In this context, the study of theories on the various facets "of this perspective" holds value since it can more deeply evaluate the phenomenon. Competency-related leadership approaches also aid the practical understanding of the subject by providing knowledge of how to effectively exercise military leadership.

The C20-10 BA manual shows that the various theories postulated from the 20th century onward gave rise to four schools of thought that differ from each other depending on the "weight" they attribute to the variable that most influences the phenomenon (Brasil, 2011, p. 2-2). These schools are:

1. the leader-centered school, which centers in leaders' characteristics;

2. the subordinate-centered school, which focuses on subordinates;

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1   This multidisciplinary journal, a leader in the theme of interest of this study, has regularly published issues for 25 years. Based on its impact factor (a function of the number of citations of its articles), The Leadership Quarterly constitutes the main reference for scientific production on leadership amidst the journals dedicated to it (Turano; Cavazotte, 2022).

3.  the situation-centered school, which emphasizes context as a leadership-associated determinant; and

4.  the integrating school, which admits the relevance of the three factors above and adds to them the interaction between leaders and their subordinates (the Brazilian Armed Forces follow this school).

These four schools try to answer the unknowns of the causes of this phenomenon, such as: would leaders endure a greater burden that would justify the outcome of the leadership? Could subordinates' impact in this process be changed? Could anything be done to prevent a negative outcome (depending on the situation)?

These and other questions are neither mathematical, exact, nor easy to answer. However, we find propositions about leadership skills that can be improved or developed to greatly improve the probability of an overall successful leadership.

In view of this problem, this study aims to bridge the terms related to leadership, its competencies, and military ethics to illuminate them and answer the following problem: **Which competencies most positively impact the results of leaders in the exercise of their leadership?**

To answer this, this study **analyzed the main leadership theories that emerged in the last century, relating them to the BA leadership competencies to find which stand out and can optimize military leaders' results** according to a theoretical foundation and an adequate depth of investigation.

## 2  METHODOLOGY

This is an **applied, explanatory, bibliographic, and qualitative-quantitative** research; applied because, being included in the list of themes the BA demands, leaders can use such results to improve their performance by focusing on the development of the most relevant leadership capabilities (Mendonça, 2024, slide 25); explanatory because this research aimed to find the most probable causes of success of the phenomenon (Sampieri; Collado; Lucio, 2014); bibliographic by its use of published material, such as BA manuals, theses, journals, and publications; qualitative due to its analysis of the chosen theories to find the most important competencies; and quantitative since tallying the capacity occurrence frequency in the chosen theories enabled more objective inferences on the subject.

An **inductive and statistical method** was used in this research; inductive due to its use of scientifically verified information (Prodanov; Freitas, 2013) from prestigious research, such as the leadership approaches from renowned authors of literature—and then moving toward more comprehensive plans since by "starting from particular sufficiently verified data, a general or universal truth not contained in the examined parts is inferred" (Lakatos; Marconi, 2017, p. 86, our translation)—and statistical because observing the frequency of the occurrences of leadership competencies in the studied theories considerably reinforced the obtained conclusions (Prodanov; Freitas, 2013).

## 2.1 Data collection and limits

This study first conducted **bibliographic research** focusing on the Regulations and Manuals of the Brazilian Armed Forces—especially the BA *C20-10 Liderança Militar* (Military Leadership)—thus forming the necessary foundation for research with credible material and scientific rigor.

The search for theses, dissertations, and other studies on the theme of this research began after an initial categorization of the retrieved sources.

A **limitation of this study** refers to the wide research on the subject, making it difficult to select a corpus. Thus, the 17 leadership theories (which emerged from the beginning of the last century to the present day) in Souza, Pessôa, and Pires (2021) were taken as a basis. From then on, studies that showed other angles of the same theory were researched in a complementary way.

In the **search for information** stage, we sought to locate "useful information by reading" the pre-selected corpus (Andrade, 2010, p. 46). Information and knowledge were collected regarding the following terms: "military leadership," "military ethics," "leadership competencies," and "leadership approaches."

Finally, the obtained collection was documented by **notes and files**, which were used to write this research.

## 2.2 Research strategy and data processing

To achieve its objective, relevant approaches to the chosen phenomenon were selected to find which competencies stood out the most. The results were tabulated and their frequency counted, enabling objective analyses.

The theoretical-conceptual framework in this study, section 3, provided the necessary basis for this research. The concepts of military leadership and ethics and leadership competencies were studied.

Then, the subject was developed by describing and analyzing 17 leadership theories to find the competencies their authors considered most important for the studied phenomenon.

In the subsequent section, the data are analyzed as follows:

1.  First, this study identified which school of thought each leadership approach predominantly inserted itself.

2.  Then, the capabilities of each theory were highlighted and described (Chart 3), which made it possible to tally the occurrence of each leadership competency (Chart 4).

3.  Absolute percentages were used with these frequencies, which enabled inferences about the phenomenon, fulfilling the general objective of this research and answering its guiding problem.

## 3  THEORETICAL FRAMEWORK AND DEVELOPMENT

### 3.1 Military leadership and ethics

The definition of military leadership shows that it arises over time due to the relationship between leaders and their subordinates:

> **Military leadership** consists of a process of interpersonal influence of military leaders over their followers insofar as it implies the establishment of affective bonds between individuals to favor the achievement of the objectives of the military organization in a situation (Brasil, 2011, p. 3-3, emphasis added, our translation).

Such leadership is based on three fundamental pillars: 1) knowledge (professional proficiency); 2) being (moral sense and personality); and 3) doing (appropriate attitude).

Military ethics, in turn, described in "Estatuto dos Militares" (Military Statute) as 19 precepts, indicates an unblemished moral and professional conduct imposed by a sense of duty, military punctiliousness, and the decorum of the class. The importance of the issue for the armed forces stems from the extent the violation of its precepts will be even more serious the higher the hierarchical level of those who commit it, pointing to the type of coherent behavior that is required from BA leaders (Brasil, 1980).

The manual "*O Exército Brasileiro*" (the Brazilian Army manual) indicates that respect for ethics and the practice of military virtues and moral precepts are part of the duties that must be preserved so that the BA can be prepared for future operations the Homeland requests from them (Brasil, 2014). Note the close connection between ethics and military leadership in BA:

> **Military leaders** must have an upright conscience and must work to preserve the moral values that are inherent to their profession. **They shall neither indulge in immorality** or in **voluntary and conscious violations of consecrated moral principles** nor can they be amoral, that is, a person who has lost their moral sense and become incapable of discerning between good and evil (Brasil, 2011, p.4-2, emphasis added, our translation).

This study infers the relevant relationship of these concepts since military leaders' behavior must follow the moral precepts of military ethics so they can adequately exercise their leadership.

### 3.2 Leadership competencies

Competencies consist of transforming resources into behaviors, which, in turn, produce practical results (Brasil, 2011). Leaders' competencies fall into the **cognitive**, **psychomotor**, **personal affective,** and **interpersonal affective** areas, which, in turn, include several facets (Chart 1).

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Cognitive and psychomotor resources are fundamental to the military. They stem from studies, experimentation, information, self-evaluation, and experience. On the other hand, affective resources are closely linked to internalized beliefs and values and to current emotional intelligence. Individuals may perform well in one aspect and poorly in the other (Brasil, 2011).

Chart 1 lists the 31 competencies of military leaders, divided into four resource-generating, five cognitive, two psychomotor[2], 17 personal, and seven interpersonal affective areas:

**Chart 1 – Competencies of military leaders**

| Competency Areas | Competency Subareas | Military Leaders' Competencies |
|---|---|---|
| Cognitive (5) | Proficiencies (2) | 1 – Technical proficiency<br>2 – Tactical proficiency |
| | Knowledge of human beings (3) | 3 – Self-knowledge<br>4 – Knowledge and understanding of human nature<br>5 – Knowledge of subordinates |
| Psychomotor (2) | Physical Fitness (2) | 6 – Good health<br>7 – Athletic fitness |
| Personal Affective (17) | Related to Values (5) | 8 – Coherence<br>9 – Courage<br>10 – Dedication<br>11 – Impartiality<br>12 – Liability |
| | Related to Individual Skills (12) | 13 – Adaptability 14 – Self-confidence<br>15 – Creativity 16 – Decision<br>17 – Dynamism 18 – Emotional Balance<br>19 – Flexibility 20 – Initiative<br>21 – Objectivity 22 – Organization<br>23 – Persistence 24 – Endurance |
| Interpersonal Affective (7) | Related to Relationship Skills (7) | 25 – Communicability 26 – Camaraderie<br>27 – Cooperation 28 – Guidance<br>29 – Empathy 30 – Persuasion<br>31 – Tact |

**Source**: Prepared by the authors.

Note that, for the BA, good character and Military Ethics stand above leadership competencies, i.e., Brazilian military leaders have no use for the skills above if they ignore the values that are cherished by their institution.

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2   C20-10 joins the physical fitness subareas "good health" and "athletic fitness" into a single competency. The authors of this study thought it would be appropriate to divide them into two competencies since developing and maintaining such aspects require specific actions from leaders due to their characteristics and importance.

### 3.3 Emotional intelligence

This section also describes the approach to **emotional intelligence** in Chapter 5 of the C20-10 BA manual. In the 1980s, psychologist Howard Gardner proposed the **theory of multiple intelligences**, indicating that human beings have a set of capacities, each of which develops itself independently of the others (Brasil, 2011, p. 5-8).

Peter Salovery and Daniel Goleman proposed the **theory of emotional intelligence**, focusing on two capabilities Gardner had proposed: interpersonal intelligence and intrapersonal intelligence. These four emotional intelligence skills are related to leadership competencies (Brasil, 2011):

1. knowledge of one's emotions – self-knowledge;

2. ability to control these emotions – emotional balance;

3. acknowledgment of emotions in others or groups – empathy; and

4. management of relationships with people or groups – tact.

In other words, if leaders develop these four leadership competencies, **they will also acquire emotional intelligence** and vice versa.

### 3.4 Leadership approaches

The study of leadership approaches, which is mainly related to competencies, is crucial to enhance military leaders' capabilities as it can provide valuable tools for more effective activities. Thus, Chart 2 will analyze the 17 leadership approaches in Souza, Pessôa, and Pires (2021):

**Chart 2 – Leadership approaches**

| | | | |
|---|---|---|---|
| 1 | Great man theory | 10 | Transactional leadership |
| 2 | Trait theory | 11 | Transformational leadership |
| 3 | Skills theory | 12 | Shared leadership |
| 4 | Behavioral theory | 13 | Authentic leadership |
| 5 | Contingency theory | 14 | Entrepreneurial leadership |
| 6 | Implicit leadership theory | 15 | Situational leadership |
| 7 | Leader-member exchange theory | 16 | Toxic leadership |
| 8 | Servant leadership | 17 | Positive leadership |
| 9 | Charismatic leadership | | |

**Source**: Prepared by the authors.

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### 3.4.1 Great man theory

This theory, a proposition attributed to Scottish historian and writer Thomas Carlyle from around 1840, configures one of the oldest approaches to leadership. The theory states that **leadership is innate** and that people are born with intrinsic qualities that facilitate this ability. The theory ignores three conditions: 1) women (since leaders were primarily men in the 19th century); 2) environmental or situational factors; and 3) the cultural or social circumstances that contributed to individuals becoming leaders (Souza; Pessôa; Pires, 2021).

### 3.4.2 Trait theory

This theory states that leaders have **inherent and innate characteristics** that distinguish them from others, such as intelligence, self-confidence, and integrity, naturally leading them to the exercise of leadership. Stogdill conducted studies that found eight traits that would distinguish leaders from non-leaders: intelligence, attention to others' needs, discernment, initiative, responsibility, persistence when dealing with problems, self-confidence, and sociability (Souza; Pessôa; Pires, 2021).

### 3.4.3 Theory of skills or competencies

This theory changes the focus from innate leadership characteristics **to leader's skills or competencies**, which must be trained. Another interesting point of this theory is that skills and leadership style can be developed. Moreover, the theory also considers the possibility of leaders having "natural" or innate traits that contribute to their leadership (Souza; Pessôa; Pires; 2021).

### 3.4.4 Behavioral theory

This thesis focuses on **how leaders behave**, presuming that other leaders can copy these characteristics and suggesting that leaders—rather than being born successful—can be created based on behavior that can be learned (Andrade, 2023).

As with the skills theory, leadership learns and trains the necessary characteristics for good performance, in which task-oriented behavior helps subordinates achieve goals and relationship-oriented behavior facilitates subordinates' relationships among themselves, peers, and the overall context (Souza; Pessôa; Pires, 2021).

### 3.4.5 Contingency theory

This theory focuses on another aspect of leadership: **the situation**. The environment, tasks, and subordinates' characteristics can determine the success of leaders, who must behave appropriately in the context, adapting their leadership style if necessary.

So subordinates develop beliefs aimed at achieving goals, leaders must identify subordinates' needs, indicating what subordinates must do toward a participatory leadership so the institution can achieve its organizational goals (Souza; Pessôa; Pires, 2021).

### 3.4.6 Implicit leadership theory

This structure or cognitive scheme specifies characteristics or behavior subordinates expect from leaders. Such cognitive schemas are stored in memory and activated when individuals interact with leaders (Teoria implícita..., 2022). This changes the focus of leadership: instead of accentuating leaders' traits or competencies, the theory stresses **subordinates' perception** of their leaders and the cognitive process involved in their evaluation (Souza; Pessôa; Pires, 2021).

In other words, interpersonal affective skills are very relevant, so this interaction favorably connects leaders and their subordinates.

### 3.4.7 Leader-member exchange theory

This concept **prioritizes the relationship between leaders and subordinates**, focusing on relationships and interactions, especially positive interactions (with an emphasis on quality) to obtain greater satisfaction and more trust and increase organizational performance. These interactions influence members' motivation and commitment. Also, perspective taking and role development benefit the relationship between leaders and members (Time Mindsight, [*s. d.*]).

This theory postulates two interaction types: 1) formal, defined in subordinates' contracts and 2) negotiated, with more responsibilities. Leaders must stimulate such "voluntary" relationships, benefiting the organization (Souza; Pessôa; Pires, 2021).

### 3.4.8 Servant leadership

This theory places the needs of others before that of leaders, especially those of members. Servant leaders work first as servants, actively listening, recognizing others' perspectives, supporting members to achieve their personal and professional goals, and involving them in decisions whenever possible (FM2S Educação e Consultoria, 2024).

The theory focuses on organizational goals based on the opposite element of the theories above: **subordinates**. Workers' well-being must feature in leaders' interest, who must earn the former's trust a dependable attitude, supporting their subordinates toward common purposes (Souza; Pessôa; Pires, 2021).

### 3.4.9 Charismatic leadership

This theory focuses on leaders. It highlights **leaders' influence on subordinates** by the self-confidence, domain, and conviction of their beliefs, configuring a model to be followed who shares subordinates' ideals. Leaders' characteristics and this alignment promote a strong identification between such actors (Souza; Pessôa; Pires, 2021).

Conger and Kanungo (1998 *apud* Souza; Pessôa; Pires, 2021) observe that charismatic leaders have vision, take risks, mind subordinates' needs, and adopt innovative solutions to benefit the team.

### 3.4.10 Transactional leadership

As with the leader-member exchange theory, this theory postulates **exchanges between leaders and their subordinates**. However, leaders focus on the task in this theory. It states the use of incentives for motivation and that subordinates know the expected performance standard and its rewards. On the other hand, punishments may occur, if necessary. Energetic and unyielding leaders only change their behavior when goals are unmet or due to deviations from rules. These exchanges do not to mean affective connections between parties, instead they are related to mutual interests (Souza; Pessôa; Pires, 2021).

### 3.4.11 Transformational leadership

As its name implies, **leaders transform** their organization and society. As honest and honorable people, they inspire their subordinates to change their attitude and behaviors. Unlike charismatic leadership, in which leaders influence subordinates who then follow them, transformational leaders change their followers, who begin to commit to company objectives. Such leadership focuses on acquiring subordinates' commitment rather than on leaders' power of influence (Souza; Pessôa; Pires, 2021).

### 3.4.12 Shared (or distributed) leadership

This type of leadership refers to a **collective team effort**. The situation may require specific skills, traits, and behavior from leaders. If the context changes and leaders fail to meet needs, the team may request the change of leadership to another member. This theory suggests that the greater the experience and knowledge of leaders, the more numerous the situations in which they will effectively lead their team (Souza; Pessôa; Pires, 2021).

### 3.4.13 Authentic leadership

The theory suggests that **subordinates and organizations recognize** leaders, which characterizes the authenticity of their leadership. The relationship between leaders and

subordinates is essential as it can promote positive emotions based on leaders' characteristics, who act honestly, transparently, and reliably. The will of the subordinates defines the authentic leadership of their team, which has the recognition of the psychological connections in this leader-subordinate relationship as a source of leadership (Souza; Pessôa; Pires, 2021).

### 3.4.14 Entrepreneurial leadership

This theory focuses on the **relationship between leaders and subordinates**. Entrepreneurial leaders know that the success of the organization and the achievement of objectives depend on subordinates, who thus have direct contact with them, participate in the work with their team, and encourage and provide opportunities for the development of an entrepreneurial profile in their subordinates (Souza; Pessôa; Pires, 2021).

### 3.4.15 Situational leadership

As the name suggests, this theory **focus on the situation**. Leaders' effectiveness depends on the adaptation of their leadership style according to the environment. Thus, leaders must have flexible behavior, guide their subordinates, and emotionally support them toward the success of a task (Souza; Pessôa; Pires, 2021).

Leaders must evaluate their subordinates in their tasks and change the degree of support and guidance due to context, motivation, and commitment, if necessary, (Ghazzawi; Shoughari; Osta, 2017 *apud* Souza; Pessôa; Pires, 2021).

### 3.4.16 Toxic leadership

This theory realistically shows that leaders fail to always act with integrity or seek the success or well-being of their team. It **focuses on leaders' behavior** that should be avoided as it contaminates the work environment, quickly or gradually inducing mistrust, fear, uncertainty, employability, or threats (Bostock, 2010 *apud* Souza; Pessôa; Pires, 2021).

This type of leadership has three elements: 1) lack of interest in subordinates' welfare; 2) personality or interpersonal relationships that negatively influence the organizational climate; and 3) selfish attitudes (Reed, 2004 *apud* Souza; Pessôa; Pires, 2021).

### 3.4.17 Positive leadership

This approach began with the positive psychology movement, which emphasized psychological investigation and the study of strength and virtue. Focusing on **leaders' behavior**, it indicates that it they should create positive moods in subordinates by direct personal interactions via simple actions (such as acknowledgments, encouragement, and praise) to create a favourable positive context that contributes to the achievement of goals (Souza; Pessôa; Pires, 2021).

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The theory proposes a positive behavior from leaders to overcome the harshness of the world and its challenges, adversities, negativities. The goal of the environment leaders create refers to positive deviations from norms in the sense of developing their subordinates' voluntary initiatives toward organizational goals (Souza; Pessôa; Pires, 2021).

This type of leadership has three basic principles: 1) Focus on people's strengths and abilities; 2) emphasis in the results and in facilitating above-average performance; and 3) actions that focus on human beings' essential virtues (Souza; Pessôa; Pires, 2021).

## 4  DATA ANALYSIS

To analyze the relationship between the studied theories and leadership competencies, this section will evaluate in which school of thought each theory predominantly fits and find if any competency in Chart 2 occurs more prominently in a certain approach.

The following theories belong to the "**leader-centered school**": 1) great man; 2) traits; 3) skills; 4) behavioral; and 5) toxic since the first and second theories consider leadership competencies as innate; the next two describe the "new" concept of the possibility of developing leadership; and the last one indicates "failures" in leadership due to leaders' behavioral and personality characteristics.

The following competencies prominently occur in these theories:

1.  **great man theory** – innate skills;

2.  **trait theory** – empathy (perceive needs), responsibility, self-confidence, initiative, persistence, and tact (in interpersonal relationships);

3.  **skills theories** – Despite no limitation to the development of any leadership competency, learning presupposes that cognitive competencies (self-knowledge) are of importance as one can obtain other by them;

4.  **behavioral theory** – the same as the previous one, especially self- and human knowledge and understanding; and

5.  **toxic leadership** – the absence of value-related competencies such as coherence stands out in this approach (as this generates behavior that contaminates the work environment), as does its lack of relationship skills, such as empathy and tact.

The following approaches belong to the "**subordinate-centered school**": 1) implicit; 2) servant; 3) transformational; and 4) authentic leadership.

This stems from their focus on subordinates' perception of their leaders in the first theory; the emphasis in subordinates and their well-being in the second one; the stress on commitment from subordinates to their organization in the third one; and subordinates' "spontaneous" recognition of their leaders in the fourth one.

The following competencies stand out in these theses:

1. **implicit leadership** – cognitive skills (human knowledge and understanding) since leaders make attributions about their subordinates' skills and competencies;

2. **servant leadership** – empathy (by paying attention to workers' well-being, listening, and offering them support); coherence (as leaders' attitude inspires confidence in their subordinates), and emotional balance (since distrust or insecurity increases in subordinates regarding their leader's attitudes when the latter face pressure, problems, or failures and act without controlling their emotions);

3. **transformational leadership** – inspiration stems from leaders' honest and honorable attitudes, evincing coherence (frankness, sincerity, and integrity) as a competency; and

4. **authentic leadership** – as the previous one, honest, transparent, and reliable leadership promotes positive emotions in subordinates, emphasizing the coherence and emotional balance competencies.

The following theories belong to the "**situation-centered school**": 1) contingency and 2) situational leadership. This stems from the focus toward the situation in the contingency theory, i.e., leaders' ability to change their leadership style to perform better, and the stress on leaders' guidance in situational leadership.

The following competencies stand out the most in these approaches:

1. **Contingency theory** – empathy (by supporting subordinates, paying attention to their needs, consulting them, and giving importance to their opinions); guidance, communicability, and persuasion, by making goals clear and knowing how to convey them;

2. **Situational leadership** – guidance and communicability (when directing subordinates) and empathy (by providing adequate emotional support to subordinates, favoring the fulfillment of the mission).

The following theories belong to the "**integrating school**": 1) leader-member exchange theory; 2) charismatic; 3) transactional; 4) shared; 5) entrepreneurial; and 6) positive leaderships. This stems from their emphasis on relationships and interactions between leaders and subordinates:

in the first one by developing mature leadership relationships; in the second by the influence leaders exert; in the third by exchanges with gains and rewards; in the fourth by teams' collective efforts; in the fifth by the direct contact and participation of leaders in tasks; and in the last one by leaders' personal interactions and the creation of a favorable work environment.

The following competencies stand out in these theories:

1. **Leader-member exchange theory** – expanded and negotiated liabilities: communicability and tact;

2. **Charismatic leadership** – these leaders show technical and tactical proficiency (domain); courage (willingness to take risks); self-confidence, decision (conviction), creativity (adopting innovative solutions outside of what is expected); empathy (sensitive to the needs of their subordinates), and tact;

3. **transactional leadership** – impartiality (rewarding the achievement of the recommended goals and punishing if deemed necessary);

4. **shared leadership** – Technical and tactical proficiency (since experience and knowledge enable leaders to be effective in different contexts) and tact;

5. **Entrepreneurial leadership** – cooperation (by participating in the work), guidance (by providing opportunities for subordinates to develop the work) and tact; and

6. **Positive leadership** – good health and athletic fitness (by taking care of themselves), knowledge and understanding of human nature and knowledge of subordinates (by understanding human imperfections and focusing on people's strengths), emotional balance, guidance (by encouraging subordinates' leadership in their area of operation), empathy, and tact (direct personal interactions).

Chart 3 summarizes the relation between the schools of thought, their theories, and leadership competencies as it was possible to obtain the capacities that most often emerge in such studies.

**Chart 3 – Relation between schools, theories, and leadership competencies**

| Schools | Theories | Area – Competency (*frequency of occurrences*)[3] |
|---|---|---|
| **Leader-centered**<br>Focus on the leader | Great man | Innate |
| | Traits | **Personal affective** – self-confidence (1), responsibility (1), initiative (1), persistence (1)<br>**Interpersonal affective** – empathy (1), tact (1) |
| | Skills | **Cognitive**– Self-knowledge (1) |
| | Behavioral | **Cognitive**– self-knowledge (2), human knowledge and understanding (1) |
| | Toxic<br>(***no data***) | **Personal affective** – coherence (1)<br>**Interpersonal affective** – empathy (2), tact (2) |
| **Subordinate-centered**<br>Focus on subordinates | Implicit leadership | **Cognitive**– human knowledge and understanding (2) |
| | Servant | **Personal affective** – coherence (2), emotional balance (1)<br>**Interpersonal affective** – empathy (3) |
| | Transformational | **Personal affective** – coherence (3) |
| | Authentic | **Personal affective** – coherence (4), emotional balance (2). |
| **Situation-Centered**<br>Focus on Context | Contingency | **Interpersonal affective** – empathy (4), guidance (1), communicability (1), persuasion (1) |
| | Situational | **Interpersonal affective** – guidance (2), Communicability (1), Empathy (5) |
| **Integrating**<br>Focus on Relationships | Leader-member exchange theory | **Interpersonal affective** – communicability (3), tact (3) |
| | Charismatic | **Cognitive**– technical proficiency (1), tactical proficiency (1)<br>**Personal affective** – self-confidence (2), courage (1), decision (1), creativity (1)<br>**Interpersonal affective** – empathy (6), touch (4) |
| | Transactional | **Personal affective** – impartiality (1) |
| | Shared | **Cognitive**– technical proficiency (2), tactical proficiency (2) |
| | Entrepreneurial | **Interpersonal affective** – cooperation (1st), guidance (3rd), tact (5th) |
| | Positive | **Cognitive**– human knowledge and understanding (3), knowledge of subordinates (1)<br>**Psychomotor**– good health (1), physical fitness (1)<br>**Personal affective** – emotional balance (3)<br>**Interpersonal affective** – guidance (4), empathy (7), tact (6) |

**Source**: Prepared by the authors.

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3   The numerals next to the highlighted competencies (third column) refer to the frequency of their occurrences in the studied theories (second column), as described in the Chart. For example, "empathy" appeared seven times in the theories, the last of which in the positive theory. Such data will support the analysis in Chart 4.

Based on Chart 3, the incidence distribution of **competencies** by their areas and subareas in the analyzed leadership theories comprise the results of this study.

**Chart 4 – Most highlighted leadership skills**

| Areas | Subareas | Military leaders' competencies (*Number of occurrences in Table 3*) | Partial (%) | Total (%) |
|---|---|---|---|---|
| **Interpersonal affective** (44%) | Related to *relationship* skills | **Empathy (7)**<br>Tact (6)<br>Guidance (4)<br>Communicability (3)<br>Cooperation (1)<br>Persuasion (1) | **14%**<br>12%<br>8%<br>6%<br>2%<br>2% | **44%** |
| **Personal affective** (30%) | Related to individual skills | **Emotional Balance (3)**<br>Self-Confidence (2)<br>Creativity (1)<br>Decision (1)<br>Initiative (1)<br>Persistence (1) | **6%**<br>4%<br>2%<br>2%<br>1%<br>1% | **16%** |
|  | Value-related | **Coherence (4)**<br>Courage (1)<br>Impartiality (1)<br>Responsibility (1) | **8%**<br>2%<br>2%<br>2% | **14%** |
| **Cognitive** (20%) | Knowledge of human beings | **Human knowledge and understanding (3)**<br>Self-knowledge (2)<br>Knowledge of subordinates (1) | **6%**<br>4%<br>2% | **12%** |
|  | Proficiencies | **Technical Proficiency (2)**<br>Tactical Proficiency (2) | **4%**<br>4% | **8%** |
| **Psychomotor** (4%) | Physical fitness | **Good Health (1)**<br>**Athletic Preparation (1)** | **2%**<br>**2%** | **4%** |

**Source**: Prepared by the authors.

The third column in Chart 4, "Military leaders' competencies," contains those that stood out the most in the studied theories (analyzed at the beginning of this section), followed by the number of times they appeared in the theories (in parentheses. Data in Chart 3).

Thus, this study could tally the frequency of occurrences of each competency (considering 100% of occurrences the sum of all frequencies), shown in the fourth column ("Partial") of Chart 4. This study found the relative weight of the highlighted competencies.

Finally, the last column contains a sum of the partial frequencies and the total value of leadership competency subareas. Thus, adding the subarea values obtained the total percentage of each area of competency:

a. Interpersonal affective: 44%;

b. personal affective: 30%;

c. cognitive: 20%; and

d. psychomotor: 4%.

This distribution of competency occurrence frequency in the studied theories shows the following objective data:

1. The **interpersonal affective** competency area stood out the most **(44% frequency)**. Its most common competency refers to **empathy** (relationship skill subarea) (14% of all occurrences), followed by tact (12%), guidance (8%), communicability (6%), cooperation (2%), and persuasion (2%). This suggests that this configures the area of competency of greater relevance to the desired leadership effect, especially empathy and tact, which refer to an **intuitive perception toward individuals and the ability to engage them in relationships without emotionally hurting them**.

2. The **personal affective** area of competency comprised **30% of occurrences**—the most repeated competency in the individual skills subarea, followed by **emotional balance** (6%), self-confidence (4%), creativity (2%), decision (2%), initiative (1%), and persistence (1%). The subarea related to values showed the following distribution: **coherence** (8%), courage (2%), impartiality (2%), and responsibility (2%). This evinces the great importance of this area of competency for the success in the studied phenomenon, especially coherence and emotional balance, which refer to **behavior that is appropriate to one's own ideas and points of view in any situation** (Brasil, 2011) and **the ability to control one's own reactions**.
Considering the analyzed theories, the **affective area**, integrating the interpersonal and personal affective areas, totaled 74% of the most impacting competencies in leadership, especially empathy, coherence, and emotional balance.

3. The **cognitive** area of competency comprised **4% of occurrences**—the most robust competency in the subarea knowledge of human beings or **knowledge and understanding of human nature** (6%), followed by self-knowledge (2%) and knowledge of subordinates (2%). In the proficiencies subarea, both listed competencies (technical and tactical proficiency) comprised 4% of occurrences. This evinces the relative importance of such an area of competency toward **recognizing the feelings of oneself and those of subordinates and perceive needs and expectations** (Brasil, 2011), configuring an effective condition to **evaluate, guide, motivate, inspire, and generate courage to lead subordinates** toward institutional goals.

4. The **psychomotor** area of competency comprised **4% of occurrences**. Its physical fitness subarea—divided into good health and physical fitness, each comprising 2% occurrences—refers to leaders who take care of themselves and pay attention to their body and mind. This fails to necessarily indicate the irrelevance of this competency area since the context of analysis of the phenomenon may indicate a greater need for these capabilities, especially in the military or in a situation of real employment of a command unit.

It is important to emphasize that the result of this research may indicate the relevance of emotional intelligence for leadership because summing the fundamental skills of this competency evinced its **34% influence on leadership skills** via self-knowledge (2%), emotional balance (6%), empathy (14%), and tact (12%).

## 5 FINAL CONSIDERATIONS

Leadership has aroused the interest of the academic world more intensely since the last century. The BA deems that military leadership is to follow the **integrated thought school**, which understands that leadership can emerge from the characteristics of leaders, subordinates, and situations or even from the interaction between leaders and subordinates.

The skills or abilities leaders must have or acquire are related to the conversion of cognitive, psychomotor, and affective resources into behaviors that produce practical outcomes. In the BA, leadership support must stem from military ethics, without which leadership skills become unusable for it since it refuses to negotiate values.

Thus, in view of the importance of the theme and the unknowns regarding the origin of the phenomenon, this study proposed to answer the following problem: **Which competencies most positively impact the results of leaders in their exercise of leadership?**

To answer this question, this study **analyzed the main leadership theories that emerged in the last century onward, relating them to the BA leadership competencies to find which stand out and can optimize military leaders' results**. The literature review in this research studied 17 relevant approaches to leadership to find which leadership competencies stand out and which can provide valuable tools to form competent leaders.

Thus, this analysis first consisted in finding which school of thought predominantly fell into each leadership approach. Then, it evaluated which leadership capabilities stood out the most; finally, it tabulated and registered the frequency of occurrence of each leadership competency, enabling comparisons with the total result and the derivation of objective data to interpret the phenomenon.

In short, the analysis of the competencies most highlighted in the leadership theories studied shows that **empathy, tact, guidance, coherence, communicability, emotional balance,** and **knowledge and understanding of human nature** constitute the seven leadership competencies that can most positively impact leaders' results in the exercise of leadership, respectively.

The **interpersonal affective** competency stood out the most (44% of events) and empathy (14%), belonging to the subarea related to relationship skills, emerged most often, followed by tact (12%), guidance (8%), and communicability (6%). This suggests that this is the area of competency of greater relevance to the desired leadership effect, indicating the relevance of **individuals' intuitive perception (empathy), of relationships that avoid emotionally hurting them (tact), and of the ability to guide and communicate**.

Next, the **personal affective** area of competency (30% of occurrences)—**coherence** (8%) from the value-related sub-area and **emotional balance** (6%) from the sub-area related to individual skills—showed the greatest repercussion. This evinces the great importance of this area of competency for successful leadership, pointing to the value of **behavior that is appropriate to one's own ideas and points of view in any situation** (coherence) and **the ability to control one's own reactions (emotional balance)**.

Note that the affective area (including both subareas) totaled 74% of the evinced competencies, leading to the inference that these areas are more likely to positively impact the results of military leadership.

Moreover, the competencies related to the fundamental skills of **emotional intelligence**—self-knowledge, emotional balance, empathy, and tact—comprised 34% of occurrences in the theories, indicating the relevance of the theme to the studied phenomenon.

The **cognitive** area of competency comprised **4% of occurrences**, having as its most robust competency in the knowledge of human beings sub-area the **knowledge and understanding of human nature** (6% of occurrences), indicating its relative importance regarding the capacity of leaders to **recognize their own feelings and those of their subordinates and perceive their needs and expectations** to **evaluate, guide, motivate, inspire, and generate courage to lead subordinates** toward the institutional objective.

This research disregards neither the scarcely evinced leadership competencies in the studied theories nor the **psychomotor** area of competency **(4% of recurrences)** since each ability has its value and can contribute to the phenomenon of interest in several situations. However, the repeated emergence of a competency may indicate **a greater concern from leaders toward having such a competency** given its probable contribution toward a better transformation of resources, producing practical results.

Thus, the results of this study may indicate to military leaders that developing and applying resources based on the seven most important competencies in the studied leadership

approaches—empathy, tact, guidance, coherence, communicability, emotional balance, and knowledge and understanding of human nature—would **more likely positively impact** their exercise of leadership

Note that this study has failed to exhaust its theme as a more detailed analysis of the chosen theories and qualitative and quantitative field research could further develop it.

Finally, the armed forces are to evaluate the relevance of offering more tools to its members to effectively develop leadership and emotional intelligence in the pursuit of their careers whether by workshops, scientific research, adaptation of military school curricula either by specific courses or programs for this purpose—as those in the American Army, such as the Athena Project (Masaracchia; Saine; Fallesen, 2021). Also, military leaders are to use their self-knowledge and seek to improve or develop their leadership capacities to contribute to the institutional mission of the Brazilian Army.

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