

# Leader Development Improvement Guide (LDIG)

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Leader 360 / MSAF program is operated by the Center for Army Leadership, Fort Leavenworth, Kansas. Log onto MSAF at <https://msaf.army.mil> . For further information contact 913.758.3216 or 913.758.3160.



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# Introduction

This *Leader Development Improvement Guide (LDI Guide)* provides Army leaders at all levels with ideas and activities for professional growth, development, and continuous learning that can be incorporated into an Individual Leadership Development Plan (ILDP) or used informally when a leader wants to improve in a particular area. Leaders at all levels can use this guide to jump start their ideas for self development.

The *LDI Guide* is especially useful following participation in one of the Multi-Source Assessment and Feedback (MSAF) programs. The MSAF programs enhance individual development by providing leaders with personalized and confidential feedback from traditional and nontraditional sources - superiors, peers and subordinates. The feedback increases self-awareness by identifying gaps in perception and by providing specific information regarding a leader's strengths and developmental needs. The MSAF program consists of three sub-programs. The Leader 360 (LDR360), a self-initiated Leader event (formerly MSAF360), Unit 360, a commander directed organizational event and Commander 360 (CDR360), a rater initiated event for CSL commanders. The feedback from all three programs address leader core competencies from ADP/ADRP 6-22, *Army Leadership*. The MSAF program is under the organization and direction of the Center for Army Leadership (CAL), U.S. Army Combined Arms Center (CAC), Fort Leavenworth, KS. CAL is the action agent for leader development, leadership research, leadership doctrine, and leadership common core development for professional military education (PME) systems to sustain excellence in the Army's core competency of growing leaders.

## Background

The *LDI Guide* helps you design customized developmental activities tailored to your particular needs as a leader. You may also choose developmental activities from other sources. The developmental activities you select from the *LDI Guide* (or create on your own) should be linked to your strengths and developmental needs identified through an MSAF assessment. Also consider other sources of insight including formal evaluations, direct feedback from individuals at work, and self-reflection.

The *LDI Guide* can be used as a resource to improve your proficiency in certain leadership component areas. While you may have participated in the MSAF program and received a *Leader Feedback Report (LFR)*, these steps are not a prerequisite. The *LDI Guide* is organized around the leader competencies and attributes from the Army Leader Requirements Model found in ADRP 6-22. We will discuss Army leader attributes and competencies and their corresponding components in more detail in the sections that follow.

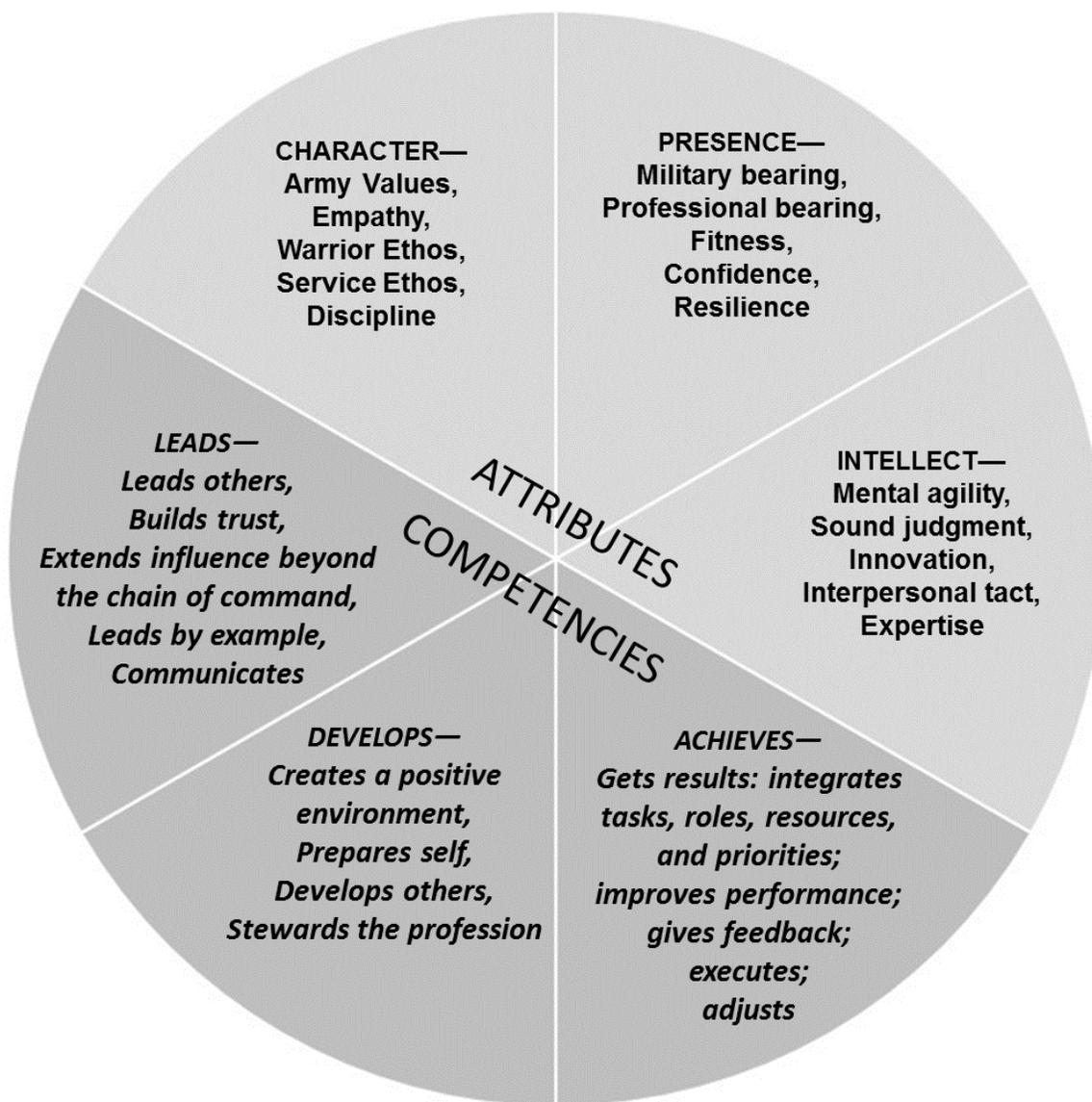
As you use the *LDI Guide*, remember it is designed as a resource to initiate ideas for how you can develop your strengths and improve in your areas of developmental need. For example, while completing the **Developmental Activities** section of your ILDP, the *LDI Guide* is a helpful resource to get you thinking about the types of developmental activities you can use to ensure improvement. *The developmental activities you select from the LDI Guide should be transcribed directly to your ILDP.*

## TIP

When considering learning and developmental activities, you may automatically think to take a formal training course or read a book. While these may be helpful, you are encouraged to select developmental activities that fit with your learning-style preferences and your situation. It is also important to think through your personal and career goals when deciding on a developmental activity.

## Army Leadership Requirements

The Army defines *leadership* as influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (ADP 6-22). Effective leadership blends core leader competencies (groups of related leader behaviors that lead to successful performance and are common throughout the organization and consistent with the organization's mission and values) with leadership attributes (characteristics inherent to the leader that moderate how well learning and performance occur). The attributes and the competencies are listed below. The *LDI Guide* focuses on these competencies and attributes as well as their key components.



# Using the LDI Guide

## LDI Guide Purpose

The *LDI Guide* fosters your development following insights you received from an MSAF assessment or other sources that help you take action on your strengths as well as your developmental needs. When using the *LDI Guide*, keep the following factors in mind:

- Opportunities for development are endless; the *LDI Guide* represents a small sample of possible activities. Think about what opportunities you have in your current role when considering potential developmental activities.
- The design of this guide is intended to help you begin your development quickly.
- Developmental activities for each of the leader components can be modified to fit your needs, or used to jump start your own thinking regarding the areas you wish to improve.
- Don't constrain yourself to activities inside your comfort zone. Taking prudent risk can result in additional growth.

It is valuable for you to be aware of your preferred approaches to learning before selecting developmental activities. Approaches may include learning through self-study, hands-on application, visual models, verbal explanation, feedback, self assessment, and/or observation. When you select development activities, consider your past learning experiences, those that were successful as well as those that were less successful. Successful learning experiences provide evidence of your preferred learning approach.

Remember that some learning approaches are better suited for **acquiring information**. Some learning approaches are better suited for **gaining skills**. For example, if you want to improve your skills in *Active Listening*, an effective approach is to practice *Active Listening* skills and gain feedback on your performance. Reading a book on *Active Listening* may be informative, but you will need to practice these skills to develop them.

## Additional Resources

### FM 6-22 Leader Development

FM 6-22 *Leader Development* provides a doctrinal framework covering methods for leaders to develop other leaders, improve their organizations, build teams, and develop themselves. The principal audience for FM 6-22 is all leaders, military and civilian, with an application focus at the operational and tactical levels. Trainers and educators throughout the Army will also use this manual. FM 6-22 applies to the Active Army, Army National Guard/Army National Guard of the United States, and United States Army Reserve. To access FM 6-22 go to [http://armypubs.army.mil/doctrine/DR\\_pubs/dr\\_a/pdf/fm6\\_22.pdf](http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/fm6_22.pdf).

### FM 6-22 Leader Development E2 Publication

The E2 publication is an interactive digital publication (IDP) that contains figures, tables, and digital content such as videos, pictures and interactive diagrams not included in the printed edition of FM 6-22. To access the FM 6-22 digital supplement go to <https://rdl.train.army.mil/catalog-ws/view/FM6-22Supplement>.

# Using the LDI Guide

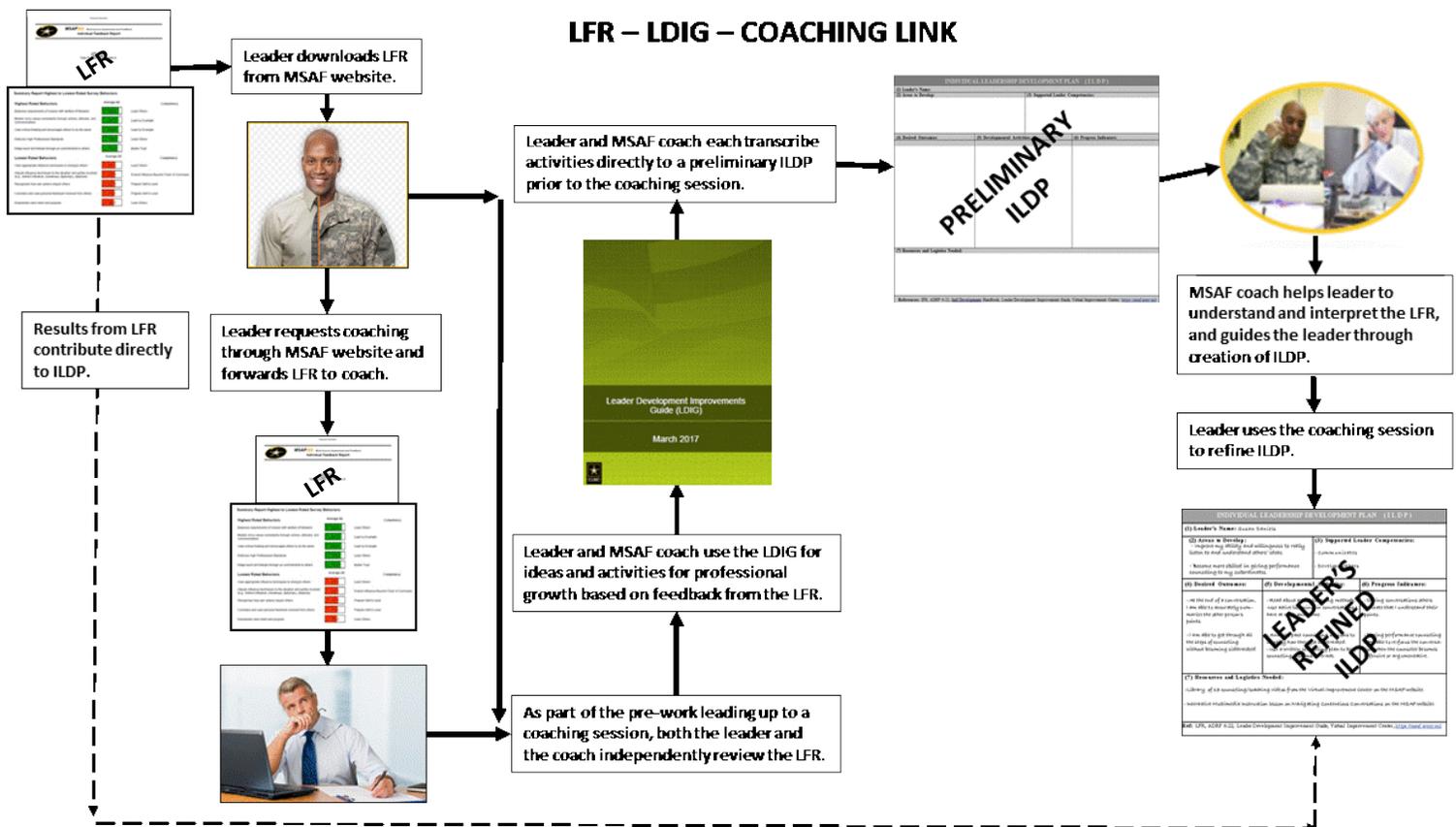
## Additional Resources (Cont.)

### LeaderMap

LeaderMap is a mobile application that provides flexible leader development support to Army professionals. LeaderMap contains resources to help guide your self-development efforts and your implementation of leader development programs. This tool brings to life key concepts from FM 6-22 and other Army leadership doctrine. It offers many resources including videos, interactions, self-assessments, and job aids to pique the interest of Army leaders and to engage them in simple practices to make developing others and themselves more of a habit. For more information on LeaderMap go to <https://go.usa.gov/xcyef> or <https://www.army.mil/article/153025>.

### Leadership Coaching

To further support your leadership development the Army provides you access to a personal leadership coach to help you make the most out of your MSAF participation and refine your development strategy using your Leader Feedback Report (LFR) and the *LDI Guide*. This cadre of experienced coaches works directly with you to interpret your 360 feedback and to integrate strengths and developmental needs with goals to improve your leadership skills. To schedule a session with an MSAF Coach, visit the website <https://msaf.army.mil/layouts/MSAF/coachingrequest.aspx>.



# Using the LDI Guide

## How the LDI Guide is Organized

The LDI Guide, as well as the Leader 360 / MSAF instrument, is organized around the 10 core leader competencies, 13 leader attributes, and their respective components. There are two primary sections that address competencies and attributes. The first section addresses the 10 competencies Army leaders must obtain and apply to be successful. Although attributes are addressed before competencies in AD RP 6-22, the competencies are listed first in the *LDI Guide* because they are the primary focus of the feedback leaders receive from the Leader 360 / MSAF. While attributes are character traits, competencies are generally behaviors that are easily identified and measured using the Leader Behavior Scale, which is based primarily on Army leader competencies. Competencies are readily improved through study, practice and feedback.

The second section focuses on the 13 attributes of an effective Army leader. This section was added to the *LDI Guide* in recognition of the critical influence of attributes on the ability of Army leaders to reach their full professional potential. Attributes are aspects of character, but are not ingrained and can be learned and modified over time through study, practice and feedback as well. Army leaders refine values and attributes and acquire professional knowledge as part of becoming a competent leader. They develop desired attributes and competencies through the self-awareness and learning opportunities available in the Leader / MSAF 360 experience, as well as through other leader development opportunities throughout the Army.

## LDI Guide Icons

To help you to quickly reference a particular leader competency or attribute, the *LDI Guide* is organized using 23 icons on the right-hand side of the page. The icon that is not faded indicates which competency or attribute material you are viewing.

### Leader Competencies



Leads Others



Creates a Positive Environment/  
Fosters esprit de corps



Builds Trust



Prepares Self



Extends Influences Beyond the  
Chain of Command



Develops Others



Leads by Example



Stewards the Profession



Communicates



Gets Results

# Using the LDI Guide

## Leader Attributes

**AV** Army Values

**R** Resilience

**E** Empathy

**MA** Mental Agility

**WE** Warrior Ethos/Service Ethos

**SJ** Sound Judgment

**D** Discipline

**In** Innovation

**MPB** Military and Professional Bearing

**IT** Interpersonal Tact

**F** Fitness

**Ex** Expertise

**C** Confidence

# Using the LDI Guide

## Section Design

Each leader component and leader attribute section is further divided by their respective components. Each component subsection includes two parts designed to first evaluate and then expand your capabilities both on and off duty.

Evaluate Capabilities – This part involves identifying personal practices that support or hinder successful performance and why you may or may not be excelling at a particular leader component.

Expand Capabilities – This part involves reviewing suggested developmental activities and personalizing them to reflect your circumstances.

Each of the ten competency subsections has an “Additional Information” page that provides a list of books and other materials you can use to gain fundamental knowledge about a particular competency. Additional information is organized at the competency level and includes resources relating to components of the competency.

Additional resources on each component can be found on the MSAF website (see <https://msaf.army.mil/>) and the Virtual Improvement Center (VIC) (see <https://msaf.army.mil/My360/VIC/Default.aspx>). The VIC includes self-study and self-development materials to read, reflect on, and practice, which should improve one’s leadership skills.

Pages 12-14 describe the design of the leader competency and leader attribute component pages in further detail.

# Using the LDI Guide

## Section One: Leader Competencies

Component pages of section one consist of two parts.

### Self-evaluate Capabilities

Part one of each component is diagnostic in nature and provides a means of evaluating how well you are performing on each of the components. While reviewing this information, you should ask yourself how well these strengths and needs indicators describe your behavior. Keep in mind that you may want to consider other sources of information as well when determining your capabilities (e.g., formal MSAF feedback, insight from others, own experiences). Part one of each component page includes:

- **Strength Indicators.** Behaviors and actions that contribute to or support successful performance of the leader component.
- **Need indicators.** Behaviors and actions that reduce or hinder successful performance of the leader component.
- **Underlying Causes.** A list of reasons why you may not be excelling at a particular leader component.

The screenshot shows a page from the LDI Guide. At the top left is a black arrow pointing right, followed by a yellow arrow pointing right containing the letters 'LO'. To the right of this is a green header with the text 'Balances mission and welfare of followers'. On the far right is a vertical stack of buttons: LO (highlighted in green), BT, EI, LE, C, CPE, PS, DO, SP, and GR. Below the header is a quote: 'The people you're responsible for have got to know you care about their well-being. This has more to do with the success of an organization than anything else.' -Lieutenant General James H. Merryman. Below the quote is the 'Component Overview' section, which states: 'The welfare of your team is vital to completing a mission while maintaining morale. Taking care of your followers will allow you to create a closer working relationship as they know you are on their side. As a leader, you should be able to keep your eye on the mission while being cognizant of and caring for the people working for you. For more information on this component see ADRP 6-22 Sections 6-42 to 6-47 and Table 6-1.' Below this are two columns: 'Strength Indicators' and 'Need Indicators'. The 'Strength Indicators' list includes: 'Regularly assesses the impact of mission fulfillment on the mental, physical, and emotional well-being of subordinates.', 'Checks-in with team members and subordinates to monitor morale and safety.', 'Provides appropriate relief when difficult conditions risk jeopardizing team member and subordinate success.', 'Builds a cohesive team moving in one direction to achieve common goals.', and 'Offers support and resources when a team member seems unnecessarily burdened or overloaded.'. The 'Need Indicators' list includes: 'Ignores the risks of overexerting subordinates.', 'Visibly shows discouragement or disgust when team member morale struggles due to the workload.', 'Is insensitive to signs of high stress or diminishing morale.', and 'Does not weigh the importance of the task or mission against its adverse effects on stress, morale, and welfare.'. Below these is the 'Underlying Causes' section, which lists: 'Has "tunnel vision" regarding completion of the mission; believes in mission accomplishment at almost any cost or does not consider the cost.', 'Is overtaxed or fatigued and becomes too focused on own needs rather than those of the organization.', 'Refuses to delegate tasks for fear of failure; does not see the developmental opportunities.', 'Is excessively concerned with personal accomplishment and achievement and avoids negative performance feedback.', and 'Is generally unsympathetic towards the needs of subordinates.'. At the bottom right of the page is a small black box with the number '32'. Three green arrows point from the text on the left to the 'Strength Indicators', 'Need Indicators', and 'Underlying Causes' sections respectively.

# Using the LDI Guide

## Section One: Leader Competencies (Cont.)

### Expand Capabilities

Part two of each component provides activities for self-development that can be used to address the needs identified in part one. Three types of developmental activities are displayed for each component. These include:

- **Feedback.** Sources and methods for obtaining feedback on your capabilities that may help guide your self-development efforts.
- **Study.** Topics and activities you can use to learn more about a component. ***You may be directed to interactive multimedia instruction (IMI) lessons on the MSAF Virtual Improvement Center (VIC) website. These lessons are hyper-linked to the VIC. The IMI lesson links can also be pasted directly into your internet browser. The IMI lesson links are listed on [page 200](#).***
- **Practice.** Actions you can take to improve your skills and comfort in performing a leader component.

**Additional Developmental Activities.** At the conclusion of each component page there is a list of related leader components you can reference in the *LDI Guide* that may provide additional developmental activities to consider.

**LO** Uses appropriate methods of influence to energize others

**Feedback**

- Conduct after-action reviews (AARs) with team members and subordinates and listen for clues on the style and method of influence that works best for the team.
- Periodically touch base with subordinate leaders to make sure your influence is creating a positive environment and is in line with Army expectations.
- Complete a self-assessment tool to better understand the way you operate and how that might affect your approach and style of influence.
- Talk to subordinates about what kind of influence they find most effective when being assigned a certain task.

**Study**

- Review influence techniques outlined in ADRP 6-22, Sections 6-5 to 6-17. Identify methods of influence where you are strong and those where you struggle. Create an action plan to develop the full continuum of influence techniques.
- Identify when you should use compliance-focused influence, which is based primarily on your authority, and when you should use commitment-focused influence which seeks to change attitudes and beliefs.
- Contact former superiors about ways they handled conflict and influence. Ask what worked best and common mistakes that can be made in a high stress situation.
- Research available methods of group collaboration. Teams can have very different dynamics so a better understanding of different methods will help you adapt.
- Explore your beliefs and assumptions about being a leader, authority, and senior-subordinate relationships. Consider how these beliefs affect the methods of influence you use and be open to challenging your beliefs and assumptions.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Motivating Through Rewards](#); [Enabling Subordinates Using Mission-Focused Delegation](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

**Practice**

- Proactively seek information to understand what is important to those you're trying to influence. Craft your message so that it addresses your stakeholder's key needs and concerns.
- Identify the appropriate influence technique by analyzing the criticality and time available for obtaining the desired behavior and the disposition of those you seek to influence.
- Observe and analyze different ways you influence others noting what seems to be most effective for different tasks, situations, and individual dispositions.
- Consider the everyday stresses, obligations, interests, values, and dispositions of those you are trying to influence. Purposefully choose influence techniques to produce the best results under these circumstances.
- Ensure your chosen influence technique aligns with the Army Values, ethical principles, and the Uniform Code of Military Justice.
- When leading your team towards mission accomplishment, use the least coercive and most cooperative influence techniques that the circumstances permit to help build and sustain a sense of task ownership and enhanced motivation.
- Stay persistent, influence is not instantaneous and may require repeated action.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Display character](#); [Lead with confidence in adverse situations](#)

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Vertical navigation bar: LO, BT, EI, LE, C, CPE, PS, DO, SP, GR

# Using the LDI Guide

## Section Two: Leader Attributes

Component pages of section two consist of two parts.

### Self-evaluate Capabilities

Just as in section one, the first part is diagnostic in nature and provides a means of evaluating how well you are performing on each of the components. While reviewing this information, you should ask yourself how well these strengths and needs indicators describe your own behavior. Keep in mind that you may want to consider other sources of information as well when determining your capabilities (e.g., formal MSAF feedback, insight from others, own experiences). Part one of each component includes:

- **Strength Indicators.** Behaviors and actions that contribute to or support successful performance of the leader component.
- **Need indicators.** Behaviors and actions that reduce or hinder successful performance of the leader component.
- **Underlying Causes.** A list of reasons why you may not be excelling at a particular leader component.

### Expand Capabilities

The second part of this section provides example Feedback and Development Activities for each component. They are designed to help you improve on those components where enhancement may be needed. These activities may include self-reflection exercises, relevant articles or books, or observation activities. Where feasible, practical exercises may be included as well.

This part also includes information (as applicable) on other related leader components you can reference in the *LDI Guide* that may provide additional developmental activities to consider.

The screenshot shows a page from the LDI Guide. At the top, there is a header with a large letter 'E' in a black box and the title 'The desire to take care of Soldiers and others'. Below the header is a quote: "Leading and caring are essential to readiness and excellence..." attributed to GEN John A. Wickham, Jr. The page is divided into several sections: 'Component Overview', 'Strength Indicators', 'Need Indicators', 'Underlying Causes', and 'Feedback & Development'. The 'Strength Indicators' section lists behaviors like sharing hardships and gauging plans. The 'Need Indicators' section lists behaviors like not considering mission impact and failing to monitor morale. The 'Underlying Causes' section lists issues like focusing solely on the mission and lacking empathy. The 'Feedback & Development' section provides activities like observing individuals and practicing focus during conversations. At the bottom, there is a section for 'For other developmental activities, refer to (Hold ctrl and click on component for link):' with several links. On the right side of the page, there is a vertical navigation menu with buttons labeled AV, E, WE, D, MPB, F, C, R, MA, SJ, In, IT, and Ex. The page number '153' is visible in the bottom right corner.

# Using the LDI Guide

## Personalizing Developmental Activities

To assess how to personalize a suggested developmental activity, first consider what leader behaviors you should ask for support and feedback on. Next, identify what you want to learn, and determine how to practice. Evaluate your thinking through the use of the “If-Then” model discussed on page 16.

<b>Feedback</b>	<b>Ask for concrete feedback...</b>	From others about how you are doing with specific issues and areas of performance.
	<b>Gain support...</b>	From peers, colleagues, friends, or other people who can partner with you by giving you encouragement or recognizing your success.
	<b>Consult...</b>	With friends, bosses, peers, subordinates, coaches, mentors, or other professionals who can give advice on your strengths or areas of concern.
<b>Study</b>	<b>Observe...</b>	Other leaders, professionals, and similar organizations and note leadership behaviors, traits, attributes, and attitudes that are most/least effective.
	<b>Make time to reflect on...</b>	Personal or situational characteristics that relate to the strength or need. Consider alternative perspectives offered by others on an issue of interest.
	<b>Read...</b>	Books, articles, manuals, and professional publications.
	<b>Investigate...</b>	A topic through internet or library searches, inquiry, gathering or asking questions, and soliciting information and materials from others.
<b>Practice</b>	<b>Practice...</b>	A skill or behavior that needs improvement in a work situation or away from the unit.
	<b>Participate in training...</b>	Including Army schools, unit training programs, outside seminars, degree programs, and professional certifications.
	<b>Teach...</b>	A skill you are learning to someone else.
	<b>Accept an on-the-job opportunity...</b>	That stretches your abilities, such as giving presentations, teaching classes, volunteering for special duty assignments, assuming “acting” positions, job cross-training, and representing the boss at meetings.
	<b>Explore off-duty applications...</b>	Such as joining or leading community groups, trying a new skill in a volunteer organization, or giving presentations to schools and civic organizations.

## TIP

Remember that your first priority should be to address those leadership behaviors that are barriers to your successful/effective performance.

## “If-Then” Model

If....	Then...
I <b>need more insight</b> into how well I am demonstrating a component of an attribute or competency and what I can do to improve...	I should seek <b>Feedback</b> . Feedback is an opportunity to gain information from others about how well you are doing. Feedback can include direct feedback from others, your own observations, analysis of response patterns, and acknowledgement of outcomes.
I <b>need to gain or expand my understanding</b> of theory, principles or knowledge of a leader competency, attribute or component...	I should <b>Study</b> . Study facilitates an intellectual understanding of what you are learning. Study can include attending training courses, reading books or articles, watching movies, observing others on-the-job, and analyzing various sources of information.
I need more experience or I <b>need to enhance/build a current capability</b> through increased opportunities to exhibit a leader attribute or perform a leader competency...	I should <b>Practice</b> . Practice provides activities to convert your learning into action. Practice includes engaging in physical exercises, methods of team activities, “walk throughs”, and drills.

Because the *LDI Guide* offers many types of general developmental activities, view all suggestions through your own lens. The questions below are a sample of questions you might ask yourself when refining a development activity to fit your needs and situation. However, other considerations that you come up with may be important too, depending on the activity you choose to tailor to your needs. Be willing to take risks and choose activities that will take you outside of your comfort zone.

- **Developmental Activity:** What do I want to do?
- **Desired Outcome:** What do I hope to achieve?
- **Method:** What resources (people or other) do I need? How am I going to do this?
- **Time available:** When will I do this? How will I monitor my progress (e.g., identifying and monitoring milestones, rewarding success, accountability partners)?
- **Limits:** What factors will affect or hinder me from successfully implementing of this activity?
- **Controls:** What can I do to minimize or control the factors that would hinder my implementation of this activity?

# Using the LDI Guide

Below is an example of how to refine a development activity provided in the *LDI Guide* into a “development activity” that is customized for you. This example is from the competency “**Develops Others**” and the leader component “**Facilitates ongoing development.**” A blank Developmental Activity Form can be found on page 201 of this document. ([link](#))

Questions I Could Consider...		My Answer...
<b>Competency and Component:</b> <i>Develops Others— Facilitates ongoing development</i> <b>Suggested Development Activity:</b> <i>Hold frequent development discussions with key subordinates</i>		
<b>Developmental Activity:</b> What do I want to do?	<ul style="list-style-type: none"> <li>• <i>Hold frequent development discussions with key subordinates</i></li> </ul>	
<b>Desired Outcome:</b> What do I hope to achieve? How is this specific development activity tied to my broader goals?	<ul style="list-style-type: none"> <li>• <i>To better understand my subordinates' developmental goals</i></li> <li>• <i>To ensure my subordinates know that I am interested in their development (and to demonstrate this to my superiors)</i></li> <li>• <i>To improve my own skills in developing my subordinate leaders by taking a more active approach to their development</i></li> </ul>	
<b>Method:</b> What resources (people or other) do I need? How am I going to do this?	<ul style="list-style-type: none"> <li>• <i>I will meet informally with each of my five subordinates to discuss their development</i></li> <li>• <i>I will provide brief feedback on each subordinate's recent accomplishments and ask them about their professional goals</i></li> <li>• <i>I will ask peers what works best for them for developing others</i></li> </ul>	
<b>Time Available:</b> When will I do this?	<ul style="list-style-type: none"> <li>• <i>Meet with each subordinate separately for 20-30 minutes once every other week</i></li> <li>• <i>Key opportunities for these sessions include before or after PT and over the lunch hour</i></li> </ul>	
<b>Limits:</b> What factors will affect or hinder successful implementation of this activity?	<ul style="list-style-type: none"> <li>• <i>Subordinates not being available</i></li> <li>• <i>An increase or fluctuation in the section's workload or other demands</i></li> </ul>	
<b>Controls:</b> What can be done to minimize or control the factors that would hinder implementation of this activity?	<ul style="list-style-type: none"> <li>• <i>Schedule/plan these sessions with subordinates well-enough in advance (the week prior)</i></li> <li>• <i>Remain flexible as to when these sessions occur</i></li> </ul>	
<b>Refined Developmental Activity:</b> <i>Hold bi-weekly 1-on-1 development discussions with each subordinate (20-30 minutes) at opportune times such as over lunch or around PT; discuss subordinate short- and long-term goals and the types of roles and experiences that interest them.</i>		

## Individual Leadership Development Plan (ILDP)

### Individual Development

Successful development starts with the end in mind. You should focus on writing development objectives that are in alignment with your personal values and professional goals. These objectives will receive the greatest support and elicit the most energy for change. Be sure your objectives are written from a positive point of view (describe what you will do, not what you won't do) and take into account both your strengths and your developmental needs.

It is also important that you focus on taking actionable steps toward your goal that are tailored to your learning style and include a variety of activities to sustain your interest. Be opportunistic and link your action steps to things you are already doing. Try a new way of doing or approaching something on the job and reflect on what went well and what you would do differently next time (e.g. individuals you frequently interact with, reports you're already responsible for, regular briefings). **And finally, it is imperative that you build in time to reflect on each experience and find ways to continuously apply your insights and what you've learned.** Successful individuals typically take more opportunities to reflect on what they can learn from an experience and apply lessons learned to new situations. They also actively seek and use feedback, are open to criticism, and treat mistakes as learning opportunities.

### What is an ILDP?

Your Individual Leadership Development Plan (ILDP) is a document created by you, for you, to guide your growth as a professional. You can create an ILDP on your own or collaboratively with your supervisor, a trusted colleague, mentor, or coach. Your ILDP is not a part of your performance evaluation. It is a tool for creating clear objectives for your professional development, stating concrete ways to achieve those results, and mapping part of your journey as a lifelong learner.

### Why do an ILDP?

If you have ever tried to master something such as acing an exam, completing a construction project, or mastering a new sport, you most likely discovered you needed three things to be successful:

- A desire or need to accomplish it
- A clear and specific target or result that signaled success
- A plan that laid out the steps and activities to get you there

Your ILDP maps this path, in your words, and with clearly defined actions to enable continuous improvement and learning. The more you put into the ILDP process, the more you will get out of it.

This section of the *LDI Guide* will take you through a step-by-step process that will help you understand:

- What you should work on
- What you can do to work on it
- How you can benefit

# Using the LDI Guide

## Individual Leadership Development Plan (Cont'd)

Many leaders start an ILDP because they are told they need to do it. The good news is that leaders who take the process seriously, clearly targeting their development efforts, defining outcomes, and choosing the activities that will enable their success, find they greatly benefit from the process. The key is to “own” the process for yourself: make it something that is directly relevant to your experience and ambitions, and decide that you are doing this for yourself, not just because you were told to do it.

### Where are you now?

The first step in targeting your development efforts is to get clear about what you are good at already and what needs improvement.

Use the boxes below to help you identify your strengths and weaknesses. You can fill in strengths and weaknesses identified through a review of your Leader Feedback Report (LFR) from the MSAF, if you completed the assessment, and/or feedback and observations from your personal experience.

Strengths	Weaknesses

# Using the LDI Guide

## Individual Leadership Development Plan (Cont'd)

### Where do you want to be?

Now that you have some idea of your strengths and developmental areas, you might want to consider how you will decide to focus your developmental efforts.

In Box 2 of the ILDP form below, fill in (in your words) what you want to develop. A blank ILDP form can be found on page 202 ([Link](#)).

INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)		
<b>(1) Leader's Name:</b> Susan Daniels		
<b>(2) Areas to Develop:</b> - Improve my ability and willingness to really listen to and understand others' ideas.  - Become more skilled in giving performance counseling to my subordinates.		<b>(3) Supported Leader Competencies:</b>  - Communicates  - Develops Others
<b>(4) Desired Outcomes:</b>	<b>(5) Developmental Activities:</b>	<b>(6) Progress Indicators:</b>
- At the end of a conversation, I am able to accurately summarize the other person's points.  - I am able to get through all the steps of counseling without becoming sidetracked.	- Read about active listening methods. - Use active listening in conversations I have at work and home.  - Analyze past counseling sessions to identify how they got sidetracked. - Use a written counseling plan to keep counseling sessions on track.	- During conversations others indicate that I understand their points.  - During performance counseling I am able to re-focus the conversation when the counselee becomes defensive or argumentative.
<b>(7) Resources and Logistics Needed:</b>  - Library of 13 counseling/coaching videos from the Virtual Improvement Center on the MSAF website.  - Interactive Multimedia Instruction lesson on Navigating Contentious Conversations on the MSAF website.		
<b>Ref:</b> LFR, ADRP 6-22, Leader Development Improvement Guide, Virtual Improvement Center; <a href="https://msaf.army.mil">https://msaf.army.mil</a>		

# Using the LDI Guide

## Individual Leadership Development Plan (Cont'd)

For **Areas to Develop** that come from your MSAF Leader Feedback Report, identify the competencies that correspond to the specific reported behaviors you want to develop. If you wrote areas to develop in your own words, review ADRP 6-22, *Army Leadership*, and find competencies that relate to your areas to develop. For example, the area “*Become more skilled in giving performance counseling to my subordinates*” relates to the Develops Others competency.

In Box 3 of the ILDP form, write the competencies you identify. ADRP 6-22 is a guide that clearly lays out the specific attributes and skills required for Army leaders. This *LDI Guide* is a good resource that provides recommendations, organized by the ADRP 6-22 competencies, which you can use for your personal development.

A **Desired Outcome** (Box 4) is an accomplishment that signals attainment of some developmental gain—a step toward satisfaction of one of your areas to develop. The outcome should be appropriate for your situation and written in your own words. An outcome is a tangible result of improving the areas to develop you identified in Box 2. The desired outcome answers the question: *How will you know you have improved in this area?*

Box 5 asks for specific **Developmental Activities** that will lead to the outcomes you developed in Box 4. Developmental activities answer the question: *How are you going to achieve the outcome?*

There are three types of developmental activities:

- **Feedback** is an opportunity to gain information from others about how well you are doing. Feedback can include direct feedback from others, your own observations, analysis of response patterns, and acknowledgement of outcomes.
- **Study** provides a foundation of knowledge, principles, and concepts. Study can include attending training courses, reading books or articles, watching movies, observing others on the job, and analyzing various sources of information.
- **Practice** provides activities to convert your learning into action. Practice includes engaging in physical exercises, “walk throughs,” drills, and teamwork.

There is no perfect science to picking the right developmental activities. Some developmental activities might address more than one outcome and some outcomes might require more than one developmental activity. Consider what it will take to achieve the desired outcomes, whether it is one developmental activity or a few.

You may not identify the right activity at first. The important thing is to stick to it, noticing what works and what else you need to do to move your development towards your identified outcomes. Remain flexible and adjust to alternatives that might work better.

Now that you have decided what you want to develop and how you are going to work on it, it can be helpful to find a way to monitor progress. Box 6 asks you to consider indicators that suggest what is working and what might need to change as you work on your development activities.

## Individual Leadership Development Plan (Cont'd)

You might consider the following to help you identify **Progress Indicators** (Box 6):

- What would improvement look like, and how might I measure it?
- Who can I ask for feedback?
- What is a realistic time table or deadline for this activity?

One thing that can inhibit a well thought out development plan is not having the resources in place to make it all happen. Box 7 asks you to fill in specific **Resources** and **Logistics** that will allow you to do the activities you named so that you know exactly what you need to do to follow through.

- What are the materials, such as books, articles, and videos that I will need to start this activity?
- How can I get those materials?
- Do I need facilities or equipment?
- How can I locate and get use of them?
- Who do I need to connect with to carry out the activity?
- What is my schedule for carrying out the activity?
- Do I need feedback from others, how should I request that, of whom, and when?

This section links the resources of the *LDI Guide* with the Individual Leadership Development Plan. For more detailed information about planning your development refer to the Individual Development Planning Guide located on the Virtual Improvement Center at <https://msaf.army.mil/ReferenceDocuments/IDP%20Guide.Final.pdf>.

## Army Career Tracker Individual Development Plan vice MSAF ILDP

### Army Career Tracker

Army Career Tracker (ACT) is a leadership development tool that integrates training and education into one personalized website for all members of the Army. While E-9s, W-5s, SESs, and General Officers do not have a career "progression" path, they still have a role in ACT as leaders, supervisors, and mentors. General Officers may opt out of being searched for and requested as mentors.

Users can search multiple education and training resources to monitor their career development and receive personalized advice from their supervisor and Army leadership by sharing an Individual Development Plan (IDP). The IDP allows users to establish personal and professional goals based on a Professional Development Model (PDM) and Career Map. The PDM serves as the professional reference for a successful military and civilian career while providing information and guidance on assignments, education, and training. There are PDMs, and associated competencies, for each career path that are created by the respective proponent. Competencies vary based on Rank/Level, MOS, Career Field, or Career Program.

The PDM provides a standardized framework and all-inclusive career enhancing information for professional development, which includes goals. Users select goals for their IDPs from their respective PDMs and, essentially, use the IDP as a roadmap to accomplish those goals. Because the goals are established on the Career Map, which is created by proponents for each career field or program,

# Using the LDI Guide

## Army Career Tracker Individual Development Plan vice MSAF ILDP (Cont'd)

everything on an IDP supports the users' goals. The mentor tool in ACT supplements the Army's mentor program, and allows mentors to see the user's PDM and IDP. ACT does not incorporate the results of formal evaluations. Furthermore, ACT does not provide a feedback mechanism to inform users on how well they are meeting the competency standards in the PDM. For more information on ACT log into the ACT website at <https://actnow.army.mil>.

### MSAF ILDP

The MSAF ILDP offers leaders unique options with the potential to support and enhance the ACT IDP. Leaders at all levels in the Army can use the MSAF IDP to address specific developmental needs based on their own observations, or 360 feedback, that reflect how well they are meeting leadership requirements described in ADRP 6-22. Army doctrine provides specific guidance on what behaviors constitute an effective Army leader, regardless of rank, branch, or career field. Leaders use ILDPs to record personalized developmental activities and particular needs that can be addressed as leaders progress through the ACT PDMs, not as a replacement for the ACT IDP, but as a supplement that incorporates a greater level of detail than the broader focused ACT Career Maps. The MSAF ILDP allows leaders to clarify which behaviors to work on, designate outcomes for development efforts, pinpoint specific activities that will achieve outcomes, identify necessary resources, and refer to a structure to follow growth and progress.

The MSAF ILDP also features a degree of flexibility that allows leaders to apply their preferred approach to learning as they select study, practice, and feedback activities to meet their changing leadership roles and assignments during ACT progression. This aspect of the MSAF ILDP is particularly important as leaders continuously reassess their own blend of doctrinal competencies and attributes to reflect changes in their rank; duty position; organizational mission; and their superiors, peers, and subordinates. This adaptability also allows leaders to concentrate on those leadership behaviors that best meet the goals identified in the ACT IDP and, ultimately, to successfully navigate through their prescribed Career Maps.

# Leader Competencies



# Leads Others (LO)

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## Competency Overview

As a leader, you motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, achieve organizational objectives, and improve the organization. Influence is focused on compelling others to go beyond their individual interests and to work for the common good.

The competency *Leads Others* is composed of four components:

Component	Page #
<a href="#">Uses appropriate methods of influence to energize others</a>	26
<a href="#">Provides purpose, motivation, and inspiration</a>	28
<a href="#">Enforces standards</a>	30
<a href="#">Balances mission and welfare of followers</a>	32

(Hold Ctrl and click on heading to jump to section)



# Uses appropriate methods of influence to energize others



*“Leadership is the knack of getting somebody to do something you want done because he wants to do it.”*  
-General Dwight D. Eisenhower

## Component Overview

You, as an Army leader, can draw on a variety of techniques to influence others ranging from obtaining compliance to building commitment to a cause or organization. Specific techniques for influence fall along a continuum and include: pressure, legitimate requests, exchange, personal appeals, collaboration, rational persuasion, apprising, inspiration, participation, and relationship building. To succeed in creating true commitment, you need to determine the proper influence technique based on the situation and individuals you are attempting to influence. However, keep in mind influence is not often instantaneous. It may take some time before you start to see the effects of your persuasion. For more information on this component see ADRP 6-22 Sections 6-1 to 6-21 and Table 6-1.

### Strength Indicators

- Assesses the situation and determines the best influence technique to use to foster unit and subordinate commitment.
- Takes the mission into account when exerting influence on team members and subordinates.
- Uses positive influence to do what is right for the Army, the mission, the team, and each individual.
- Uses pressure only when the stakes are high, time is short, and attempts at achieving commitment are not successful.

### Need Indicators

- Uses a single or limited number of influence techniques for all influence without consideration of the circumstances or individual being influenced.
- Coerces or manipulates the situation to achieve personal gain.
- Subordinates come back several times to clarify what needs to be done.

### Underlying Causes

- Lacks understanding of the individuals to be influenced (values, needs, opinions).
- Lacks awareness of the likely effects (advantages and disadvantages) of influence techniques on others.
- Does not match the appropriate influence technique to the individual and does not factor in contextual causes (such as high OPTEMPO, significant stress, speed of situational changes).
- Focuses on personal gain and accomplishment rather than doing what is right for the Army and the unit.
- Is too forceful or not forceful enough when applying influence techniques.
- Believes that personal authority is weakened by collaborative or rational approaches to gaining desired behavior.
- Relies too much on positional power to influence.



# Uses appropriate methods of influence to energize others



## Feedback

- Conduct after-action reviews (AARs) with team members and subordinates and listen for clues on the style and method of influence that works best for the team.
- Periodically touch base with subordinate leaders to make sure your influence is creating a positive environment and is in line with Army expectations.
- Complete a self-assessment tool to better understand the way you operate and how that might affect your approach and style of influence.
- Talk to subordinates about what kind of influence they find most effective when being assigned a certain task.

## Study

- Review influence techniques outlined in ADRP 6-22, Sections 6-5 to 6-17. Identify methods of influence where you are strong and those where you struggle. Create an action plan to develop the full continuum of influence techniques.
- Identify when you should use compliance-focused influence, which is based primarily on your authority, and when you should use commitment-focused influence which seeks to change attitudes and beliefs.
- Contact former superiors about ways they handled conflict and influence. Ask what worked best and common mistakes that can be made in a high stress situation.
- Research available methods of group collaboration. Teams can have very different dynamics so a better understanding of different methods will help you adapt.
- Explore your beliefs and assumptions about being a leader, authority, and senior-subordinate relationships. Consider how these beliefs affect the methods of influence you use and be open to challenging your beliefs and assumptions.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Motivating Through Rewards](#); [Enabling Subordinates Using Mission-Focused Delegation](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

## Practice

- Proactively seek information to understand what is important to those you're trying to influence. Craft your message so that it addresses your stakeholder's key needs and concerns.
- Identify the appropriate influence technique by analyzing the criticality and time available for obtaining the desired behavior and the disposition of those you seek to influence.
- Observe and analyze different ways you influence others noting what seems to be most effective for different tasks, situations, and individual dispositions.
- Consider the everyday stresses, obligations, interests, values, and dispositions of those you are trying to influence. Purposefully choose influence techniques to produce the best results under these circumstances.
- Ensure your chosen influence technique aligns with the Army Values, ethical principles, and the Uniform Code of Military Justice.
- When leading your team towards mission accomplishment, use the least coercive and most cooperative influence techniques that the circumstances permit to help build and sustain a sense of task ownership and enhanced motivation.
- Stay persistent, influence is not instantaneous and may require repeated action.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Displays character](#); [Leads with confidence in adverse situations](#)



# Provides purpose, motivation, and inspiration

*"Success demands singleness of purpose."*  
-Vince Lombardi

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## Component Overview

Establishing and imparting a clear sense of intent and purpose acts as a jump start or catalyst to getting work done by providing you and others with a distinct path forward. Oftentimes, when you have a firm sense of purpose, the end result is easier to reach. Defining a clear sense of purpose can be difficult as it requires you to think about the objective or task at hand from a macro-level before getting involved in implementing the details. However, developing clear intent and purpose can provide substantial benefits by clarifying required actions and resources as well as aligning the efforts of the team. For more information on this component see ADRP 6-22 Sections 6-22 to 6-34 and Table 6-1.

### Strength Indicators

- Determines goals or objectives.
- Translates task goals and objectives into a sequenced action plan.
- Restates the mission so that it resonates with the unit and is easily understood.
- Communicates clear instructions to subordinates that detail each step of the process through task completion and provides guidance to subordinates as needed throughout the process.
- Focuses on the most important aspects of a mission or situation to emphasize priorities and align efforts.
- Empowers authority to the lowest level of the unit possible.

### Need Indicators

- Restates the assigned mission in a manner that does not translate into a unit mission that subordinates understand.
- Fails to provide strong, clear direction to team members and subordinates.
- Keeps all or most authority and decision making centralized.
- Keeps subordinates in the dark and fails to recognize subordinates' need to understand the unit or task goal.
- Does not set a standard for expected contributions to the team.
- Subordinates often must come back to you several times to clarify task goals.

### Underlying Causes

- Does not form a clear purpose and intent in own mind before communicating to others.
- Does not fully understand the objectives of a given mission or task.
- Does ask for clarification when superiors fail to clearly articulate the mission.
- Has difficulty in expressing intent and purpose in terms that others can easily understand and visualize.
- Is uncomfortable with relinquishing personal control and authority over the task or unit.
- Lacks confidence in subordinates' abilities to make decisions and achieve the purpose and intent.
- Fails to adapt to complexity, ambiguity or stress of a situation.



# Provides purpose, motivation, and inspiration

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## Feedback

- Ask your subordinates if the purpose and intent of the mission or task is clear to them. Have them back-brief the purpose and intent to you. Ask what you could do to facilitate their understanding of what you are trying to convey.
- Talk to your team members about the clarity of their task assignments. Do they understand how the work they complete contributes to organizational goals?
- Listen to feedback from your unit (superiors, peers, and subordinates) about communication techniques that you use. Determine those that are effective and those that are ineffective in imparting the purpose and intent of the mission.

## Study

- Study the reactions of your subordinates when you first establish the goals and purpose of the mission. Do their facial expressions and body language convey understanding or confusion?
- Identify someone in your unit who is a strong planner and mission briefer. Watch his or her actions. How do his or her actions compare to what you typically do?
- Study how other leaders impart clear purpose and intent to their subordinates. Discuss the thought process the leader uses when identifying, planning, and communicating the purpose and intent of missions.
- Examine organizational or commanders' vision statements or past operations orders. Note how intent and purpose are expressed, the clarity of the communicated vision, and how the intent and purpose might have been expressed more effectively.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Clarifying Roles](#); [Creating and Supporting Challenging Job Assignments](#); [Motivating Through Rewards](#); [Creating and Promulgating a Vision of the Future](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Enabling Subordinates Using Mission-Focused Delegation](#).

## Practice

- When receiving a mission, back-brief the mission and higher commander's intent in your own words to ensure you understand what you must accomplish.
- When planning a task or mission, begin by visualizing and drafting a written description of the end-state you want to achieve.
- When giving a mission or task to your team or unit, create a detailed plan of execution for the mission outlining each team member or sub-unit's responsibilities. Show how individual or sub-unit responsibilities relate to the purpose and desired outcomes of the overall task or mission.
- Create an open environment in which your subordinates feel comfortable approaching you to discuss and brainstorm how to complete tasks and missions.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Leads with confidence in adverse situations](#)
- Gets Results: [Executes plans to accomplish the mission](#); [Identifies and adjusts to external influences on the mission and organization](#)
- Communicates: [Creates shared understanding](#)



# Enforces standards



*"You owe it to your men to require standards which are for their benefit even though they may not be popular at the time."*  
-General Bruce C. Clarke

## Component Overview

To lead others and gauge if a job has been performed correctly, the Army has established standards for military activities. Standards are formal, detailed instructions that can be described, measured, and achieved. To use standards effectively, you should explain the standards that apply to your organization and give your subordinates the authority to enforce them. For more information on this component see ADRP 6-22 Sections 6-37 to 6-41 and Table 6-1.

### Strength Indicators

- Reinforces the importance and role of standards.
- Explains the standards that apply to a particular unit and their significance.
- Prioritizes unit activities to make sure that everything is not a number one priority.
- Ensures tasks do not fall below established standards.
- Recognizes and takes responsibility for poor performance and addresses it properly.
- Sets attainable milestones to ensure tasks ultimately meet the standard.

### Need Indicators

- Focuses on too many priorities at one time.
- Ignores established individual and organizational standards.
- Overlooks critical errors instead of dealing with them.
- Blames sub-standard outcomes on others.

### Underlying Causes

- Does not know or accept established standards.
- Does not want to be viewed by subordinates as too demanding.
- Exercises poor self-discipline in meeting standards and setting a personal example.
- Is unable to handle the complexity of tracking and enforcing standards for multiple tasks or individuals.
- Does not follow-up on task delegations to ensure standards are met.



# Enforces standards



## Feedback

- Obtain objective and subjective assessments of individual and collective performance in your unit. Compare these assessments to established standards to identify performance strengths and weaknesses.
- Engage organizational leaders in discussion and examination of performance standards in the organization, including how well standards are communicated, known, enforced, and achieved.

## Study

- Learn established Army standards for performance of the individual and collective tasks expected of your unit.
- Research how successful leaders have established, communicated, monitored, and enforced individual and collective standards.
- Consult with superiors about the organizational standards most critical to attainment of the higher commander's vision and intent. Consider how these standards pertain to your unit.

## Practice

- When assigning tasks or missions, explicitly state the standard of performance you expect to be achieved.
- When assigning performance standards, explain why the standard set is essential for organizational success.
- Set the tone when involved with any individual or group task. Make sure you are always giving your best effort and providing an example for the team to follow.
- Recognize team members who exemplify the standards you are trying to employ across your group.
- Identify individuals who repeatedly fail to achieve performance standards and deal with them appropriately.
- When receiving a mission or tasking, verify the standard expected and examine if the standard is appropriate or necessary.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Identifies, contends for, allocates, and manages resources](#); [Prioritizes, organizes, and coordinates taskings for teams or other organizations structures/groups](#); [Executes plans to accomplish the mission](#)
- Communicates: [Creates shared understanding](#)



# Balances mission and welfare of followers

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*“The people you’re responsible for have got to know you care about their well-being. This has more to do with the success of an organization than anything else.”*

-Lieutenant General James H. Merryman

## Component Overview

The welfare of your team is vital to completing a mission while maintaining morale. Taking care of your followers will allow you to create a closer working relationship as they know you are on their side. As a leader, you should be able to keep your eye on the mission while being cognizant of and caring for the people working for you. For more information on this component see ADRP 6-22 Sections 6-42 to 6-47 and Table 6-1.

### Strength Indicators

- Regularly assesses the impact of mission fulfillment on the mental, physical, and emotional well-being of subordinates.
- Checks-in with team members and subordinates to monitor morale and safety.
- Provides appropriate relief when difficult conditions risk jeopardizing team member and subordinate success.
- Builds a cohesive team moving in one direction to achieve common goals.
- Offers support and resources when a team member seems unnecessarily burdened or overloaded.

### Need Indicators

- Ignores the risks of overexerting subordinates.
- Visibly shows discouragement or disgust when team member morale struggles due to the workload.
- Is insensitive to signs of high stress or diminishing morale.
- Does not weigh the importance of the task or mission against its adverse effects on stress, morale, and welfare.

### Underlying Causes

- Has “tunnel vision” regarding completion of the mission; believes in mission accomplishment at almost any cost or does not consider the cost.
- Is overtaxed or fatigued and becomes too focused on own needs rather than those of the organization.
- Refuses to delegate tasks for fear of failure; does not see the developmental opportunities.
- Is excessively concerned with personal accomplishment and achievement and avoids negative performance feedback.
- Is generally unsympathetic towards the needs of subordinates.



# Balances mission and welfare of followers

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## Feedback

- Gather feedback on mission demands and member welfare from your unit using face-to-face interaction. This will give you a complete reflection of their status.
- Seek counsel from a mentor or trusted advisor when dealing with a difficult situation. Have him or her guide you and provide insight into possible next steps.
- Discuss proposed missions with other unit leaders to assess the adverse effects of mission execution on the welfare of unit members.
- Have mental health professionals survey the organization for evidence of excessive stress. Ensure they provide you with summary information and recommendations for reducing the stress level.

## Study

- Investigate activities and methods of relief used to counter stress. See what has worked well for other leaders and what could be done better.
- Regularly assess and document both team and individual morale. Identify activities that constitute the greatest sources of stress for members of your organization. Look for methods of reducing the stress produced by these sources.
- Research signs of stress so that you can recognize a problem before it becomes an issue.
- Learn the symptoms and effects of post-traumatic stress disorder (PTSD) so you can obtain appropriate help for unit member(s) displaying symptoms.
- Observe or consider a leader who succeeded in balancing severe demands or stresses faced by his or her unit in relation to member welfare. How did that leader do it? What types of behaviors and methods can you model to ensure your success?
- Consider what messages your own behavior sends about balancing personal welfare and mission requirements.
- Access the Virtual Improvement Center ([link](#)) and complete the developmental material: [Out of Time: Managing Competing Demands](#); [Seeking and Delivering Face-to-Face Feedback](#); [Navigating Contentious Conversations](#).

## Practice

- Take note of day-to-day subordinate morale. Are they struggling with the workload? Is it affecting group morale? Hold a meeting with other unit leaders to brainstorm possible solutions for your team members' workloads.
- Take advantage of opportunities to give your subordinates time off when the mission permits.
- Weigh proposed missions to compare the importance of the intended outcomes against the costs they are likely to impose on the members who will perform them.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Prepares Self: [Maintains mental and physical health and well-being](#); [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)
- Creates a Positive Environment/Fosters esprit de corps: [Demonstrates care for follower well-being](#); [Anticipates people's on-the-job needs](#); [Encourages open and candid communications](#)
- Gets Results: [Prioritizes, organizes, and coordinates taskings for teams or other organizations structures/groups](#); [Makes feedback part of work processes](#)



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## Competency Overview

Trust is a key ingredient to all effective alliances, particularly within the Profession of Arms. Trust facilitates a bond between Soldiers, leaders, the Army, and the Nation that enables mission success.

Building trust is formed on the bedrock of mutual respect, shared understanding, and common experiences. In order for teams and organizations to function at the highest level, a climate of trust needs to exist. Leaders create a climate of trust by displaying consistency in their actions, and through relationship-building behaviors such as coaching, counseling, and mentoring.

The competency *Builds Trust* is composed of three components:

Component	Page #
<a href="#">Sets personal example for trust</a>	36
<a href="#">Takes direct actions to build trust</a>	38
<a href="#">Sustains a climate of trust</a>	40

(Hold Ctrl and click on heading to jump to section)

*"Trust men and they will be true to you; treat them greatly, and they will show themselves great."*  
-Ralph Waldo Emerson

## Component Overview

As leaders engage in behaviors to direct their units, they epitomize their beliefs about trust in their actions. Setting a personal example inspires those around them to act in the same manner. The actions a leader models to subordinates communicates the values of the leader and the unit. Setting a personal example for trust should be consistent, and is the most powerful tool a leader has to shape the climate of his or her organization. For more information on this component see ADRP 6-22 Sections 6-48 to 6-52 and Table 6-2.

### Strength Indicators

- Keeps confidences.
- Follows through on commitments and promises.
- Keeps people informed of progress, actions, and results.
- Presents the truth, even if the message is unpopular or difficult.
- Protects and safeguards confidential information.
- Admits mistakes.
- Demonstrates respect for others while remaining firm and fair.

### Need Indicators

- Engages in actions that are inconsistent with words.
- Blames others for own mistakes.
- Makes promises that are not kept or that are unrealistic.
- Treats others differently at different times.
- Focuses on self-promotion; takes credit for the work and contributions of others.
- Violates confidences made with others.
- Gossips or "bad mouths" others behind their back.

### Underlying Causes of Ineffective Behavioral Modeling

- Is too anxious or timid to deliver unfavorable news.
- Is unable to say "no" at the appropriate time.
- Is unable to maintain a position and follow through.
- Focuses on own welfare and personal ambition inappropriately.
- Avoids conflict.
- Is uncomfortable with how others will respond to the truth.

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**Feedback**

- Get feedback from others on the types of behaviors in your organization or unit that demonstrate a high degree of trust. Factors might include open communication, collaboration, strong innovation, and clear work expectations.
- Observe your own behavior. Be as objective as you can. Assess if you treat others equitably and fairly. Determine whether you tend to have “favorites.” Get feedback from others to support your assessment.
- Contact others outside your unit and find out how you can build greater trust, openness, and mutual understanding to achieve common goals.
- Find out how well others understand your expectations and standards.
- Complete a trust self-assessment tool. Some informal tools are available though a search on the web. Other formal assessments are available through references and resources listed.

**Study**

- Observe the behaviors of other leaders who you think are trustworthy. What behaviors do they exhibit that build trust? Make a list of the behaviors they demonstrate that you want to model.
- Investigate the essential factors that build and maintain trust. If trust has been violated, ask for ways to rebuild it.
- Study your own behaviors. Analyze if you are more consistent following up on some promises/commitments than others. If so, ask or explore why.
- Analyze the trust level in your organization or unit. Consider factors that indicate a breach of trust, such as back stabbing, gossiping, common self-serving behavior, verbal abuse, discriminatory behavior, and excessive time spent covering mistakes.
- Learn from mistakes by writing out alternative actions you might have taken.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Building Working Relationships Across Boundaries](#); [Building Trust](#).

**Practice**

- Let others know what the course of action is and follow through on it.
- Evaluate your available time for follow through before making a commitment.
- Clarify the expectations of a job or task you assign. Be clear as to how and when you want to see progress on the responsibility you communicate to subordinates.
- Speak precisely. Be clear, use simple language, and let others know exactly what you want and where you stand.
- Hold a discussion with another person with whom you want to build greater trust and openness.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Displays character](#); [Seeks diverse ideas and points of view](#)
- Creates a Positive Work Environment: [Encourages open and candid communications](#); [Encourages fairness and inclusiveness](#); [Demonstrates care for follower well-being](#).
- Communicates: [Creates shared understanding](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)

*“Generals delegate not just as a way to get more done but, more importantly, as a way to build trust among subordinates and within whatever organization they lead.”*

-LTG James M. Dubik (U.S. Army, Ret.)

## Component Overview

Fostering trust is not a passive exercise. Leaders build trust in their organizations by taking actions that promote trust. Developing others through mentoring, coaching, and counseling are actions that build trust. When a leader mentors effectively, that leader sends a clear message: *I trust you to continue the Profession of Arms and build a stronger, more adaptable Army.* Leaders also foster trust by making efforts to develop positive, informal relationships with peers, superiors, and subordinates. These leaders however do not tolerate unfair treatment, and they take immediate action to correct dysfunction in the unit. For more information on this component see ADRP 6-22 Sections 6-48 to 6-52 and Table 6-2.

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### Strength Indicators

- Mentors, coaches, and counsels leaders.
- Demonstrates care for others.
- Identifies areas of commonality and builds upon shared experiences.
- Empowers others in activities and objectives.
- Demonstrates an unwillingness to tolerate discrimination and corrects the actions or attitudes of those who undermine trust.
- Communicates honestly and openly with others.
- Acts with great integrity and character.

### Need Indicators

- Makes little effort to build developmental leader relationships.
- Remains isolated and aloof from others.
- Appears awkward or uncomfortable communicating; does not engage others in informal discussion.
- Is unwilling to share authority or power in achieving tasks or objectives.
- Is apathetic towards discrimination, allows distrustful behaviors to persist in unit or team.
- Is ambiguous, inconsistent or unclear in communication with others.

## Underlying Causes

- Does not understand the importance of leader development.
- Is socially anxious and fears failing or appearing weak in front of others.
- Is focused on own ambitions at the expense of other's.
- Communicates poorly.
- Lacks self-confidence and faith in own leadership abilities to shape an organization or team.
- Does not value diversity and displays this attitude by showing a lack of respect, or by treating others unfairly or inequitably.
- Accepts discrimination as a “reality” and feels “powerless” to stop it.

**Feedback**

- Get feedback from trusted colleagues and mentors on actions they take to build trust within their unit. Describe the actions you take to build trust within the unit and ask for feedback.
- Observe the actions you take to build trust within the unit. Consider how they contribute to building trust. Ask trusted colleagues if your actions had the desired impact.
- Regularly seek information from those at different levels in your unit. Find out how clearly your orders are being communicated.
- Seek regular input on your leader development efforts. Assess the extent to which subordinate development occurs in your unit. Adjust efforts accordingly.
- Assess unit morale with Command Climate surveys or other assessments of unit morale. Allow for feedback to be anonymous. Determine whether additional actions need to be taken to build trust.

**Study**

- Observe leaders you think are trustworthy. Consider the actions they take to build trust within the unit. Effective actions may include exhibiting clear communication, demonstrating care for Soldiers, creating transparency, and extending trust to others.
- Read books and articles on concepts supporting doctrine on the art of building trust (see Burke et al., 2007; Gillespie & Mann, 2004; Williams, 2012). Find resources on the web, but examine them critically. Question whether the actions could be applied to your unit. Get feedback from others, and apply the best lessons to your leadership.
- Study your unit. Get to know as many people on an individual-basis as possible. Understand their strengths, weaknesses, expectations, and motivations. Use this knowledge to establish greater rapport.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Building Working Relationships Across Boundaries](#); [Building Trust](#).

**Practice**

- When developing others through actions such as mentoring, coaching, or counseling create mutual agreement on performance change, goals, and specific follow-up or corrective actions.
- Help subordinates recover from failure by demonstrating understanding and empathy. Counsel subordinates by providing feedback on the course of action and the results, as well as alternatives.
- If dysfunction or distrustful behaviors occur within the unit, take immediate action to correct the behavior. Provide clear feedback about why the actions or attitudes were contributing to a climate of distrust, and describe expectations for the future.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Builds Trust: [Sets personal example for trust](#); [Sustains a climate of trust](#)
- Creates a Positive Work Environment: [Encourages open and candid communications](#); [Encourages fairness and inclusiveness](#); [Demonstrates care for follower well-being](#)
- Communicates: [Creates shared understanding](#)
- Develops others: [Counsels, coaches, and mentors](#)

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*"The people when rightly and fully trusted will return the trust."*  
-Abraham Lincoln

## Component Overview

A climate of trust is when the norms and values of the unit create a positive, mutually beneficial environment characterized by openness and risk-tolerance. Leaders sustain this environment by consistently demonstrating these values through behavior, and communicating to others that distrustful attitudes and behaviors will not be tolerated. It is important for leaders to note that setting an example and directing action to build trust are important tools which help to sustain a climate of trust. For more information on this component see ADRP 6-22 Sections 6-48 to 6-52 and Table 6-2.

### Strength Indicators

- Assesses factors or conditions that promote or hinder trust.
- Keeps people informed of goals, actions, and results.
- Follows through on actions related to expectations of others.
- Under-promises but over-delivers.
- Maintains high unit morale.

### Need Indicators

- Appears insensitive to the factors that promote or hinder trust.
- Demonstrates poor communication of goals, actions, and results to others.
- Shows inconsistency in attitudes or behaviors, does not follow through on actions.
- Over-promises and under-delivers.
- Enables poor unit morale.

### Underlying Causes

- Lacks overall leadership experience.
- Is insensitivity to the conditions which help create trust or hinder it.
- Exhibits a general lack of transparency in decision making.
- Has poor communication skills.
- Is anxious about perceptions of others and wants to please.
- Is unable to commit to a particular course of action.
- Is overly ambitious and does not focus on the team or causes larger than self.

**Feedback**

- Hold meetings regularly with key staff and gather feedback on both unit and individual morale, the level of openness within the unit, and factors (both positive and negative) which may be influencing trust.
- Use instruments such as Command Climate Surveys and other assessments to regularly assess the morale of the unit. Low morale is a good indicator of a lack of trust.
- Encourage frequent informal feedback on climate of the unit. Note: the values and tone you set as a leader will be modeled by others. Reward candid, informal feedback.
- Foster trust by acting on the feedback you receive. If the feedback you receive on climate reveals a weakness in the unit, take action to rebuild trust.

**Study**

- Regularly observe individuals and teams performing their duties during normal operations and trainings in an attempt to gauge the level of trust existing between them.
- Study the actions leaders take to rebuild trust in the unit if trust has been lost.
- Notice when a climate is distrustful. Study the factors that contributed to the loss of trust.
- Study the cases of particularly inspiring leaders in both civilian and military culture who created climates of trust in their units, teams, or organizations. Write down the actions they took, and the effect they had on the climate of the organization.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Building Working Relationships Across Boundaries](#); [Building Trust](#); [Managing Difficult Behavior](#); [Managing Conflict](#); [Seeking and Delivering Face-to-Face Feedback](#); [Navigating Contentious Conversations](#).

**Practice**

- Describe unit values surrounding trust frequently. In your message, be clear about how you and all members of the unit will create a climate of trust. Make building trust an explicit goal.
- Be clear about your expectations when assigning tasks. When giving developmental assignments, give leaders a clear picture of what success and failure look like.
- Cultivate risk-tolerance within the unit by communicating and demonstrating through actions that taking carefully calculated risks can be appropriate.
- Create transparency by opening multiple communication channels, including newsletters, reports, and staffing meetings to talk openly about performance,

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Builds Trust: [Sets personal example for trust](#); [Takes direct actions to build trust](#)
- Creates a Positive Work Environment: [Encourages open and candid communications](#); [Encourages fairness and inclusiveness](#); [Demonstrates care for follower well-being](#)
- Communicates: [Creates shared understanding](#)
- Prepares Self: [Maintains self-awareness: employs self-understanding and recognizes impact on others](#)
- Gets results: [Makes feedback part of work processes](#)

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## Competency Overview

As a leader, you can influence beyond your direct line of authority and chain of command. Your influence can extend across units, to unified action partners (formerly known as JIIM—joint, interagency, intergovernmental, multinational), and to other groups.

In these situations, leaders use:

- Indirect means of influence
- Diplomacy
- Negotiation
- Mediation
- Arbitration
- Partnering
- Conflict resolution
- Consensus building
- Coordination

A key to extending influence beyond the chain of command is creating and communicating a common vision and building agreement.

The competency *Extends Influence Beyond the Chain of Command* is composed of two components:

Component	Page #
<a href="#">Understands sphere, means and limits of influence</a>	44
<a href="#">Negotiates, builds consensus and resolves conflict</a>	46

(Hold Ctrl and click on heading to jump to section)

# EI

## Understands sphere, means, and limits of influence

*"You cannot antagonize and influence at the same time."  
-J. S. Knox*

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### Component Overview

Leading and influencing others outside your established organizational structure requires specific skills and abilities. Assessing roles of others outside your chain of command, knowing over whom they have authority and influence, and understanding how they are likely to exert that influence is important. By learning about people outside of your chain of command, understanding their interests and viewpoints, and being familiar with internal relationships within the organization, you can identify influence techniques that are likely to work beyond your own command chain. In addition, you can adjust influence techniques to the situation and parties involved. For more information on this component see ADRP 6-22 Sections 6-61 to 6-63 and Table 6-3.

### Strength Indicators

- Assesses situations, missions, and assignments to determine the parties involved in decision making and decision support.
- Evaluates possible areas of interference or resistance.
- Reviews organizational structures to understand who reports to whom and informal relationships that illustrate who influences whom.
- Has a good sense of when and when not to influence beyond the chain of command.
- Gets input from members of own chain of command before influencing others.

### Need Indicators

- Uses the same technique in every situation to influence others.
- Operates in isolation from others outside the chain of command when not appropriate.
- Begins negotiating with others without recognizing their priorities or interests.
- Relies solely on informal organizational relationships such as colleagues and peers outside of the chain of command; does not take into account and work through the formal command chain.
- Makes assumptions about others too quickly without getting the facts.

### Underlying Causes

- Does not appreciate the potential benefits of understanding spheres of influence.
- Is impatient; wants to take action before understanding relationships.
- Is risk averse and shields self from criticism or failure.
- Lacks organizational knowledge outside of own chain of command.
- Is politically insensitive to factors impacting broader Army interests.
- Lacks tact.

# EI

## Understands sphere, means, and limits of influence

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### Feedback

- Get feedback on your ability to actively listen, present information so others understand advantages, and be sensitive to the cultural factors in communications.
- Find out the degree to which you gain cooperation with peers or others outside of your chain of command.
- Self-assess your level of knowledge of an organization other than your own.
- Request feedback from others on your effectiveness in working with others. For example, ask others to describe a time when you effectively demonstrated resilience, patience, confidence, or mental agility.

### Study

- Learn as much as possible about how your unit or organization works and the key players.
- Gain information about shared common goals between your organization and organizations outside your chain of command and evaluate the similarities and differences.
- Understand the organization's climate and the origin and reasoning behind key policies, practices, and procedures.
- Gain insight into the culture, work priorities, and leadership interests of organizations outside your chain of command by working on a project or team assignment with another organization.
- Ask others outside your unit or organization how to gain insight into their organizational priorities.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Building Working Relationships Across Boundaries](#); [The Leader as Follower](#).

### Practice

- Practice getting things done using both formal channels and informal networks.
- Determine who to tell, when to tell, and how to communicate a situation to superiors and team members.
- Practice explaining the rationale of a tough decision to those who are affected.
- Practice focused listening and asking questions to identify points of agreement and contention.
- Consider alternatives from the viewpoint of others who are affected.
- Ensure team members and subordinates understand the reporting structure in your unit and know who to ask when they have a question.
- When communicating decisions or proposing new ideas, clearly articulate the broader strategic benefits to your unit or the Army.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Extends Influence Beyond the Chain of Command: [Negotiates, builds consensus, and resolves conflict](#)
- Leads by Example: [Seeks diverse ideas and points of view](#)
- Communicates: [Creates shared understanding](#)

# EI

## Negotiates, builds consensus, and resolves conflict

*"Start out with an ideal and end up with a deal."*  
-Karl Albrecht

### Component Overview

The art of persuasion is an important method of extending influence. Proactively involving partners opens the lines of communication and helps to work through controversy in a positive and productive way. Building consensus through sharing ideas and seeking common ground helps overcome resistance to an idea or plan. For more information on this component see ADRP 6-22 Sections 6-64 to 6-65 and Table 6-3.

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### Strength Indicators

- Identifies individual and group positions and needs.
- Sees conflict as an opportunity for shared understanding.
- Facilitates understanding of conflicting positions and possible solutions.
- Works to collaborate on solving complex problems in ways that are acceptable to all parties.
- Builds consensus by ensuring that all team members are heard and listened to.

### Need Indicators

- Uses the same technique in every situation to influence others.
- Negotiates with others without recognizing their priorities or interests.
- Uses extreme techniques such as being too hard or too soft when resolving conflicts.
- Isolates team members and pressures them to align with personal goals and priorities.
- Does not seek to reconcile conflicting positions; only seeks to win.
- Prefers to point out negative aspects of possible goals and priorities.

### Underlying Causes

- Does not seek the middle ground on issues, but demands that identified personal needs are met.
- Is conflict avoidant; uncomfortable in situations that demand identifying the conflict and solving the problem.
- Is unable or unwilling to look for a common causes or mutual goals.
- Is uncomfortable or does not like to work with teams towards common goals and priorities.
- Takes things personally.
- Does not maintain a solutions-based focus.
- Is not open to errors in one's thinking or assumptions.

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## Negotiates, builds consensus, and resolves conflict

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### Feedback

- Get input from peers about your understanding of negotiation techniques. Ask questions such as “Can you describe a situation in which I negotiated effectively?” “What could I do to negotiate more effectively?”
- After presenting a concept or idea to your peers, ask for their feedback to get their thoughts and perspectives.
- Record yourself in a practice session in which you negotiate a dispute. As you view the recording, self-assess your actions and note effective and ineffective actions.
- Before negotiations begin, select several negotiating techniques and practice with a peer to gain insight on how they might work and the potential drawbacks of each. Request feedback from your peer on your skills.
- Get feedback on your ability to listen actively, to present information so others understand advantages, and your sensitivity to the cultural factors in communication.

### Study

- Study the behaviors of leaders that are strong negotiators or behaviors of successful arbitrators. List specific behaviors they demonstrate and what you admire about them.
- List all of the roles and resources that figure in to a goal or priority of your organization. Identify people with whom you may have a common cause or mutual goals.
- Carefully outline your principles and values so that you are aware when negotiation crosses your boundaries.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Extending Influence During Negotiation](#); [Managing Conflict](#); [Building Working Relationships Across Boundaries](#); [Building Trust](#); [Navigating Contentious Conversations](#); [Managing Difficult Behavior](#).

### Practice

- Find an opportunity to exercise diplomacy and tact to achieve a favorable decision or outcome.
- When in a discussion with individuals of differing opinions, practice asking questions that are likely to result in compromise, such as “What points can we agree upon?” or “What is most important to you and what can you concede?”
- Work to be a team player that can represent your own interests.
- Anticipate problem areas in complex situations and vary your approach accordingly.
- Call a team meeting at the first sign that there is tension among group members.
- When disputes occur, evaluate areas of common ground between different parties and document findings.
- Research the viewpoints of other individuals involved in the negotiation or consensus building. Leverage those viewpoints accordingly in your argument.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Extends Influence Beyond the Chain of Command: [Understands sphere, means, and limits of influence](#)
- Communicates: [Creates shared understanding](#); [Employs engaging communication techniques](#)
- Builds Trust: [Takes direct actions to build trust](#); [Sustains a climate of trust](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)
- Leads others: [Uses appropriate methods of influence to energize others](#)

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# Leads by Example (LE)



## Competency Overview

As a leader, you can influence others by acting in a manner that provides others with an example by which to measure and model their own behavior. Leading by example is a form of influence in which leaders provide models rather than explicit direction.

The competency *Leads by Example* is composed of six components:

Component	Page #
<a href="#">Displays character</a>	50
<a href="#">Exemplifies the Warrior Ethos</a>	52
<a href="#">Leads with confidence in adverse situations</a>	54
<a href="#">Demonstrates tactical and technical competence</a>	56
<a href="#">Understands the importance of conceptual skills and models them to others</a>	58
<a href="#">Seeks diverse ideas and points of view</a>	60

(Hold Ctrl and click on heading to jump to section)



# Displays character



*“War must be carried on systematically, and to do it you must have men of character activated by principles of honor.”  
-George Washington*

## Component Overview

Upon entering the Army, Soldiers take an oath to uphold a new set of values: the Army Values. The Army Values are a set of principles, standards, and qualities that are essential for Army leaders. The Army recognizes seven values that must be upheld: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. It is every Army leader’s obligation to demonstrate these values to the highest extent possible, and in doing so, set an example for others to follow. Demonstrating these values establishes one as a person of character who is accountable. For more information on this component see ADRP 6-22 Sections 6-66 to 6-72 and Table 6-4.

### Strength Indicators

- Displays high standards of duty performance, personal appearance, military and professional bearing, and physical fitness and health.
- Takes an ethical stance and fosters an ethical climate.
- Demonstrates good moral judgment and behavior.
- Completes both individual and unit tasks to standard, on time, and within the commander’s intent.
- Demonstrates determination and persistence when facing adverse situations.

### Need Indicators

- Solves problems using the “easy path” without regard for what is “the right thing to do.”
- Puts personal benefit or comfort ahead of the mission.
- Hides unpleasant facts that may arouse anger.
- Is publicly critical of the unit or its leadership, yet does nothing to help.

### Underlying Causes

- Has not accepted one or more of the Army Values.
- Is overly committed to self-interests, career goals, and personal achievement.
- Is not able to translate Army Values to personal behaviors.
- Is afraid of facing demands or hardships that following Army Values might bring.
- Is not aware of personal behaviors and how they are perceived by others.
- Distinguishes between on-duty and off-duty behaviors.



# Displays character

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## Feedback

- Reflect on your personal values and the Army Values. Do any conflict with one another? If you perceive a conflict, consult a mentor with respected values and judgment for discussion and guidance.
- Ask others you work with on how well they understand the expectations and the standards you set.
- Ask peers and subordinates how well they think you uphold the Army Values. How do your behaviors signal your values?

## Study

- Consider your personal behaviors and how you complete tasks to standard, on time, and within the commander's intent. How do you ensure success and timeliness of completion? How do you gauge your adherence to standards? How do you ensure success and timeliness of completion?
- Observe other leaders within your unit or organization who effectively demonstrate and uphold the Army Values. Consider how these leaders attained their rank and current position. Tailor the approach to your situation.
- Analyze the influence of the Army Values on your unit by observing instances and examples of integrity, honor, courage, loyalty, duty, respect, and selfless service. What are the consequences when adherence to these values falls short?
- Study historical military figures who demonstrated determination, persistence and patience in achieving an objective. What factors led to their success? In times of intense hardship, what actions did they use to overcome adversity?
- Consider what each Army Value means and its implications for your behavior and development.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

## Practice

- Exercise initiative by anticipating task requirements before being told what to do. Take responsibility for both yourself and your subordinates when an issue arises.
- Make decisions based on what you know is right. Do not be swayed by circumstances or internal or external factors that may affect your decision. Act according to clear principles rather than the "easy path."
- Foster and encourage an "open-door" policy with your subordinates where they feel comfortable coming to talk to you about ethical and moral challenges they are facing and how to implement the correct action.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads by Example: [Exemplifies the Warrior Ethos](#)
- Leads Others: [Enforces standards](#)
- Creates a Positive Environment/Fosters esprit de corps: [Encourages fairness and inclusiveness](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)



# Exemplifies the Warrior Ethos

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*“Wars may be fought with weapons, but they are won by men. It is the spirit of the men who follow and of the man who leads that gains the victory.”*  
-General George S. Patton

## Component Overview

The Warrior Ethos refers to the professional attitudes and beliefs that characterize the American Soldier. The Warrior Ethos shapes and guides a leader’s actions both on and off the battlefield. Leaders demonstrate the Warrior Ethos anytime they experience prolonged and demanding conditions that require an unrelenting and consistent determination to do what is right. For example, tirelessly advocating for a more comprehensive training program on leader development demonstrates the Warrior Ethos, just as does leading others in a combat zone. For more information on this component see ADRP 6-22 Sections 3-21 to 3-23 and Table 6-4.

## Strength Indicators

- Removes or fights through obstacles, difficulties, and hardships to accomplish the mission.
- Demonstrates the will to succeed and perseveres through difficult and complicated situations.
- Demonstrates physical and emotional courage.
- Upholds and communicates the Warrior Ethos to others.
- Pursues mission-focused victories over extended periods, regardless of the conditions.

## Need Indicators

- Gives up when facing difficult challenge or hardship.
- Is pessimistic or negative about personal ability to achieve results within the constraints of the organization.
- Lets fear of risk stop action despite importance of action.
- Hesitates or avoids stepping up when the need arises.
- Demonstrates timidity and hesitation to act.

## Underlying Causes

- Lacks a holistic understanding of the Warrior Ethos and its implications for personal behavior.
- Becomes frustrated or fatigued from excessively demanding conditions over an extended period of time.
- Allows laziness or complacency to compromise the task at hand.
- Allows current situation to inspire a feeling of hopelessness and a sense that there is no prospect of improvement.
- Lacks resilience.



# Exemplifies the Warrior Ethos

## Feedback

- Ensure that you clarify and understand the scope of newly assigned tasks and how they relate to mission accomplishment. Perseverance is valuable as long as it is aligned with the organizational goals.
- Request feedback from peers and subordinates on how well you demonstrate determination, persistence and patience. Determine if there are patterns in the way you handle different types of situations.
- Ask for feedback from a superior on how well you demonstrate the Warrior Ethos. Identify points where you could have persevered more and points where you should not have been as tenacious to ensure a balance between achieving effective results and wasting time.
- Request advice from a mentor or trusted advisor before undertaking a difficult task. Have them guide you and provide insight into the appropriate steps. Provide the individual with as much context as possible and then talk through the situation and how you can deal with anticipated difficulties.

## Study

- Reflect on your experiences in upholding the Warrior Ethos. In a difficult or prolonged task, what factors most made you want to give up, and what factors most helped you keep going?
- If you're having trouble getting something done, reflect on why it is not working and what alternative approaches might succeed.
- Research historical military figures who demonstrated physical and emotional courage and the will to succeed. What actions and attitudes led them to success? In times of intense hardship, what was their approach to leadership?
- Identify ways to relieve stress to manage your emotional reactions while at work (e.g., take several deep breaths, count to ten, think before you act).
- Study historical military figures who demonstrated determination, persistence and patience in achieving an objective. What factors led to their success? In times of intense hardship, what actions did they use to overcome adversity?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

## Practice

- Consider what each Army Value means and its implications for your behavior and development.
- Volunteer to take the lead on a difficult or prolonged issue. As you work through the issue, take time to note where your work started and the progress you have made toward resolution of the issue.
- When leading, accept responsibility for your errors and move on. Don't allow criticism of an outcome or setbacks prevent you from taking the lead or persisting in your efforts.
- When interacting with team members and subordinates, realize that resistance and inertia are natural. When this occurs, remember to stick to the point and don't take criticism personally.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Leads with confidence in adverse situations](#); [Displays character](#)
- Leads Others: [Uses appropriate methods of influence to energize others](#)
- Prepares Self: [Maintains mental and physical health and well-being](#); [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)

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# Leads with confidence in adverse situations

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*“Just as fire tempers iron into fine steel so does adversity temper one’s character into firmness, tolerance, and determination.”*  
-Margaret Chase Smith

## Component Overview

The opportunity to lead with confidence in adverse situations happens frequently, but it is the big decisions and difficult times that can define an Army leader’s career. Mistakenly, individuals often believe that leading with confidence in adverse situations is a responsibility for senior leaders, and do not recognize the need for confident leadership at all levels. How Army leaders approach and persevere through difficult times sets a leadership example for others while demonstrating commitment to the organization. For more information on this component see ADRP 6-22 Sections 6-68 to 6-72 and Table 6-4.

### Strength Indicators

- Provides leadership presence at the right time and place.
- Displays self-control and composure, especially under adverse conditions; remains calm under pressure.
- Remains decisive, even after discovering a mistake.
- Makes a decision and acts in the absence of guidance.
- Remains positive, even when the situation changes or becomes confusing.
- Encourages subordinates when they show signs of weakness.

### Need Indicators

- Loses hope or inertia when adversity is high.
- Shows discouragement when faced with a setback.
- Allows anger or emotion to compromise a situation.
- Hesitates in taking decisive action and defaults to following a superior’s lead in times when it is not appropriate.
- Avoids situations where it is necessary to take an authoritative stand on an issue or problem.

### Underlying Causes

- Is slow to adapt to changing situations.
- Is not comfortable with personal capabilities and skills as a leader; unwilling to step up and take control of the situation.
- Is indecisive; has trouble making final decisions.
- Fears that the consequences of making a bad decision will reflect poorly on himself or herself.
- Avoids risks to ensure no negative performance feedback.
- Does not meet problems head-on; avoids conflict.
- Lacks emotional intelligence: self-awareness and self-management.



# Leads with confidence in adverse situations

## Feedback

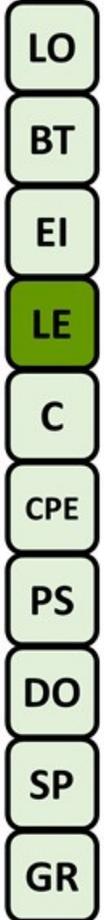
- After leading a difficult task or mission, conduct an after action review (AAR). Ask for feedback from others to identify effective and ineffective actions and opportunities for improvement. Have team members provide feedback on how you personally handled the situation.
- Request feedback from peers about how well you respond to set-backs, and how effectively you demonstrate perseverance to achieve goals.
- Meet with your team to brainstorm creative solutions to a challenge that your unit or organization currently faces. Try to approach the problem from a new and different direction.
- Request advice from a mentor or trusted advisor on how to deal with a difficult situation. Have him or her guide you and provide insight into your possible next steps.

## Study

- Complete a mission or problem analysis when faced with a tough decision. Consider multiple possible courses of action, select one, and develop a plan of action to enact it.
- Develop the realization that failure and criticism happen. As a leader, take the risk, realizing that you are not always going to be right.
- Learn about planning and problem solving methods and tools that you can use to help ensure the success of your efforts.
- Observe a leader in your unit who has consistently achieved under seemingly unfavorable circumstances. How did he or she do it? What types of behaviors can you model to ensure similar success for yourself?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#); [Managing Difficult Behavior](#).

## Practice

- When resistance occurs, remember to stick to your argument and the facts and details that support it, while remaining open to feedback and opinions. Remember to not take criticism personally.
- Take on a series of increasingly demanding tasks or challenges to build a record of success and bolster your confidence in difficult situations.
- Be very well prepared! Anticipate potential resistance/pushback from your audience and spend time gathering data and rationale to support your position.
- Persevere. Don't easily give up on opinions or judgments for which you have a strong argument. Clearly articulate why you feel the way you do using detailed explanations and examples; remain respectful of the opinions of others.
- Use clear, assertive language to state your position. Be aware of non-verbals that may communicate lack of confidence and avoid using tentative language.



### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads Others: [Provides purpose, motivation, and inspiration](#)
- Leads by Example: [Exemplifies the Warrior Ethos](#); [Displays character](#)
- Creates a Positive Environment/Fosters esprit de corps: [Encourages subordinates to exercise initiative, accept responsibility, and take ownership](#)
- Gets results: [Executes plans to accomplish the mission](#); [Identifies and adjusts to external influences on the mission and organization](#)



# Demonstrates tactical and technical competence



*“Techniques which must be mastered to become an expert vary mightily, depending on the field of your expertise, the level of command and the personalities involved. But the basic requirement is simple: study and train and practice until you have more knowledge and know-how than others with whom you work.”*  
-Aubrey “Red” Newman

## Component Overview

Striving for tactical and technical competence and expertise is important for Army leaders. Army leaders must implement the most up-to-date, cutting-edge technologies and methods to solve problems and ensure mission accomplishment. Demonstrating technical and tactical knowledge and skills includes seeking out and implementing best practices as well as exploring and encouraging a culture of sharing among team members to develop and refine their technical proficiency. For more information on this component see ADRP 6-22 Sections 6-73 to 6-75 and Table 6-4.

### Strength Indicators

- Uses technical and tactical skills and expertise to accomplish the mission to standard and protect resources.
- Displays the appropriate level of knowledge of equipment, procedures, and methods for the position.
- Embraces and employs new technology to accomplish the mission.

### Need Indicators

- Leverages assets, equipment, procedures and methods ineffectively.
- Consumes excessive resources due to ineffective use of technology.
- Uses outdated or ineffective approaches to problems.
- Uninterested in learning new knowledge and skills.

### Underlying Causes

- Does not have a full awareness of jobs and operations within the unit or organization.
- Does not understand the optimal employment of assets, equipment, procedures, and methods.
- Does not seek opportunities to be introduced to new solutions for technical and tactical problems.
- Is not comfortable with new technology and is unaware of its capabilities.
- Is unaware of how to locate and learn new technical and tactical knowledge and skills.



# Demonstrates tactical and technical competence



## Feedback

- Learn from those around you by asking which skills and what knowledge is mission-critical. Ask others how they learned it, and follow a similar path.
- Talk with others inside and outside your chain of command to stay current on external influences (e.g., emerging technology, the latest tactics, techniques and procedures). Key opportunities to network and share information include attendance at conferences, meetings, training courses, and TDY travel, as well as through online resources.
- Look for opportunities to be tested on your technical and tactical proficiency.
- Self-monitor your ability to be a technical and tactical leader by reading the latest journal articles, professional journals, and professional association releases and comparing your knowledge and skills to emerging information from these sources (see Hannah et al., 2010; Wolfe & Arrow, 2013).

## Study

- Build your expertise by reviewing doctrine, technical manuals, and non-military references in an area that interests you.
- Subscribe to or research professional journals and resources dealing with a new technical skill or capability. Keep up-to-date on emerging technical information by reviewing blogs and other Web-based resources.
- Volunteer to prepare and deliver training on a specific technical or tactical subject.
- Write and submit a journal or magazine article on your technical area of expertise.
- Look for opportunities to take a continuing studies course to build your knowledge in a technical area. Consider resident, distance or distributed learning, and correspondence offerings.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Incorporating Diverse Ideas](#); [The Art of Asking Questions](#); [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

## Practice

- Find and pursue opportunities for advanced training in a technical subject that pertains to your responsibilities.
- Identify and volunteer for opportunities that will provide technical or tactical experience in new areas.
- Develop one or more specialty areas where you will be considered the expert within your unit. Communicate your knowledge to other team members and ensure they come to you when they need guidance or support.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Prepares Self: [Expands knowledge of technical, technological, and tactical areas](#)
- Gets Results: [Identifies, contends for, allocates, and manages resources](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)



# Understands the importance of conceptual skills and models them to others

*"It is not enough to have a good mind. The main thing is to use it well."  
-René Descartes*

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## Component Overview

Army leaders must not only understand the importance of conceptual skills, they must possess, continually develop, and model them as well. Conceptual skills are the basis for making sense of complex situations, understanding cause and effect, critical thinking, solving problems, developing plans, and leading others. In short, they are essential to accomplishing the critical functions of the Army. For more information on this component see ADRP 6-22 Sections 5-1 to 5-29 and Table 6-4.

### Strength Indicators

- Identifies the critical issues that are present in a situation or issue and uses this knowledge to make decisions and take advantage of opportunities.
- Recognizes and generates innovative solutions.
- Relates and compares information from different sources to identify possible cause-and-effect relationships.
- Uses sound judgment, logical reasoning, and critical thinking.
- Makes logical assumptions in the absence of facts.

### Need Indicators

- Gets lost in the details of a situation without perceiving how they fit together and interact.
- Comfortably maintains the status quo; does not explore new thought processes to solve a problem.
- Overly relies on one source of information or one approach to problem solving.
- Employs stereotyped, rigid, or biased thinking when making sense of a situation.
- Uses a scattered approach to thinking through problems and developing solutions.
- Does not articulate the evidence and thought processes leading to decisions.

### Underlying Causes

- Is impatient with the time or effort required for rigorous conceptualization.
- Uses gut instinct or past approaches to make decisions.
- Fears the risk of failure that may come from new conceptualizations or approaches.
- Is unsure of the thought process and evidence used to reach decisions and therefore unable to articulate them to others.
- Does not take time for personal reflection and thought.
- Is not open to considering errors in one's thinking or assumptions.



# Understands the importance of conceptual skills and models them to others

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## Feedback

- Ask yourself how an issue you face and your related decisions or actions will fit into the bigger picture of events. What larger operations and units are affected? What groups or other decisions will be affected?
- Ask others if they have observed personal biases or conceptual shortcomings you have demonstrated when analyzing or problem solving. Ask for clear and honest feedback regarding perceived biases and conceptual difficulties. Compare this feedback to your own self assessment.
- Consider the long-term consequences of a decision or action you are contemplating. What are the second or third order effects? Identify the consequences and then reevaluate the potential decision. Present the idea to others and request their input.

## Study

- Read about methods of conceptualizing ambiguous and complex situations. Topics may include systems thinking and mind mapping.
- Train yourself to visualize how plans or operations will unfold by thinking in terms of branches, phases, sequences, and time schedules.
- Study the topics of critical and creative thinking, and apply the methods you learn to issues you face.
- Observe a leader who is adept at conceptual skills and developing conceptual models. Discuss the leader's thought process with the leader.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#); [The Leader's Role in Providing On-the-Job Learning and Support](#); [Every Leader as a Coach](#).

## Practice

- When faced with a problem, apply a systematic approach to define the problem, gather relevant information, make essential assumptions, and develop potential courses of action.
- Work to synthesize facts, data, experiences, and principles to make sense of situations. Look for patterns, themes, connections, and interactions.
- When faced with a problem, take time to develop multiple plausible solutions to the problem. Then apply pre-selected criteria to help you evaluate the solutions and select the best.
- Use a mind mapping technique or tool to make sense of the elements of a complex or ambiguous situation and their relationships.
- Create and communicate your vision for the outcome of an important effort and the process by which the outcome will be achieved.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Creates a Positive Environment/Fosters esprit de corps: [Creates a learning environment](#); [Encourages subordinates to exercise initiative, accept responsibility, and take ownership](#)
- Prepares Self: [Expands conceptual and interpersonal capabilities](#)
- Stewards the Profession: [Supports professional and personal growth](#); [Improves the organization](#)



# Seeks diverse ideas and points of view



*"I've always felt that a person's intelligence is directly reflected by the number of conflicting points of view he can entertain simultaneously on the same topic."  
-Abigail Adams*

## Component Overview

By seeking and being open to diverse ideas and points of view, Army leaders become exposed to new ideas, perspectives, explanations, and approaches that can help achieve tasks and projects more efficiently and effectively. Consideration of diverse ideas and points of view helps ensure the adequate conceptualization of issues as well as the development and selection of viable courses of action. Being open to diverse ideas and points of view also aids in the perception of change, identification of new requirements, and adaptability to dynamic operational environments. For more information on this component see ADRP 6-22, Table 6-4.

### Strength Indicators

- Encourages respectful, honest communication among staff and decision makers.
- Explores alternative explanations and approaches for accomplishing tasks.
- Reinforces new ideas and demonstrates willingness to consider alternative perspectives to resolve difficult problems.
- Uses knowledgeable sources and subject matter experts.
- Encourages team members to express their ideas and points of view even if they question the consensus.

### Need Indicators

- Settles for the first solution that comes to mind.
- Does not view subordinates' opinions and ideas as relevant.
- Does not express opposing views in order to gain favor or avoid argument.
- Operates in isolation from others.
- Maintains the status quo and hesitates to alter current "tried and true" approaches.
- Belittles, bullies, and berates rather than offering constructive and specific feedback.

### Underlying Causes

- Views subordinates' ideas as threats to personal expertise or authority.
- Is impatient with talk and discussion; wants to quickly reach a decision.
- Has difficulty perceiving or understanding shades of meaning/nuances or differences in opinion.
- Relies excessively on certain individuals' perspectives; does not offer everyone a chance for input.
- Does not take time for personal reflection and thought.
- Does not understand, appreciate, or value the strength of diversity of thought.



# Seeks diverse ideas and points of view

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## Feedback

- Encourage your team members to express their ideas and opinions about the team’s functioning. Use active listening methods to ensure that you accurately understand their perspectives.
- Get someone skilled in team processes and communications to observe one of your team collaboration or work meetings and later give you feedback on how open to diverse ideas and opinions you appeared to be and how you encouraged or discouraged ideas and opinions.
- Communicate the desired outcome of a project or task, and ask team members for their feedback and opinions. Leverage that opinion to devise new and more effective strategies.

## Study

- Learn how to conduct research in subject areas that are important to your job.
- Get involved in your professional community by participating in associations and groups that promote learning and creative solutions.
- Interview a leader who has a reputation as a strong innovator and leader of teams that solve complex and unique challenges. Learn about the thought process and methods used to get the best out of team members and reach a creative solution.
- Read about the approaches and methods that people in other fields or from other backgrounds used to solve problems similar to those you face.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Incorporating Diverse Ideas](#); [Achieving Shared Understanding](#); [The Art of Asking Questions](#); [Seeking and Delivering Face-to-Face Feedback](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

## Practice

- Keep an open mind even when ideas do not fit conventional thinking or seem to be tangential to the mission.
- Ensure that when team member ideas are ‘off target’ that you do not belittle or berate them. Look for the merit in every argument rather than the fatal flaw.
- Purposefully assemble diverse teams for your projects or tasks. Solicit input and opinion from all team members when trying to find a solution to the problem.
- Do not dismiss others’ opinions because of their rank, age, or gender. Actively listen to their opinion or approach and determine how the approach could be applied or included in a particular solution.
- Meet with your team to brainstorm creative solutions to a challenge that your organization or unit currently faces. Try to approach the problem from a new and different direction.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Communicates: [Listens actively](#)
- Creates a Positive Environment/Fosters esprit de corps: [Creates a learning environment](#); [Encourages open and candid communications](#)
- Gets results: [Makes feedback part of work processes](#)



# Leads by Example

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# Communicates (C)

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## Competency Overview

Leaders communicate by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions.

Communication is essential to all other leadership competencies.

The competency *Communicates* is composed of four components:

Component	Page #
<a href="#">Listens actively</a>	64
<a href="#">Creates shared understanding</a>	66
<a href="#">Employs engaging communication techniques</a>	68
<a href="#">Is sensitive to cultural factors in communication</a>	70

(Hold Ctrl and click on heading to jump to section)



# Listens actively

*"To listen well is as powerful a means of communication and influence as to talk well."*  
-John Marshall

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## Component Overview

The most important purpose of listening is to comprehend the speaker's thoughts and internalize them. Throughout a conversation you have with someone else, you should pay attention to what the other is trying to communicate. Active listeners have a lot to focus on: a variety of verbal and non-verbal cues, the content of the message the speaker is trying to deliver, and the urgency and emotion of the speaker. Remember to stay alert for common themes that recur with the speaker as well as inconsistencies or topics they completely avoid. For more information on this component see ADRP 6-22 Sections 6-77 to 6-78 and Table 6-5.

### Strength Indicators

- Pays attention to non-verbal cues.
- Asks questions to clarify the meaning when the speaker's point is not understood.
- Summarizes and paraphrases the speaker's main points before crafting an answer.
- Maintains eye contact.
- Takes brief mental or written notes on important points or items for clarification.
- Stays alert for common themes in the speaker's discussion.
- Reflects on new information before expressing views.

### Need Indicators

- Interrupts to provide own opinions and decisions.
- Gets distracted by anger or disagreement with the speaker.
- Uses the first response that comes to mind.
- Focuses attention on taking copious notes.
- Confuses the overall point of the message with the details provided.
- Tells people what they should say or think.

### Underlying Causes

- Focuses on what to say next rather than to accurately understand the other person.
- Does not accurately perceive feelings or read body language.
- Feels uncomfortable with the topic, information, or emotions the speaker is sharing.
- Believes that own way is the only way; does not listen to others' opinions.
- Is distracted by time pressure, other concerns, or environmental factors.
- Lacks emotional intelligence: self-awareness and self-management.



# Listens actively

## Feedback

- If you do not understand what the speaker is trying to communicate, ask him or her to restate what he or she said in another way.
- Paraphrase what the speaker said after he or she has expressed him or herself, but before you respond. Use wording such as, “So what you’re saying is...”
- Ask others you work with or in your network how you can improve active listening skills.
- At the close of a conversation, recap or summarize the main points and the motivations that might be behind them. Note trends and themes from the discussion.

## Study

- During your daily activities, try to observe someone who you feel is a strong listener interacting with someone else. What makes that person a good listener? What types of verbal and non-verbal cues do they use?
- Learn what behaviors limit active listening. Consider how often you make statements such as, “Yes, but...” or “Let’s get to the point.” Do you check your blackberry or continue to type on your computer during conversations? These types of behaviors tend to communicate an unwillingness to listen and limit conversation.
- Find out if you are a selective listener by observing what topics, what people, and in what settings you are an active listener and which you are not.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Achieving Shared Understanding](#); [The Art of Asking Questions](#); [Building Working Relationships Across Boundaries](#); [Seeking and Delivering Face-to-Face Feedback](#); [Navigating Contentious Conversations](#); [Beyond People Skills: Leveraging Your Understanding of Others](#); [Managing Difficult Behavior](#).

## Practice

- During conversations, offer very brief summary statements of the person’s statements and associated feelings. Look for confirmation of your understanding from the other person. Paraphrase in your own words to avoid parroting the words of the other person, which may be perceived as mocking.
- Employ verbal prompts, such as “Yes...”, “Go on...”, and “Tell me more...” and nonverbal prompts, such as nodding your head, leaning toward the other person, and making good eye contact to encourage the other person to talk.
- During everyday conversations, try to focus solely on what the speaker is saying rather than forming your argument.
- Minimize external distractions by turning off your cell phone or blackberry and closing the door or going to a place where you can be with the speaker one-on-one. If this is not convenient, ask the speaker if you can schedule an appointment at a later date so you can focus on what he or she has to say.
- Try not to argue mentally with the person. It sets up a barrier and distracts you from listening to what he or she is trying to convey.
- Take notes that identify important points or items for clarification during meetings. Review your notes and follow-up with an email or conversation if it remains unclear.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Communicates: [Creates shared understanding](#)
- Creates a Positive Environment/Fosters esprit de corps: [Fosters teamwork, cohesion, cooperation, and loyalty \(esprit de corps\)](#); [Encourages open and candid communication](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)
- Extends influence beyond the chain of command: [Negotiates, builds consensus, and resolves conflict](#)

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# Creates shared understanding

*"No one would talk much in society if they knew how often they misunderstood others."*  
-Johann Wolfgang Von Goethe

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## Component Overview

As a leader, you understand your unit's mission and develop plans to meet your mission goals. You owe it to both your organization and subordinates to share information that directly applies to their duties and provides the necessary context for what needs to be done. Keeping team members and subordinates in the communication loop ensures that your organization is all on the same page, relieves stress, and shows your team members that they are appreciated. For more information on this component see ADRP 6-22 Sections 6-79 to 6-86 and Table 6-5.

### Strength Indicators

- Expresses thoughts and ideas clearly to individuals and groups.
- Double checks that subordinates understand the communicated message.
- Reinforces the importance of current unit objectives and priorities for subordinates.
- Recognizes and addresses the potential for miscommunication.
- Uses a communication method aligned with the information that will be expressed.
- Communicates to subordinates as well as superiors to ensure everyone is in the loop.

### Need Indicators

- Creates inconsistent and confusing messages, arguments, and stories.
- Communicates highly technical subject matter without converting it into "laymen's terms."
- Places an emphasis on the wrong subject matter for an audience (too simplistic for management and too detail-heavy and strategically-focused for subordinates).
- Shares information and understanding with only select favorites.
- Limits communication to subordinates and superiors within own chain of command.

### Underlying Causes

- Has limited preparation time before speaking to individuals or a group on a topic.
- Does not prepare adequately even when time is available before speaking to individuals or a group on a topic.
- Does not have accurate knowledge of the gaps in the audience's understanding of the subject.
- Is not skilled in crafting messages or explanations suited to the audience's background, comprehension level, language, culture, or other factors.
- Possesses partial or incomplete understanding of the subject matter.



# Creates shared understanding

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## Feedback

- Encourage open feedback and dialogue among and with subordinates, particularly when they are asking questions about a project or process.
- Discuss your intent, priorities, and thought processes with your subordinates to ensure “they get it.” Offer subordinates the opportunity to follow-up with you on any points they may not have understood.
- After delivering information, ask others to summarize the information you just delivered. Communicate this in a way that is not threatening or condescending but that shows you are interested in making sure that everyone is on the same page.
- Periodically check-in with team members and subordinates to ensure they know what is going on in the organization. Fill them in on any missing details.

## Study

- Assess the best way to communicate with different individuals or groups both inside and outside your organization. Learn how to match the message and method to the audience.
- Study individuals (public figures, historical, or local) who are considered to be skilled communicators and who were able to provide messages that translated into action.
- Take a course on effective communications techniques or join a public speaking group to build your knowledge and skill in crafting and delivering compelling messages to others.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Achieving Shared Understanding](#); [The Art of Asking Questions](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Building Working Relationships Across Boundaries](#); [Navigating Contentious Conversations](#); [Beyond People Skills: Leveraging Your Understanding of Others](#); [The Leader as Follower](#).

## Practice

- Relate your unit’s current objectives and priorities to the larger organizational goals.
- As you plan the words and delivery of your message, imagine how your message will be received by the intended audience.
- Consider the nature of the information you are trying to explain and build your explanation in a logical progression that fits the topic (e.g., chronological, sequential, top down, bottom up).
- Don’t put your team into information overload. Offer information in segments that can be comprehended without causing confusion and that together will convey the complete story.

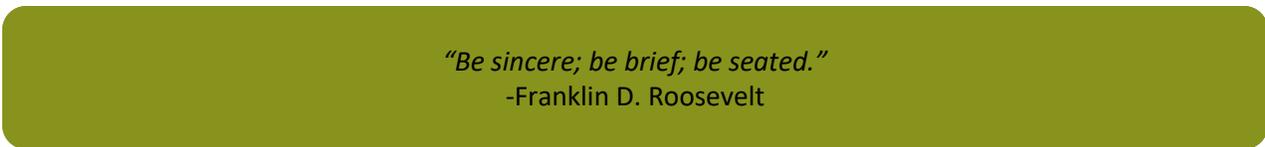
**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Builds Trust: [Takes direct actions to build trust](#); [Sustains a climate of trust](#)
- Communicates: [Employs engaging communication techniques](#)
- Creates a Positive Environment/Fosters esprit de corps: [Encourages open and candid communications](#)
- Prepares Self: [Expands conceptual and interpersonal capabilities](#)



# Employs engaging communication techniques

*"Be sincere; be brief; be seated."*  
-Franklin D. Roosevelt



## Component Overview

As a leader, you must clearly and succinctly deliver a message to your unit or subordinates to ensure shared understanding. To ensure that your message stands out from the crowd, you will need to employ engaging communication techniques to make sure your message is attended to, understood, and remembered. For more information on this component see ADRP 6-22 Sections 6-81 to 6-84 and Table 6-5.

### Strength Indicators

- States goals to energize others to adopt and act on them.
- Creates a "buzz" around a new idea or thought by radiating enthusiasm and excitement.
- Makes eye contact when speaking.
- Speaks enthusiastically and maintains listeners' interest and involvement.
- Uses gestures that are appropriate but not distracting.
- Selects the appropriate communication medium to deliver the message.
- Recognizes and addresses places where misunderstandings may arise.
- Seeks feedback on communications that did work and communications that did not work and why.
- Acts to determine, recognize, and resolve misunderstandings.

### Need Indicators

- Delivers an unclear goal or key message.
- Provides information using a monotone voice and few aids or devices to support understanding.
- Uses a tone of voice that is condescending.
- Mismatches the message to be delivered and the communication medium.
- Takes a long time to express central ideas.

### Underlying Causes

- Does not consider the audience well enough to choose words and delivery approach that will connect with them.
- Is not able to communicate the main message succinctly and clearly.
- Is uncomfortable presenting information to others.
- Matches a communication message with an inappropriate communication medium (e.g., delivering constructive criticism via email rather than face-to-face).
- Does not have ample time to prepare the information that needs to be delivered.
- Lacks social awareness.





# Employs engaging communication techniques

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## Feedback

- Assess the individual or group to see if they are engaged in the information you are conveying. Shift the angle of the conversation or the method of delivery based on verbal and non-verbal cues.
- Ask team members or subordinates to give you specific feedback on your ability to deliver information in a way that is engaging and easily comprehensible. Ask how you can improve.
- During a presentation or meeting, ask your subordinates or team members direct and specific questions about the information you are communicating.
- Talk to your team members or subordinates about misunderstandings when they arise. Analyze the reasons why a misunderstanding may have occurred.

## Study

- Assess the best way to communicate with various individuals in your organization including superiors, peers, and subordinates. Match your method with the individual.
- Measure whether your subordinates and team members are absorbing the thoughts and ideas you provide to them. Indicators may include: more eye contact, following directions accurately, asking fewer questions for clarification, appearing more relaxed.
- Observe an individual in your unit or a leader who always seems to “connect” when communicating with others. Investigate how this person gains and retains the attention of others and generates so much interest. What types of communication techniques does he or she use?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Delivering Face-to-Face Feedback](#); [Navigating Contentious Conversations](#); [Achieving Shared Understanding](#).

## Practice

- Communicate thoughts and ideas in a simple way that all staff understands using a logical and sequential progression. Provide supporting details to prove your central idea.
- Create “buzz” around new and exciting tasks that your unit is undertaking. Send emails and have informal conversations with subordinates about the benefits of the new task. Make sure that you convey enthusiasm for the new task both verbally (choosing active versus passive words) and non-verbally (e.g., posture, tone, gestures).
- Match your tone of voice with the information you have to deliver. For example, if your unit will undergo a major change, use a tone that is direct, clear, and reassuring to your team members and subordinates. If your unit is embarking on a new and innovative task, use a tone that builds excitement and enthusiasm.
- Employ a variety of techniques to ensure that your audience is engaged in the information you are presenting, such as stories, anecdotes, and examples.
- Use visual aids, when appropriate, to support your message. Make sure that visual aids have a clear and direct relationship to the information being presented.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Communicates: [Creates shared understanding](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)



# Is sensitive to cultural factors in communication

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*“Examine what is said not who speaks.”*  
-Arabian proverb

## Component Overview

Cross-cultural awareness and understanding of how cultural factors can influence the success of communications has long been an important competency for military leaders leading ethnically and culturally diverse organizations. In recent years, the necessities of counterinsurgency, stability, and unified action (formerly known as JIIM) operations have placed cross-cultural communications skills at the center of operational success. Understanding cross-cultural factors and the ability to adjust communication attempts to accommodate and capitalize on them are crucial in today’s operating environment. That being said, it is important to note that Soldiers do not have to necessarily agree with all of the cultural norms or practices, however, they **MUST** understand how those cultural values impact interactions with individuals from that culture. For more information on this component see ADRP 6-22 Sections 5-12 to 5-13 and Table 6-5.

## Strength Indicators

- Is sensitive to cultural variations in communication and is willing and able to accommodate or adapt to these variations.
- Maintains a wide-ranging awareness of communication customs, expressions, actions, and behaviors.
- Demonstrates respect for others regardless of their culture, race, or ethnicity.
- Looks beyond surface features of the individual or manner of communication to discern the message and its meaning.

## Need Indicators

- Stereotypes and makes generalizations about individuals based on their culture, race, or ethnicity.
- Avoids situations in which interacting with other cultures is required.
- Assumes that individuals from other cultures have the same values, priorities, and worldview as Americans.
- Pushes personal beliefs, norms, and more onto an individual from a different culture, race, or ethnicity.

## Underlying Causes

- Assumes that American views and understanding is correct and that other perspectives are less developed or faulty.
- Fears how individuals from different cultures will react to American cultural norms and mores (moral attitudes).
- Fears embarrassment or self-consciousness over not understanding or violating another culture’s norms or mores.
- Believes cultural differences are too great to permit creation of an advantageous alliance.
- Does not have the time or inclination to focus on learning about a new culture.
- Lacks exposure to other cultures.
- Dwells on previous negative experience with individuals from another culture.
- Does not understand, appreciate, or value the strength of diversity of thought.



# Is sensitive to cultural factors in communication

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## Feedback

- Connect with an individual, from a different culture, with whom you are comfortable, and discuss the social norms, mores, and expectations. Have the individual provide you with feedback on how effective and appropriate your interpersonal communications habits are likely to be with other members of the individual's culture.
- Seek help from external resources (e.g., chaplains and counselors) for overcoming any deep-seated biases you may have due to traumatic or negative experiences with individuals from other cultures.
- Take advantage of counterinsurgency field exercises to practice culturally appropriate communications skills and receive feedback on their effectiveness.
- Share what you have learned about other cultures with your peers and subordinates. Discuss effective and ineffective approaches to cross-cultural communications.

## Study

- Become a part of a club or professional association that fosters and encourages cross-cultural understanding. Research opportunities by contacting cultural organizations and asking about cross-cultural meet-ups.
- Take a foreign language and culture course at a community college. Pay particular attention to specific cultural norms and practices. Even highlight areas of cultural difference that are common across all cultures [i.e., religion, sport, economic structure, gender difference, power distance between superiors and subordinates (Hofstede's Power Distance Index)].
- Use resources and reference books to examine a culture's history, society, religion, governance, lifestyle, sports, business practices, current events, and other important aspects.
- Observe and assess how others with extensive cross-cultural communication experience conduct themselves when communicating across cultures. Look for attitudes, behaviors, and methods that you can adopt.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Making Influence Count](#); [Seeking and Incorporating Diverse Ideas](#); [Building Working Relationships Across Boundaries](#).

## Practice

- Make a genuine effort to communicate with an individual from a different culture by learning and using culturally correct communication greetings, behaviors, forms, and patterns. Solicit feedback to understand their interpretation of U.S. culture and your behavior.
- Make a personal inventory of your own biases. Create and implement actionable steps to reduce these issues.
- Focus your awareness on how you evaluate others and what role their cultural differences play in your evaluation. Attempt to evaluate people on an individual basis rather than based on stereotypes of their culture.
- Leverage active listening techniques, such as summarizing the main points of an individual's discussion after he or she has communicated them, to ensure mutual understanding.
- Be on the lookout for possible misunderstanding or misinterpretation. Proactively consider issues from other cultures' perspective.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Prepares Self: [Maintains relevant cultural awareness](#); [Maintains relevant geopolitical awareness](#)
- Communicates: [Listens actively](#)



# Communicates

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# Creates a Positive Environment/ Fosters esprit de corps (CPE)



## Competency Overview

Leaders have the responsibility to establish and maintain positive expectations and attitudes that produce the setting for healthy relationships and effective work behaviors. Leaders are charged with improving the organization while accomplishing missions. They should leave the organization better than it was when they arrived.

The competency *Creates a Positive Environment/Fosters esprit de corps* is composed of eight components:

Component	Page #
<a href="#">Fosters teamwork, cohesion, cooperation, and loyalty (esprit de corps)</a>	74
<a href="#">Encourages fairness and inclusiveness</a>	76
<a href="#">Encourages open and candid communications</a>	78
<a href="#">Creates a learning environment</a>	80
<a href="#">Encourages subordinates to exercise initiative, accept responsibility, and take ownership</a>	82
<a href="#">Demonstrates care for follower well-being</a>	84
<a href="#">Anticipates people's on-the-job needs</a>	86
<a href="#">Sets and maintains high expectations for individuals and teams</a>	88

(Hold Ctrl and click on heading to jump to section)



# Fosters teamwork, cohesion, cooperation, and loyalty (esprit de corps)



*“The teams and staffs through which the modern commander absorbs information and exercises his authority must be a beautifully interlocked, smooth-working mechanism. Ideally, the whole should be practically a single mind.”*  
-General Dwight D. Eisenhower

## Component Overview

A team is a group of individuals with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable. Commitment may not always be present from the start, but it is critical for team sustainability. The team also needs to have a common purpose that is detailed enough so that all members can understand the what, how, and who. For more information on this component see ADRP 6-22 Sections 7-5 to 7-9 and Table 7-1.

### Strength Indicators

- Encourages people to work together effectively.
- Promotes teamwork and team achievement to build trust.
- Draws attention to the consequences of poor coordination.
- Attributes mission success or failure to the performance of the team.
- Rapidly and effectively integrates new members into the team.
- Uses unit activities to build cohesion and trust.
- Encourages team members to take on extra responsibilities for the betterment of the unit.
- Maximizes talents of all members of the team.

### Need Indicators

- Attributes mission success or failure to the performance of individuals.
- Regularly provides the meaningful tasks and assignments to high-performing or experienced team members over new or less experienced team members.
- Maximizes the skills and talents of only a few team members.
- Permits team members to take independent approaches to accomplishing unit tasks.

### Underlying Causes

- Places greater importance on individual contribution than team-based contribution.
- Manages a unit or group that prefers to work individually rather than as a team.
- Feels less comfortable guiding a team than guiding individuals.
- Lacks a clear process for integrating new members into the unit and making them feel like they are part of a team.
- Lacks awareness of the talents and capabilities of team members.
- Lacks trust in capabilities and dependability of team members.
- Is overly narcissistic.



## Fosters teamwork, cohesion, cooperation, and loyalty (esprit de corps)

### Feedback

- Use in-process reviews (IPRs) and after-action reviews (AARs) to share feedback and promote unit and team self-improvement. Share ways that the team could improve as a whole rather than singling out individuals.
- Articulate the strengths, limitations, preferences, and beliefs of your team members to superiors. Act as an advocate to promote the interests and needs of your unit.
- Seek feedback on how you work with your team members and subordinates in a way that promotes accomplishment of your unit or organization's mission, and how you provide purpose, direction, and motivation to team members.
- Self-assess your ability to manage your team. How do you facilitate teamwork and cohesion? Do you support and guide team members through difficult situations?

### Study

- Set aside time to become familiar with subordinates' career goals. Ask your team members and subordinates questions that treat them as individuals who you want to see succeed.
- Identify and utilize both informal and formal leaders within your unit. For example, your unit may have an individual who team members respect and look up to. Examine why this individual is viewed as a role model and seek ways to leverage this understanding to build cohesion and teamwork within the unit.
- Solicit recommended reading or documents on team building from trusted mentors and from content experts within the Army
- Identify and develop clear linkages between team training and higher unit missions and success.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Building Trust](#); [Fostering Team Unity](#).

### Practice

- Define and gain agreement on team missions, standards, and expectations. Have all team members participate in this process so they buy into what is developed.
- Identify and address negative intra-team conflict to minimize its effect on team productivity and morale.
- Identify and determine opportunities to highlight the task/role interdependencies of your team and unit. Illustrate how a Soldier's ability to successfully perform his or her job depends on the performance of other Soldiers.
- Acknowledge and celebrate team accomplishments and mission success to build cohesion. Define success in terms of team accomplishment rather than individual achievement.
- Make a point of welcoming and transitioning new team members into the unit by ensuring that their first few weeks go smoothly. Assign them a mentor or buddy and touch base with them periodically.
- Promote teamwork across units and discourages "Us-versus-Them" thinking and behaviors. Reinforce and promote a sense of identity and pride among team members.

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### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Creates a Positive Environment/Fosters esprit de corps: [Encourages fairness and inclusiveness](#)
- Leads by Example: [Seeks diverse ideas and points of view](#)
- Develops Others: [Builds team or group skills and processes](#)



# Encourages fairness and inclusiveness



*“These men ask for just the same thing, fairness, and fairness only. This, so far as in my power, they, and all others, shall have.”*  
-Abraham Lincoln

## Component Overview

To build a positive climate, you should use consistent but flexible policies and viewpoints in your treatment of others. While you should treat all team members and subordinates fairly and consistently, not everyone will be treated exactly alike. Fairness means that no one gets preferential treatment, but leaves leeway for team member and subordinate capabilities and needs. Inclusiveness means that all of your team members and subordinates are absorbed into the organization, regardless of their differences. For more information on this component see ADRP 6-22 Section 7-15 and Table 7-1.

### Strength Indicators

- Applies the same guidance, requirements, and policies to all team members and subordinates in the organization.
- Leverages skills and capabilities of team members and subordinates without providing preferential treatment.
- Adheres to equal opportunity policies and prevents harassment.
- Encourages and supports diversity and inclusiveness.
- Actively seeks to integrate all team members and subordinates into the unit.
- Encourages learning about and leveraging diversity.

### Need Indicators

- Exempts a select few team members or subordinates from duties.
- Selects the same high-performing members of the unit for almost all developmental opportunities.
- Prevents high-performers from attending developmental opportunities (i.e., resident training or education) because they are too valuable to the unit mission.
- Grants permission for training and professional development only to unit members who need improvement.
- Allows groups or teams to isolate individuals they do not like or who have difficulty fitting in.
- Saddles burden on high performers.

### Underlying Causes

- Gravitates to certain team members and subordinates and wants to provide them with opportunities for development.
- Does not successfully balance the need to develop subordinates with the need to accomplish the mission.
- Uses favoritism as a tool to retain team members and subordinates.
- Does not realize that team members or subordinates are isolating select members of the team.
- Conducts an incomplete assessment of the capabilities of some groups or individuals.



# Encourages fairness and inclusiveness



## Feedback

- Dedicate time during the normal duty day to hold one-on-one meetings with your subordinates and ask about their feelings regarding fairness in your unit. Do they believe only a select few get opportunities? Are some assigned tasks that lead to more development than others?
- If a team member or subordinate mentions that you are unfair, ask about his or her feelings. Let him or her speak their mind. Reflect upon what they said to you and ask yourself if their views have merit. Seek out a trusted subordinate (e.g., NCO or junior officer) to solicit their input regarding your potential lack of fairness.
- Consult with a trusted subordinate to discover biases that members of the unit may hold towards individuals in the unit (e.g., based on their character, personality, religion, race, ethnicity, or culture). Discuss the biases and devise strategies to overcome them.

## Study

- Create an action plan with specific tactics detailing how you can make your unit more fair and inclusive. Document your progress towards your goals on a monthly basis.
- Set aside time to familiarize yourself with policies related to equal opportunity and harassment that outline your team members and subordinates' responsibilities.
- Apply guidance, requirements, and policies to the roles and responsibilities of each team member. Document how you applied the policy or guidance on a piece of paper in case you need to reference or communicate it later to someone else.
- Participate in a training course or read reference material on how to create an inclusive environment. Document how specific information pertains to your organization.
- Reflect upon your record of selecting subordinates for developmental assignments and opportunities (including approving and sending subordinates to resident training and education). Was your approach fair?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Incorporating Diverse Ideas](#); [Building Trust](#).

## Practice

- Lead by example by treating others the way you want to be treated. Favoritism makes team members and subordinates feel that they are not important contributors to the unit. Invest your time and effort in all of your team members and subordinates to develop them.
- Create a succession plan for key positions in your organization. Develop a pool of individuals who could fill the positions in case some do not work as you hoped.
- Inclusiveness starts with the team members who are already in the environment. Directly challenge the barriers to inclusiveness in your unit. Does your unit have certain individuals who do not mesh well with the group? What are the barriers preventing them from successfully "fitting-in" with the group?

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Gets Results: [Recognizes and rewards good performance](#); [Makes feedback part of work processes](#); [Identifies and accounts for capabilities and commitment to task](#)
- Creates a Positive Environment/Fosters esprit de corps: [Encourages open and candid communications](#)
- Builds trust: [Takes direct actions to build trust](#); [Sustains a climate of trust](#)



# Encourages open and candid communications



*“Seek first to understand, then to be understood.”  
-Stephen Covey*

## Component Overview

As a good leader, you should encourage collaboration through open and candid communications to create an environment where others feel free to contribute and know that their ideas and input are valued. Creating an open environment is a key to developing a unit that is capable of reacting to change. As a leader that values and reinforces open and candid communications in your unit, you should show respect for team member and subordinate opinions, recognize others’ viewpoints, and encourage input and feedback. For more information on this component see ADRP 6-22 Section 7-16 and Table 7-1.

### Strength Indicators

- Reinforces the importance of expressing contrary and minority viewpoints as a way to guard against groupthink.
- Remains calm, objective, and facts-focused when receiving potentially bad news.
- Encourages input and feedback especially during times of change.
- Shows respect for team member and subordinate opinions even if you do not agree with them.
- Communicates positive attitude to encourage others and improve morale.
- Displays appropriate reactions to new or conflicting information or opinions.
- Guards against groupthink.

### Need Indicators

- Demears team member and subordinate opinions either consciously or subconsciously.
- Halts conversation when it appears to be moving towards a change in the unit’s processes or practices.
- Reacts viscerally or angrily when receiving bad news or conflicting information.
- Shares information and understanding with only select favorites who disseminate information to the rest of the unit.

### Underlying Causes

- Has a concern that too much open communication can lead to “too much talking and not enough doing.”
- Wants to stay true to the current direction of the unit that has been provided by superiors.
- Has too many simultaneous tasks moving forward to take time to hear others’ ideas.
- Does not fully understand the relationship between an open environment and the ability to adapt to change.
- Has difficulty adapting (emotionally and cognitively) to unforeseen problems, bad news, or conflicting information.
- Feels the need to control information.
- Is overly narcissistic.



# Encourages open and candid communications



## Feedback

- Hold monthly meetings where your unit shares information and provides the status on their tasks.
- Hold a brainstorming session or forum with team members and subordinates to discuss possible solutions to barriers currently impeding the progress of the task. Ask team members and subordinates for their opinion on how to remove the barriers.
- Hold regular unit meetings to discuss internal operations and ongoing issues. Stress taking initiative, underwriting honest mistakes, and continuous improvement.
- Make sure that team members and subordinates feel comfortable presenting their thoughts and ideas. If team members or subordinates are uncomfortable communicating their ideas, hold one-on-one conversations to seek their feedback and input into the process.
- Lead by example. Ask for feedback from your team members and subordinates on your ideas. If they come up with a good idea or insight, incorporate it into your new initiative.

## Study

- Observe a leader whose unit has an open communications environment. Watch what the leader does, and incorporate ideas into your practices.
- Take a course on soliciting input and open communications. Make sure the course has hands-on examples and scenarios so you can practice improving your skills.
- Reflect upon your communication style with others in your organization (including superiors, team members, and subordinates) and whether it was conducive to the open and candid flow of information and ideas. Note things that you can improve and work to incorporate these changes into future communications.
- Read a reference book or other resource to learn how to effectively foster an open communications environment (see Fritz, 2012).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Incorporating Diverse Ideas](#); [Seeking and Delivering Face-to-Face Feedback](#); [Navigating Contentious Conversations](#); [The Leader as Follower](#).

## Practice

- Make an effort to know your superiors, peers, and subordinates. Showing interest lets them know they are valued as members of the unit beyond the work they produce.
- Demonstrate to team members and subordinates that their ideas are valued and an important component to unit success.
- Demonstrate results by empowering team members and subordinates when they come up with a good idea. Ensure that you communicate that your unit will be implementing their idea.
- Recognize team members and subordinates for a job well-done at meetings or events.
- Conduct regular informal discussions with subordinates to solicit their ideas for how to address problems and improve processes. Reinforce and cultivate opinions or views that may be outside of the mainstream or typical responses.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Communicates: [Listens actively](#); [Creates shared understanding](#)
- Creates a Positive Environment/Fosters esprit de corps: [Fosters teamwork, cohesion, cooperation, and loyalty \(esprit de corps\)](#); [Encourages subordinates to exercise initiative, accept responsibility, and take ownership](#)
- Builds trust: [Takes direct actions to build trust](#); [Sustains a climate of trust](#)



# Creates a learning environment



*“To raise new questions, new problems, to regard old problems from a new angle requires creative imagination and makes real advances.”*

*-Albert Einstein*

## Component Overview

The Army seeks to constantly reinvent, reinvigorate, and renew its processes in order to more efficiently and effectively accomplish its strategic mission. In order to do so, it depends on the experiences of its people and organizations to contribute to a climate that values and supports learning. By both acknowledging and embracing the importance of learning, you, as a leader, ensure that the Army actively fosters both a culture dedicated to lifelong learning and a cadre of leaders within it who possess a thirst for knowledge and innovation. For more information on this component see ADRP 6-22 Sections 7-17 to 7-19 and Table 7-1.

### Strength Indicators

- Uses effective assessment and training methods.
- Challenges how organization operates, especially those processes that are only done in a certain manner “because they’ve always been done that way.”
- Discards techniques or procedures that have outlived their purpose.
- Regularly expresses the value of seeking counsel and expert advice.
- Encourages leaders and their subordinates to reach their full potential.
- Motivates and stimulates innovative and critical thinking in others.
- Seeks new approaches to problems.

### Need Indicators

- Puts the onus on other leaders to take full responsibility for the development of their subordinates.
- Adopts a “go at it alone” mentality, and fosters an individualistic unit climate.
- Allows no room for deviation or innovation.
- Holds on to techniques or procedures, regardless of their utility, efficiency, or effectiveness.
- Accepts outcomes as they are and moves on to the next task.
- Fails to seek advice or counsel from others when facing a new or complex task.

### Underlying Causes

- Is unaware of or unwilling to improve the effectiveness of assessment and training methods.
- Believes that no matter what example he/she sets, subordinates will not seek self-development opportunities.
- Fears change and the possible difficulties and turmoil that come with putting new techniques or procedures in place.
- Feels that effective leaders are “take charge” and are “decision makers.”
- Believes that seeking advice or counsel is a sign of weakness and lack of expertise.



# Creates a learning environment



## Feedback

- Informally ask members of your unit why processes are done certain ways. Identify processes that appear to be performed a certain way for no apparent reason. Brainstorm ways to improve these processes.
- Ask members of your unit about processes or techniques that frustrate them. Encourage them to think of a more effective way of getting the job done. Demonstrate that you value their feedback by incorporating their suggestions, as appropriate.
- Have a conversation with your superior about your unit environment. Ask if he/she feels that it currently supports learning, or if there are ways that it could be more supportive.
- Gather “lessons learned” from recent tasks to improve their execution in the future.
- Make a habit of asking yourself why you perform processes or activities a certain way. If the best answer that you can come up with is “because I’ve always done it that way,” it may be time to reconsider your approach.

## Study

- Ask other unit leaders what assessment and training techniques they are using. Document these techniques, and evaluate which ones would work best in your unit.
- Think about great Army leaders who inspire you. Highlight any of their actions that helped to advance the Army as a “learning organization.” Use these actions to spur insights that may be able to relate or incorporate with your unit.
- Choose one process in your unit to study. Document exactly how it is done, from start to finish. Then identify areas where the process may hit “roadblocks.” Brainstorm possible solutions to either get over the roadblocks or circumvent them.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Leader's Role in Providing On-the-Job Learning and Support; Supporting the Developing Leader; Library of 13 Counseling/Coaching Videos.](#)

## Practice

- Conduct periodic brainstorming sessions with groups of subordinates to think through likely problems the unit may face and guide the discussion as an opportunity to reinforce the idea of creative sharing and the importance of others’ advice and counsel.
- While performing normal duties, identify processes or procedures within your unit that seem slow or inefficient. Identify and incorporate new methods to increase efficiency.
- Set a self-development example by communicating opportunities related to developmental activities or training. Share your experience from a developmental activity or training with your team members and subordinates.
- During your next unit briefing, consciously make an effort to include information about the importance of interacting with others and seeking counsel. Couch it in the context of the Army’s organization-wide commitment to lifelong learning.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Communicates: [Creates shared understanding](#)
- Prepares Self: [Analyzes and organizes information to create knowledge; Expands conceptual and interpersonal capabilities](#)
- Develops Others: [Facilitates ongoing development](#)
- Gets results: [Makes feedback part of work processes; Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Stewards the profession: [Supports professional and personal growth; Improves the organization](#)



# Encourages subordinates to exercise initiative, accept responsibility, and take ownership



*“Do you want to know who you are? Don’t ask. Act! Action will delineate and define you.”  
-Thomas Jefferson*

## Component Overview

As a leader, one of the greatest challenges is to encourage subordinates to exercise initiative, accept responsibility, and take ownership. Subordinates may hesitate to step forward and express their technical knowledge or provide factual information because they fear being told they are wrong or do not want to take on an additional task. It is your responsibility to build confidence in a subordinate’s ability to solve problems, set the conditions that foster taking initiative, and encourage input from anyone with an understanding of the applicable subject matter. For more information on this component see ADRP 6-22 Sections 7-29 to 7-30 and Table 7-1.

### Strength Indicators

- Encourages subordinates to explore new approaches to a problem.
- Pushes decision making to the lowest appropriate level to encourage subordinate responsibility and empowerment.
- Involves others in decisions and keeps them informed of consequences that affect them.
- Provides subordinates with their “own piece of the task” to ensure ownership and accountability.
- Guides team members and subordinates in thinking through problems for themselves.
- Reinforces and rewards initiative in individuals and teams.

### Need Indicators

- Hesitates to consider or incorporate subordinates’ suggestions into the unit tasks.
- Defines the course for most tasks without consulting team members or experienced subordinates.
- Uses only “tried and true” approaches to solving problems or completing tasks.
- Uses only the same small cadre of team members to support decision making.
- Takes time to inform a team member or subordinate on how to perform all aspects of a specific task.
- Treats Soldiers’ honest mistakes as things that must be avoided/prevented—not as opportunities to learn.

### Underlying Causes

- Is satisfied with the status quo; does not seek to improve the unit.
- Feels a lack of control when decision making authority is delegated to subordinates.
- Has insufficient time to help subordinates think through problems.
- Has trouble trusting the judgment abilities of others.
- Feels that subordinates are not stepping up to take on new opportunities and challenges.
- Feels that mission or task success is compromised when decision making is delegated to lower levels.
- Is overly controlling.
- Does not understand the value of Mission Command.



# Encourages subordinates to exercise initiative, accept responsibility, and take ownership

## Feedback

- When a new task is presented, interview a handful of team members or subordinates who are interested in the role. Select the best subordinate .
- At the beginning of a new task, hold a brainstorming session with team members and subordinates to discuss possible solutions to barriers currently impeding task progress. Ask team members and subordinates for their opinion on how to remove the barrier.
- Hold regular unit meetings to discuss internal operations and ongoing issues. Stress taking initiative, underwriting honest mistakes, and continuous improvement.
- Periodically check-in with team members and subordinates to ensure they are comfortable with their current task responsibilities. Make sure they do not feel overwhelmed making critical decisions.

## Study

- Take a course or training on delegation and implement learned techniques on-the-job.
- Consult a coach or mentor to discuss your delegating skills. Create a list of tangible practices that you can incorporate on-the-job.
- Observe a peer or superior who is adept at delegating responsibility to subordinates. Examine the process they use for selecting subordinates to complete tasks and how they communicate the responsibility and expectations.
- Allocate time to create a “wish list” of initiatives that you as a leader would like to take on. Share the list with your team members and subordinates and discuss how to make some of those “wish list” items a reality.
- Read a reference book or article to learn about effectively encouraging subordinates to exercise initiative, accept responsibility, and take ownership (see Bass, 1996).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Supporting the Developing Leader](#); [Creating and Supporting Challenging Job Assignments](#); [Enabling Subordinates Using Mission-Focused Delegation](#).

## Practice

- Leverage teams with diverse backgrounds and experience to attack new and complex problems and operations. Encourage trial and error for solutions that are not obvious.
- Delegate stretch assignments to subordinates. Match the size and complexity of the task to the skill-level and potential of each person.
- Monitor delegated tasks, but do not micromanage. Use progress-related milestones or in-process reviews (IPRs) and touch base to ensure that progress is successful. This encourages subordinates to ask questions and discuss challenges.
- Have subordinates define what taking initiative and ownership mean to them. Discuss their responses one-on-one and create or provide opportunities to help them develop.
- Conduct periodic brainstorming sessions with groups of subordinates to think through likely problems the unit may face; guide the discussion as Soldiers think through problems and probe to identify potential barriers that individuals or teams may have in

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Creates a Positive Environment/Fosters esprit de corps: [Encourages open and candid communications](#); [Sets and maintains high expectations for individuals and teams](#); [Creates a learning environment](#)
- Builds Trust: [Sustains a climate of trust](#)
- Gets results: [Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups](#); [Identifies and accounts for capabilities and commitment to task](#); [Designates, clarifies, and deconflicts roles](#)
- Develops others: [Builds team or group skills and processes](#)





# Demonstrates care for follower well-being



*“Remember that leaders aren’t made leaders because they are college graduates Leaders are invariably made leaders because they are caring and concerned about people.”  
—SP4 Mickey Howen*

## Component Overview

As an Army leader, you should cultivate both physical and mental health by being both logical and clear-headed when making decisions. As a leader who emphasizes mental and physical health and well-being, you inspire confidence in your direct reports, who see you as an example of how to balance the inherent stresses of both personal and professional life. Reducing stress and improving physical fitness are excellent tactics for avoiding sickness, promoting mental clarity, and encouraging similar behavior in direct reports. For more information on this component see ADRP 6-22 Sections 7-31 and Table 7-1.

### Strength Indicators

- Ensures subordinates’ and their families’ health, welfare, and development are provided for.
- Routinely monitors morale and encourages honest feedback.
- Sets a personal example for colleagues.
- Nurtures long-term well-being through rigorous training and preparation.
- Understands and nurtures individual subordinates’ intrinsic motivators.
- Tells a subordinate to go home when they have been working long hours.
- Gives subordinate time off during the work day to take care of family matters.

### Need Indicators

- Unwilling to negotiate with or tell superiors “no” when the unit is overburdened or at the breaking point.
- Fails to provide for family and individual support needs.
- Takes credit for unit success and/or allows unfair blame to fall on subordinates when failures are experienced.
- Ignores morale indicators and promotes overly optimistic feedback.
- Does not endure/share in the hardships experienced by Soldiers.
- Coddles subordinates with easy or comfortable training.

### Underlying Causes

- Wishes to avoid controversial or critical decision-making.
- Wants to please, impress, and create a positive impression to superiors (i.e., does not want to decline taskings).
- Focuses on accomplishing the short-term mission without sufficient concern for the long-term needs and well-being of Soldiers and their families.
- Expects more of subordinates than of oneself.
- Values personal relationships over the health, welfare, and safety of the unit or team.
- Expects that subordinates will be self-sufficient or capable of addressing issues independently.
- Lacks empathy - Is overly narcissistic.



# Demonstrates care for follower well-being



## Feedback

- Encourage peers and subordinates to share their candid opinions, reiterating that you welcome different perspectives.
- Speak with your team and their families to determine how you can better serve them.
- Solicit feedback on specific issues that may be affecting morale. Communicate to your subordinates that you are seeking their assistance in developing a full understanding of the issues.
- Ask subordinates to explain the range of perspectives on an issue rather than only providing their opinions.
- Discuss with your team how training exercises can be improved to better meet specific objectives.
- Seek feedback from trusted senior subordinates regarding their perceptions of the welfare and morale of the unit—including families. Identify potential stressors or factors negatively affecting the unit and work with the trusted subordinates to identify ways to address these stressors.

## Study

- Observe the behaviors of other leaders who you admire. Note how these leaders make difficult decisions that balance the welfare of Soldiers with mission accomplishment?
- In addition to maintaining your knowledge and awareness of Army programs, identify and investigate programs offered by local communities and social service organizations that may be of help to your Soldiers and their families.
- Regularly reflect upon your actions in terms of balancing the welfare of Soldiers and their families with accomplishing the mission. When your actions fail to maintain this balance, reflect upon what motivated you to act as you did?
- Question the value of your training exercises. Are they rigorous for rigor's sake, or do they serve a specific objective, such as safer or more efficient operations?
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [Seeking and Delivering Face-to-Face Feedback](#).

## Practice

- Set aside social time with subordinates, peers, and their families. These activities can help you develop compassion and provide insight for ways to help meet their needs.
- Draft a statement of how you want your unit to be treated. When your unit's treatment doesn't live up to your standards, list objectives for improvement you can work to implement.
- Create a record of each time you are about to rebuke a peer or subordinate for failing to live up to set standards. In the record, include a memory of the last time you failed to live up to the same standard.
- Ask subordinates and peers to speak to their understanding of the reasons for specific training exercises. If your staff understands the links among training, safety, and effectiveness, they will likely respect the rigor of their training.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads Others: [Balances mission and welfare of followers](#)
- Creates a Positive Environment/Fosters esprit de corps: [Anticipates people's on-the-job needs](#); [Encourages open and candid communications](#)
- Develops Others: [Counsels, coaches, and mentors](#)
- Gets results: [Identifies and accounts for capabilities and commitment to task](#); [Makes feedback part of work processes](#); [Identifies and adjusts to external influences on the mission and organization](#)



# Anticipates people's on-the-job needs



*"It is better to have it and not need it than to need it and not have it."*  
-Gerard Patrick Roeling

## Component Overview

To anticipate your team member and subordinates' on-the-job needs, you should be aware of each individual's responsibilities, duties, strengths, current workload, as well as their professional interests and goals. In addition, you should become aware of their strengths and developmental needs to provide you with a holistic understanding of both where the individual currently is and where he or she wants to be. Attempt to match subordinates with tasks and opportunities that not only foster career and professional development, but that also align with their interests and motivations. For more information on this component see ADRP 6-22 Table 7-1.

### Strength Indicators

- Recognizes and monitors subordinates' current jobs, duties, strengths, and developmental needs to obtain a baseline of performance.
- As part of formal counseling sessions or via informal conversations with subordinates, discusses and verifies professional interests and goals.
- Interacts and collaborates with subordinates frequently to ensure their roles and responsibilities are clear and that their job satisfaction and morale are high.
- Assigns roles based on unit members' interests, motivation, strengths, and developmental needs against mission tasks.

### Need Indicators

- Does not attempt to account for team member and subordinate developmental needs, professional interests, job satisfaction, or morale in assigning jobs or tasks.
- Resources projects without a clear commitment that the expectations can be met within the timetable required.
- Interacts with and observes staff infrequently.
- Just does it and does not analyze the mission and risk.

### Underlying Causes

- Assumes individuals are "cut from the same mold" in terms of having the same interests and motivators.
- Allocates insufficient time to become aware of subordinates' professional interests, motivation, strengths, and developmental needs.
- Believes the role of a leader is to tell people what to do without telling them why.
- Places the mission first at the expense of other considerations.
- Does not consider individual and unit morale when assigning individual and unit tasks.



# Anticipates people's on-the-job needs



## Feedback

- Set aside time to ask subordinates to discuss their job responsibilities. Make sure their understanding of their job responsibilities is the same as yours. Reconcile any differences through conversations with the subordinate.
- Conduct periodic meetings with trusted staff to discuss and gather feedback regarding the morale of the unit (including the morale of individuals within the unit), ways that job requirements and job structure may be influencing morale, and ways to better anticipate the on-the-job needs of unit staff.
- Conduct debriefs after the task/mission is complete to compare the performance with the indicators of success and failure, discuss learning opportunities, and focus on problem-solving regarding any mistakes made.
- Have periodic discussions with subordinates to discuss their current jobs, duties, and professional interests and goals, and how well their current job duties are aligned with their professional goals.

## Study

- Assess current jobs against the mission to identify tasks required, knowledge, skills, and abilities (KSAs) that the mission and task require, and KSAs that the mission or tasks are likely to develop.
- Determine whether any additional support will be needed, such as resources, a mentor, or extra time to complete the task.
- Identify and provide resources to team members and subordinates, such as job aids and other decision support tools, to help make task achievement easier and more stress-free.
- During normal operations, make a point of observing team members and subordinates performing their job duties in attempting to gauge motivation and morale levels as they performing their job duties.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: The [Leader's Role in Providing On-the-Job Learning and Support](#); [Out of Time: Managing Competing Demands](#); [Supporting the Developing Leader](#); [Every Leader as a Coach](#).

## Practice

- Assign roles to team members and subordinates only after considering the unit member's strengths, developmental needs, and professional interests against mission tasks. Assign team members to roles that give them a challenge that will help with growth, development, and gaining confidence in their skills.
- Communicate your expectations to unit members about assigned tasks. Be upfront about your intentions of why this is a learning opportunity.
- Create opportunities for on-the-job learning by pairing team experts with novices.
- Weigh the criticality and time available to accomplish a task. If time permits, adjust the pace and personnel involved to balance individual development with meeting the objective.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads Others: [Balances mission with welfare of followers](#)
- Gets Results: [Identifies and accounts for capabilities and commitment to task](#); [Identifies, contends for, allocates, and manages resources](#)
- Develops Others: [Assesses developmental needs of others](#); [Facilitates ongoing development](#)
- Stewards the Profession: [Supports professional and personal growth](#)



# Sets and maintains high expectations for individuals and teams



*“High achievement always takes place in the framework of high expectations.”  
-Charles F. Kettering*

## Component Overview

Leaders sometimes focus considerable energy on annual performance reviews and do not give sufficient attention to providing guidance and establishing expectations during the course of a rating period. Providing direction and setting expectations are crucial to getting the best results and promoting professional and career development. When setting expectations with your team members and subordinates, make sure that your stated expectations are connected to the objectives of the unit and mission, clearly expressed, and mutually agreed upon. For more information on this component see ADRP 6-22 Sections 7-5 to 7-7 and Table 7-1.

### Strength Indicators

- Clearly articulates expectations for subordinates and teams.
- Expects good performance and does not accept poor performance.
- Provides recognition of superior performance.
- Identifies poor performance and attempts to understand and address its cause.
- Touches base frequently with the individual or unit regarding their ability to meet the standard.
- Ensures that expectations are clearly tied to the goals and objectives of the unit and mission.

### Need Indicators

- Only sets expectations once per year during the team member or subordinate’s performance review.
- Touches base infrequently with team members regarding how they are meeting the expectations and standard.
- Determines expectations for the team member or subordinates without discussion or consultation.
- Does not communicate individual and team expectations.
- Provides expectations to subordinates or teams half-way through the task rather than at the beginning.

### Underlying Causes

- Feels uncomfortable discussing areas for improvement and delivering feedback.
- Is unclear what expectations for team members and subordinates at different levels should look like.
- Has not allocated an appropriate amount of time to touching base with individuals or teams regarding expectations.
- Believes the unit leader should articulate his or her expectations to unit members rather than obtaining acceptance and buy-in from unit members regarding the expectations.
- Does not clearly understand how expectations of subordinates and teams are tied to the organization and unit’s mission.



# Sets and maintains high expectations for individuals and teams



## Feedback

- Have a peer review the performance expectations you developed for subordinates or team leaders. Tell them to review the document with a critical eye to ensure that it is reasonable given the current environment of the Army.
- Discuss the expectations your unit set and assign “stretch tasks” to willing individuals or teams. When you assign the tasks, make sure that the individuals can visualize how to achieve the goals. If they cannot visualize how to achieve the goals, then they will not be able to define a path forward.
- Periodically assess how the measurement of performance expectations is going. Ensure that the data and measures are accurately assessing performance against the expectations.

## Study

- Study other organizations’ performance expectations in the military, public, and private sectors and develop a list of best practices based on what you learned.
- Ensure that you have a firm understanding of the organization’s mission and goals. Also, ensure that you understand and can discuss your unit’s mission and goals. This should function as a refresher for you to make sure you are on the right page.
- Examine if your unit has a process for goal setting, evaluation, feedback and accountability that lets team members and subordinates know how they are doing.
- Read a reference book or resource on how to develop—in collaboration with unit members—clear, highly challenging, yet achievable goals (see Dobson & Wilson, 2008).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Creating and Supporting Challenging Job Assignments](#); [Creating and Promulgating a Vision of the Future](#).

## Practice

- Develop expectations for your subordinates or teams together. This should not be a “management only” task.
- Develop useful measures for performance expectations that are agreed upon by the entire team. Measures should be consistent for all subordinates and teams and should assess their capabilities related to the task at hand.
- Encourage your team members and subordinates to stretch themselves to reach for new goals during their performance reviews. Ask yourself how you know it is a stretch?
- Make sure that definitions of the performance expectations are clear and not open to interpretation. Remember to make them specific and write them down.
- Develop a clear rewards and recognition system. The recognition should communicate the behaviors and actions that you expected from your team members and subordinates.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads Others: [Enforces standards](#)
- Gets Results: [Identifies and accounts for capabilities and commitment to task](#); [Recognizes and rewards good performance](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Communicates: [Creates shared understanding](#)



# Creates a Positive Environment

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## Competency Overview

Leaders ensure they are prepared to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek to develop themselves. Leaders maintain physical fitness and mental well-being. They continue to improve the domain knowledge required of their leadership roles and their profession. Only through continuous preparation for missions and other challenges, being aware of self and situations and practicing lifelong learning and development can an individual fulfill the responsibilities of leadership.

The competency *Prepares Self* is composed of seven components:

Component	Page #
<a href="#">Maintains mental and physical health and well-being</a>	92
<a href="#">Expands knowledge of technical, technological, and tactical areas</a>	94
<a href="#">Expands conceptual and interpersonal capabilities</a>	96
<a href="#">Analyzes and organizes information to create knowledge</a>	98
<a href="#">Maintains relevant cultural awareness</a>	100
<a href="#">Maintains relevant geopolitical awareness</a>	102
<a href="#">Maintains self-awareness: employs self understanding and recognizes impact on others</a>	104

(Hold Ctrl and click on heading to jump to section)

*"I am obliged to sweat them tonight, sir, so that I can save their blood tomorrow."  
-General Thomas "Stonewall" Jackson*

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## Component Overview

Army leaders cultivate comprehensive fitness through both physical and mental health and make logical and clear-headed decisions. They inspire confidence in their followers and set the example of how to balance the inherent stresses of both personal and professional life. Reducing stress and improving physical fitness are tactics for avoiding sickness, promoting mental clarity, and encouraging similar outcomes in others. For more information on this component see ADRP 6-22 Sections 4-8 to 4-9 and Table 7-2.

### Strength Indicators

- Recognizes imbalance or inappropriateness of one's own actions.
- Removes emotions from decision making.
- Seeks work/life balance.
- Applies logic and reason to make decisions when interacting with emotionally charged individuals.
- Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self.
- Takes part in regular exercise, leisure activities, and time away from routine work.
- Stays focused on life priorities and values.
- Exhibits resiliency characteristics.

### Need Indicators

- Avoids physical activity.
- Frequently abandons sleep for other activities.
- Perpetuates a deadline-based environment that leaves no time for relaxation.
- Engages in unhealthy eating or drinking habits.
- Uses tobacco products or misuses legal or illegal drugs or other substances.
- Allows personal emotions to drive decisions or guide responses to emotionally charged situations.
- Tries to deny, ignore, or push through stress.

### Underlying Causes

- Is overwhelmed by workload or responsibility.
- Practices poor time management.
- Keeps emotions contained and does not find opportunities to release them.
- Lacks experience in new job tasks.
- Believes that being a Soldier or leader means that he or she should be able to endure or be immune to high levels of stress.
- Lacks emotional intelligence.

**Feedback**

- Get periodic health examinations to assess indicators of physical health and stress, as well as lifestyle factors that may affect physical and mental health. Obtain guidance on corrective actions from healthcare and diet professionals.
- Ask a trusted leader in your organization to give you feedback on your performance in handling emotionally-charged issues or decisions. Are you able to remain logical and objective, or do your emotions drive your decisions? How might you handle these situations better?
- Use a trusted family member or friend as a sounding board to give you feedback on your perception and interpretation of events as well as your plans and intended actions.

**Study**

- Observe the behaviors of other leaders who you admire. How do these leaders handle their stress? Make a list of the methods they use that you would like to try.
- Reflect on an incident in which stress disrupted your performance. How could you have dealt with the stress better? Consider a high-pressure incident that you handled well. What allowed you to deal effectively with the stress?
- Analyze your diet by keeping a list of the foods you consume over a one-week period. Identify unhealthy foods (e.g., high fat, salt, or calories) in your diet and healthier alternatives that you can adopt.
- Reflect on your values and priorities to build a clear sense of direction and perspective.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

**Practice**

- Exercise for 30 minutes or more several times per week. Make aerobic exercise or sport a main component of your exercise to maintain cardiovascular health and reduce stress. To help you maintain interest, be sure to include a variety of activities (e.g., favorite sports, exercise with friends).
- Make time every day to organize your activities. Use lists to prioritize what needs to be done, track progress, identify accomplishments, and practice time management.
- Socialize with others, and maintain friendships.
- Find a trusted family member or friend to serve as a sounding board, someone with whom you can discuss concerns and issues.
- Reduce or eliminate alcohol and tobacco consumption.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Seeks diverse ideas and points of view](#); [Displays character](#); [Exemplifies the warrior ethos](#); [Leads with confidence in adverse situations](#)
- Communicates: [Creates shared understanding](#)
- Creates a Positive Environment/Fosters esprit de corps: [Encourages fairness and inclusiveness](#); [Encourages open and candid communications](#); [Demonstrates care for follower well-being](#)
- Leads others: [Enforces standards](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)

# PS

## Expands knowledge of technical, technological, and tactical areas

*“Concern for man and his fate must always form the chief interest of all technical endeavors. Never forget this In the midst of your diagrams and equations.”*  
-Albert Einstein

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### Component Overview

Technical knowledge consists of specialized understanding of a particular function or system. Army leaders are responsible for leveraging both individual and collective specialized knowledge to complete the mission. They must expand their skills in technical, technological, and tactical areas. This requires an understanding of how functional components are related as well as the requirements for training and logistical planning to support technical operations. Army leaders capitalize on opportunities to share knowledge across an organization, especially to leverage their subordinate’s knowledge to educate others on technical and tactical details. Army leaders also must maintain awareness of new trends and emerging technologies that are available and how they can best be applied. For more information on this component see ADRP 6-22 Sections 7-39 to 7-41 and Table 7-2.

### Strength Indicators

- Seeks knowledge of systems, equipment, capabilities, and situations, particularly information technology systems.
- Encourages understanding of systems.
- Considers how systems affect doctrine, tactics, organizational design, training, related material, personnel, and facilities.
- Embraces efforts that share knowledge across and between organizations.
- Encourages subordinates to share their specialized skills and knowledge.
- Adapts to new technologies, learning the special capabilities and shortcomings technical systems offer.

### Need Indicators

- Does not locate and attend to information on new trends, developments, ideas, and technologies that are relevant to or provide context for organizational requirements.
- Views equipment and technologies in isolation without understanding how they integrate or combine to operate as a system.
- Sees no personal need to understand technology and technological developments.
- Hinders the exchange of knowledge between personnel in the organization.
- Overemphasizes or relies on a single tactic or technical approach that has worked in the past.

### Underlying Causes

- Views technologies only in terms of their individual components; not practiced in systems thinking.
- Tries to avoid time and expense required to share or grow technical or tactical knowledge.
- Is not comfortable with team changes brought on by knowledge sharing and innovation.
- Is dubious about piloting new technologies or standards.
- Prefers the status quo; hesitant to change a process or system that is already proven.
- Is not open to new learning.

# PS

## Expands knowledge of technical, technological, and tactical areas

### Feedback

- Seek testing and certification in the use of relevant technologies and application of technological competencies.
- Practice the employment of tactics and technologies to address the requirements or mission of your organization. Conduct AARs after each significant attempt to capture the lessons of the experience and guide future attempts.
- Request that technical staff provide their suggestions on operational and planning details that should be addressed.
- Request that other technical teams provide updates on their progress and challenges in order to identify areas that might be able to build collaboration.

### Study

- Read or engage in technical discussions to better understand how components and processes combine to create systems and how these systems may be optimally designed and employed.
- Attend briefings, meetings, or courses that address pertinent technologies including the effective uses and limitations of those technologies.
- Capitalize on opportunities to share technical or tactical information with your immediate work group or team. Run a professional development interest group or forum that focuses on exchanging information and keeping up to date on technical and tactical developments.
- Engage in a professional reading program that includes books and journals that report on tactical and technological developments and their employment to better address operational requirements.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [The Value of Self-Awareness](#); [Seeking and Incorporating Diverse Ideas](#); [Seeking and Delivering Face-to-Face Feedback](#).

### Practice

- Employ technologies, organization, people, and processes as an integrated system to produce desired outcomes.
- Draft a list of technological knowledge and skills that are key to your individual performance and the functioning of your organization. Implement a method for acquiring and disseminating information pertaining to developments in these areas.
- Organize a session among technical staff from within your organization or across similar organizations to share ideas and knowledge.
- List pros and cons of new technologies or tactics in an effort to reason out the effects of a new system.
- Look for ways to test new ideas and technologies in the operations of your organization so that effective innovations can be incorporated into the organization's way of doing its business. This approach supports the goal of continuous organizational improvement.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads by Example: [Demonstrates tactical and technical competence](#)
- Gets Results: [Identifies, contends for, allocates, and manages resources](#); [Makes feedback part of work processes](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Creates a positive environment: [Creates a learning environment](#)
- Develops others: [Facilitates ongoing development](#); [Builds team or group skills or processes](#)
- Stewards the profession: [Improves the organization](#)

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*“An amazing thing, the human brain. Capable of understanding incredibly complex and intricate concepts. Yet at times unable to recognize the obvious and simple.”*

*-Jay Abraham*

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## Component Overview

Conceptual abilities enable sound judgment; help Army leaders think creatively; and permit leaders to reason analytically, critically, ethically, and with cultural sensitivity. Army leaders consider both intended and unintended consequences, and anticipate the results and consequences of important decisions on people and mission. To expand conceptual and interpersonal capabilities, Army leaders seek and leverage opportunities to improve reasoning and problem-solving skills and to implement the best solution for the unit. For more information on this component see ADRP 6-22 Sections 7-39 to 7-41 and Table 7-2.

### Strength Indicators

- Applies lessons learned to avoid repeating mistakes and guide future actions.
- Filters unnecessary information efficiently.
- Sets aside time for self development, reflection, and personal growth.
- Understands and appropriately employs critical thinking, imagination, and problem solving under different task conditions.
- Learns new approaches to problem solving.

### Need Indicators

- Attempts to solve problems using a limited number of approaches despite the characteristics of the problem.
- Accepts problem situations at face value; does not examine them critically or fully; does not look for system influences and interactions.
- Goes with the first solution that seems like it might work even if time permits more thorough solution development.
- Becomes overwhelmed and frustrated by the number of details of a situation.
- Uses a scattered approach to thinking through problems and developing solutions.

### Underlying Causes

- Lacks interest, or perceives a lack of time, to learn or engage in critical and creative thinking and problem solving.
- Fears the risk of failure when opportunities to be innovative present themselves.
- Does not see the benefit of personal reflection and thought.
- Perceives a lack of time for self development, reflection, and personal growth.
- Is dubious about piloting new ideas or approaches to solving problems.
- Is not open to errors in one's thinking or assumptions.
- Is not open-minded.

**Feedback**

- As you lead your team in solving a complex problem, use a skilled problem solver to observe and provide feedback on the team's methods, processes, communications, and dynamics.
- Seek multiple perspectives and ideas from superiors, peers, subordinates, or others outside your organization to get a holistic view of a problem.
- Hold a meeting with your team members and subordinates to discuss alternate approaches to solving a problem or issue. Actively brainstorm ideas with your team members and subordinates and encourage divergent thinking to develop creative solutions.
- Ask for feedback on your performance as a member of a planning or problem solving team.

**Study**

- Observe a leader who is strong at implementing conceptual skills and models. Ask him or her key questions about how he or she became skilled at conceptualizing problems and applying critical and creative thinking to their solution.
- Volunteer to be part of a project team addressing a complex issue requiring a creative solution. As you work on the issue, observe the methods and processes used by the team and reflect on their effectiveness and how they might be improved.
- Read a book or other reference material on how to expand your conceptual and analytical skills, such as through the use of concept mapping, divergent thinking, systems thinking, the Military Decision Making Process (MDMP), (see Kallet, 2014).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [The Value of Self-Awareness](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

**Practice**

- Use reflective journaling as an aid for developing critical and creative thinking.
- Purposefully test new approaches and ideas for problem solving as the mission allows. Note which methods work best for different types of problems and circumstances.
- Incorporate lessons learned into the work processes of your section or unit. When providing guidance to others, identify known areas in need of improvement and have others determine how the same mistakes can be avoided. Identify comprehensive and detailed solutions that account for multiple variables.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Understands the importance of conceptual skills and models them to others](#)
- Stewards the Profession: [Supports professional and personal growth](#)
- Creates a positive environment: [Encourages open and candid communications](#); [Creates a learning environment](#)
- Gets results: [Makes feedback part of work processes](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)

*"Information is a source of learning. But unless it is organized, processed, and available to the right people in a format for decision making, it is a burden, not a benefit."*

*-William Pollard*

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## Component Overview

Army leaders prepare themselves for leadership positions through lifelong learning, which involves study and reflection in how to best acquire new knowledge. Becoming a better learner involves several steps including planning a learning approach, focusing on specific and achievable learning goals, setting aside time to study, organizing new information as it is encountered, and tracking progress. For more information on this component see ADRP 6-22 Sections 7-39 to 7-41 and Table 7-2.

### Strength Indicators

- Analyzes and synthesizes information from relevant sources, sees the implications, and draws conclusions.
- Reflects on what has been learned and organizes these insights for future application.
- Identifies reliable sources of data and other resources to acquire knowledge.
- Sets up systems, procedures, and standards to store and share knowledge.
- Implements strategies for how to learn new information faster and more thoroughly.
- Considers source, quality or relevance, and criticality of information to improve understanding.

### Need Indicators

- Draws conclusions based on limited facts or an incomplete understanding of an issue.
- Organizes data for personal use rather than sharing resources with team members and subordinates.
- Does not document the source of information.
- Does not look for the connections between pieces of information.
- Accepts information and assertions without critical review or thought to see if it makes sense.

### Underlying Causes

- Lacks a mental structure or frame of reference for organizing, connecting, and making sense of information.
- Assumes that sources are reliable without cross-referencing or checking them.
- Does not have the time to review information that has been learned and organize it for future application.
- Applies past approaches and knowledge already at hand rather than building new knowledge and expanding perspectives.
- Does not understand how to implement nor understand the need for a plan or strategy for knowledge acquisition and sharing.
- Is not open to errors in one's thinking or assumptions.
- Is not open-minded.

**Feedback**

- Describe your understanding (facts, relationships, mental models) of an important topic with an expert on the topic. Seek feedback on the completeness and accuracy of your understanding and advice on how to further improve it.
- Apply your understanding of a topic to predict the outcomes of an emerging or anticipated event related to the topic. Later compare your predictions to actual outcomes and reflect on incorrect predictions: what information did you misinterpret or misapply, what information did you lack, how can you become better informed, how should you modify your mental models?
- Talk with experts in your area of interest who can provide you with recommendations on new resources or sources of knowledge that are relevant to your topic or issue at hand. Have them also discuss how they leveraged that information and translated it into practice.

**Study**

- Read about methods of studying and reading to build understanding and insight.
- Investigate methods of categorizing and relating information to build mental models and systems understanding.
- Get instruction on how to conduct library and internet research to find information relevant to your needs.
- Discuss, with an expert in your area of interest, methods and criteria for evaluating the validity and usefulness of information.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [The Value of Self-Awareness](#); [The Art of Asking Questions](#).

**Practice**

- Develop a personal action plan that identifies your information needs, how you will obtain the information, and how you will study and synthesize it to produce the knowledge and insights you need.
- Organize information and data as you obtain it. Do this by consciously looking for themes, principles, and connections. Make a concept map showing these elements and connections, then use this map as a way of organizing and making sense of new information you acquire.
- Develop a system for organizing, categorizing, integrating, and retrieving information that you need and use. This may involve filing, note-taking, and/or database components. To organize and share information with others, consider an online collaboration tool, Army Knowledge Online interest group, or creation of a wiki.
- Use AARs to gather and make sense of important information from organizational events.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Communicates: [Creates shared understanding](#)
- Creates a positive environment: [Encourages open and candid communications](#); [Creates a learning environment](#)
- Gets results: [Makes feedback part of work processes](#)
- Stewards the profession: [Improves the organization](#)
- Leads by example: [Understands the importance of conceptual skills and models them to others](#); [Seeks diverse ideas and points of view](#)

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*"Men build too many walls and not enough bridges."  
-Sir Isaac Newton*

## Component Overview

In today's contemporary operational environment, it is critical for Army leaders to understand the culture in which they operate - including awareness of partners, neutral parties, and adversaries. Army leaders must be mindful of cultural factors that may influence members of their unit, multinational partners, host nations and the local populace. Culturally astute leaders are able to more effectively utilize resources and complete the mission. For more information on this component see ADRP 6-22 Sections 5-26 to 5-29 and Table 7-2.

### Strength Indicators

- Studies issues such as language, values, customs, ideas, beliefs, and patterns of thinking that influence self and others.
- Takes advantage of all opportunities to expand knowledge of different cultures and languages, to include immersion, training, and self-study.
- Stays up-to-date on cultural issues that have contributed to past successes or shortcomings in working with multinational partners and host nation citizens.
- Stays aware of current events, particularly those of international interest.

### Need Indicators

- Fails to maintain an awareness of the impact culture factors can have on outcomes.
- Relies on tactical solutions without consideration of cultural influences.
- Views other cultures as inferior to own culture.
- Makes little or no attempt to learn about the cultures of adversaries and allies.

### Underlying Causes

- Underestimates, or fails to recognize, the influence that culture can play in shaping a person's values, behavior, ideas, beliefs, and patterns of thinking.
- Fails to learn from previous encounters in which cultural issues helped shape events.
- Does not align personal way of thinking about culture and its influence on mission success with current Army doctrine.
- Believes that forces from partner nations will think and act like U.S. forces.
- Does not understand, appreciate, or value the strength of diversity of thought and culture.

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**Feedback**

- Connect with an individual with whom you are comfortable from a different culture and discuss the social norms, mores, and expectations of their culture. Have the individual provide you with feedback on the degree of your cultural knowledge and sensitivity.
- Share what you have learned about other cultures with your peers and subordinates. Encourage them to ask questions and provide insights related to your experiences.
- Take knowledge and skill tests as part of a formal language or culture-related course.

**Study**

- Read books and articles on cultural awareness and the role that cross-cultural proficiency plays in influence and work across cultures, especially as it pertains to military operations (see Livermore, 2010; Wunderle, 2006).
- Read novels or short stories placed in and written by authors from cultures in which you are interested.
- Join a club or professional association that fosters and encourages cross-cultural contact and understanding.
- Study a foreign language at a college, through a professional association, or through on-line or other computer-based learning opportunities. Seek out information on the accompanying cultural norms and expectations.
- Take courses or engage in independent study of cultural anthropology, comparative religion, and other similar culture-spanning topics.
- Set aside a few hours each week dedicated to reading the news, paying particular attention to areas where America has national interests.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [Seeking and Incorporating Diverse Ideas](#); [The Art of Asking Questions](#); [The Value of Self-Awareness](#).

**Practice**

- Consider the cultural backgrounds of your subordinates. Think about how a subordinate's particular background or past experiences could be leveraged to increase the understanding and awareness of others and to accomplish the mission..
- Take advantage of the Basic Language Survival Kit and other learning opportunities on the VIC.
- Discuss current cultural issues with your subordinates and with other unit leaders. What impact do current issues have on the effectiveness of your section or unit? What impact could they have in the future?
- Consider the historical evolution of other cultures and the functions that different elements of the culture serve in preserving the society.
- Make a personal inventory of your own opinions and create actionable steps to eliminate any barriers you face that impede your greater understanding of people who are different from you.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Prepares Self: [Maintains relevant geopolitical awareness](#); [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)
- Communicates: [Is sensitive to cultural factors in communication](#)
- Extends influence beyond the chain of command: [Negotiates, builds consensus, and resolves conflict](#); [Understands sphere, means and limits of influence](#)

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*"No country can act wisely simultaneously in every part of the globe at every moment of time."  
-Henry Kissinger*

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## Component Overview

Today's military leaders are expected to operate worldwide, in a variety of physical and cultural environments. To be prepared for worldwide deployment, military leaders must stay up to date on events and national policies around the world that may affect U.S. national interests and potentially lead to military intervention. This requires an understanding of U.S. interests, an appreciation of international political and military processes, and the active pursuit and study of relevant news and information from around the world. For more information on this component see ADRP 6-22 Sections 5-26 to 5-29 and Table 7-2.

### Strength Indicators

- Learns about societies, news, and events outside the U.S. through reading and self-study.
- Is able to describe the impact that the U.S. has on other countries.
- Applies understanding of Army influences on other countries, multinational partners, and opposing forces in support of the mission.
- Understands factors that influence conflict and peacekeeping, peace enforcing, and peacemaking missions.
- Communicates geopolitical awareness and insights to team members and subordinates.
- Explains the implications and possible outcomes of geopolitical events.

### Need Indicators

- Demonstrates lack of awareness or concern for geopolitical issues and their relevance to military operations.
- Views military solutions as involving only the application of military power.
- Views countries as disconnected rather than mutually influencing components of a global system.

### Underlying Causes

- Is unwilling to use influence and negotiation to achieve mission objectives.
- Is unskilled in the use of influence and negotiation to achieve mission objectives.
- Embraces a limited and simplistic view of the scope of military objectives and methods.
- Is unaware of the influence and intricacies of the global political network.
- Has trouble relating to other cultures or believes that his or her own culture is superior.
- Views political issues, considerations, and behaviors as unsavory.
- Is not interested in learning and acquiring new knowledge.

**Feedback**

- Discuss geopolitical events with knowledgeable individuals to test your perceptions and understanding of related facts and implications.
- When employing AARs to examine the effectiveness of mission performance or training events related to peacekeeping, peace enforcing, and peacemaking, examine the actual or likely political outcomes of decisions and unit's actions.
- Meet with your team to brainstorm creative solutions to any challenges your unit is facing or likely to face because of geopolitical events.

**Study**

- Get in the habit of reading newspapers, news magazines, or online news sources. Make a point to seek out news on societal and political issues around the world.
- Research the cultures, physical resources, geography, histories, aspirations, policies, and geopolitical climates of the countries that are likely to affect U.S. national interests.
- Consider how other nations and cultures are reacting to current geopolitical events. How are other militaries acting or reacting?
- Read Ibrahimov Mahir, Otto Gustav, Gentile Lee "Cultural Perspectives, Geopolitics and Energy Security of Eurasia: Is the Next Global Conflict Imminent?" <http://www.armyupress.army.mil/Portals/7/combats-studies-institute/csi-books/cultural-perspectives.pdf>.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [Seeking and Incorporating Diverse Ideas](#); [The Art of Asking Questions](#).

**Practice**

- Lead others in group discussions on current geopolitical events. Consider questions such as: What driving factors are causing international conflicts? What cultures are involved? What role might the Army play in mitigating or resolving these conflicts?
- When making military decisions or planning military operations, consider how the methods and outcomes may affect U.S. interests and international perceptions.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Prepares Self: [Maintains relevant cultural awareness](#); [Maintains self-awareness: employs self-understanding and recognizes impact on others](#)
- Communicates: [Is sensitive to cultural factors in communication](#)
- Extends influence beyond the chain of command: [Negotiates, builds consensus, and resolves conflict](#); [Understands sphere, means and limits of influence](#)
- Gets results: [Makes feedback part of work processes](#)



# Maintains self awareness: employs self understanding and recognizes impact on others



*"Each of us is led, some of us are leaders. The competence we demand in our leaders must be our model when we lead. Where are you?"  
-General Glen K. Otis*

## Component Overview

Self-aware leaders know themselves, including their traits, feelings and behaviors. Self-aware leaders recognize their strengths and weaknesses across a range of environments and progressively leverage this knowledge to develop a clear, honest picture of capabilities and limitations. In addition, leaders must be flexible and adaptable by constantly assessing abilities and limitations in the context of mission requirements or tasks. For more information on this component see ADRP 6-22 Sections 7-42 to 7-48 and Table 7-2.

### Strength Indicators

- Actively evaluates one’s strengths and weaknesses.
- Learns from mistakes and makes corrections; learns form experience.
- Considers feedback on performance, outcomes associated with actions, and actions taken by others to achieve similar goals.
- Determines personal goals and creates a path to achieve those goals.
- Develops capabilities and seeks opportunities to improve in areas in need of development.
- Understands self motivation under various task conditions.

### Need Indicators

- Unclear on personal and professional values, priorities, and objectives.
- Is comfortable with the status quo; no developmental direction or goals.
- Not attentive to the reaction of others.
- Completes tasks and moves on without reflecting on what went well and what could go better next time.
- Not interested in or rejects feedback from others or from just some others (e.g., subordinates or peers).

### Underlying Causes

- Is fearful of identifying personal weaknesses and unwilling to make the effort required to resolve them.
- Does not think personal improvement is necessary.
- Is disconnected or aloof from team members and subordinates.
- Does not practice self observation, analysis, and reflection.
- Has personal blind spots or biases that block or distort self-observation, analysis, and reflection.
- Lacks emotional intelligence.



# Maintains self awareness: employs self understanding and recognizes impact on others

## Feedback

- Seek feedback openly and actively by sitting down and informally talking with your team members and subordinates.
- Conduct an MSAF assessment.
- Discuss one of your recent accomplishments or set-backs with a coach, friend, or other trusted individual who can provide you with honest feedback and encouragement.
- Analyze your behaviors, performance, and interests to identify your strengths and developmental needs. Share them with a trusted family member or associate and ask for their feedback.

## Study

- Keep a journal of your experiences. Reflect on situations where you are both successful and unsuccessful. Write about events in your daily routine and describe what happened, how you reacted, how others reacted, and why. What can you learn about yourself based on what you did and how you felt?
- Self-analyze the gaps between your actual self and your desired self. Investigate ways that you can close those gaps using training, coaching, mentoring, books, and other learning materials.
- Analyze the actions of others in a variety of events. Think about the events and situations leading to the events, behaviors and their apparent motives during the events, and consequences or outcomes.
- Take time for personal reflection during your daily routine. Consider your recent thoughts and behaviors and how they relate to your values, priorities, and goals.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Incorporating Diverse Ideas](#); [Achieving Shared Understanding](#); [The Art of Asking Questions](#); [Building Working Relationships Across Boundaries](#); [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#); [Building Trust](#); [Navigating Contentious Conversations](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

## Practice

- Conduct an MSAF assessment. Multi-source assessments collect data from peers, subordinates, superiors, and you to provide information on your strengths and developmental needs.
- Create an individual leader development plan (ILDP) that identifies your strengths and developmental needs and the activities that you will practice to achieve your objectives. Use the Army's [Individual Development Planning \(IDP\) Guide](#) to think about how you will identify and build on your strengths and developmental needs.
- After important meetings or encounters, reflect on your statements and behaviors and their apparent effect on others. Reflect on your reactions to statements and behaviors.
- Find a coach to guide you through self-improvement. Good coaches know how to effectively collect and digest feedback and make it relevant and specific to you.

For other developmental activities, refer to (Hold ctrl and click on component for link):

- Prepares Self: [Analyzes and organizes information to create knowledge](#); [Maintains mental and physical health and well-being](#)
- Creates a Positive Environment/Fosters esprit de corps: [Demonstrates care for follower well-being](#); [Encourages open and candid communications](#); [Creates a learning environment](#)
- Develops Others: [Facilitates ongoing development](#)
- Stewards the Profession: [Supports professional and personal growth](#)

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# Develops Others (DO)



## Competency Overview

Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through assisting others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.

The competency *Develops Others* is composed of four components:

Component	Page #
<a href="#">Assesses developmental needs of others</a>	108
<a href="#">Counsels, coaches, and mentors</a>	110
<a href="#">Facilitates ongoing development</a>	112
<a href="#">Builds team or group skills and processes</a>	114

(Hold Ctrl and click on heading to jump to section)



# Assesses developmental needs of others

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*“The greatest leader in the world could never win a campaign unless he understood the men he had to lead.”*

*-General Omar Bradley*

## Component Overview

Active monitoring and evaluation of your subordinates allows you to have a greater knowledge of their capabilities—including their strengths and limitations. This knowledge not only can be used to optimize Soldier and unit performance (via improved staffing decisions) it demonstrates to Soldiers that you care about their performance and their development. Investing time and resources into your team members’ and subordinates’ developmental needs fosters enhanced well-being for the individual and leads to improved unit and Army performance as a whole. For more information on this component see ADRP 6-22 Sections 7-55 to 7-58 and Table 7-4.

### Strength Indicators

- Identifies team member and subordinate “internal drivers” and uses those motivators to analyze developmental needs.
- Gathers information about a subordinate’s development needs from multiple sources.
- Reviews assessments or reports pertaining to a subordinate’s interests or capabilities.
- Observes and monitors subordinates under different conditions (e.g., situation in which he/she is challenged, where he/she excels).
- Helps subordinate to develop an ILDP.

### Need Indicators

- Gathers information about a subordinate’s performance from only one source or at only a few points in time.
- Assesses Soldiers on a small number of performance dimensions or competencies or those performance dimensions that are most important/salient to the leader.
- Reviews only one completed assessment or report.
- Takes notice of subordinates only when he or she is challenged.
- Generalizes subordinates’ leadership patterns and strengths and weaknesses based on limited observation.

### Underlying Causes

- Does not allocate the necessary time to get to know subordinates and understand their developmental needs.
- Does not actively monitor subordinate performance on the full range of performance dimensions/competencies.
- Lacks a clear understanding of subordinates’ job requirements.
- Is uncomfortable delivering constructive feedback.
- Believes time pressures hinder ability to provide immediate feedback.
- Views an individual’s continuous development as a low priority.



# Assesses developmental needs of others

## Feedback

- Hold development discussions with subordinates at least once every three months. Integrate these discussions into the normal duty hours.
- Communicate to people that their work is important, even if it just means saying a simple, “thank you – I appreciate your hard work.”
- Be open and tactfully forthright with people when discriminating between the developmental needs of subordinates. Make decisions in the best interest of the Army.
- Elicit input and feedback from NCOs as well as Junior Officers on the developmental needs of your unit or team.

## Study

- Become familiar with personal and career goals of subordinate leaders, as appropriate.
- Become knowledgeable of the roles, responsibilities, and requirements of subordinates’ jobs with which you are less familiar. This allows you to have a better understanding of what “right looks like” so you can better evaluate your Soldiers.
- During the normal work day, analyze your organization or unit’s overall approach to managing multiple priorities. How does this approach affect your subordinates and their developmental needs?
- Observe the behaviors of another leader as he or she analyzes the current developmental needs of a subordinate. Analyze the communication skills he or she uses. Record the types of questions asked, language used, time spent listening vs. delivering feedback, and the balance between positive and negative feedback.
- Read a reference book and/or learn from resources listed at the end of this section.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [Library of 13 Counseling/Coaching Videos](#); [Supporting the Developing Leader](#); [Leading the Success of Your Unit Event \(Commander/Director\)](#); [Supporting Your Unit Event \(Unit POC\)](#); [Overview: Fundamentals of Unit Leadership Development](#); [Fundamentals of Unit Leadership Development: Unit Leader Programs](#).

## Practice

- Allocate time during the duty day to help your subordinates create and implement an individual leader development plan. Be sure to have subordinates identify only one or two concrete goals at a time in order to build confidence and decrease frustration with vague, overly-ambitious goals.
- Set up an “office hour” each week during which subordinates can freely come to talk with you about their developmental needs
- Spend time each day “among your Soldiers” so you have a chance to observe their performance first-hand, to talk with them about their jobs, and to give immediate feedback. Also talk with NCOs and Junior Officers who are in a good position to observe Soldier performance. These actions demonstrate to Soldiers that their performance is a priority.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Gets Results: [Identifies and accounts for capabilities and commitment to task](#)
- Builds trust: [Takes direct action to build trust](#)
- Communicates: [Listens actively](#)
- Creates a positive environment: [Anticipates people’s on the job needs](#)

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# Counsels, coaches, and mentors

*"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."*

*-John Quincy Adams*

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## Component Overview

Counseling, coaching, and mentoring stand as the principal ways by which you provide others with knowledge and feedback. Counseling occurs when you review with the subordinate his or her demonstrated performance and potential. Coaching occurs when you guide another's development in new or existing skills during the practice of those skills. Mentoring occurs when you have greater experience than a mentee and provide guidance and advice to assist the mentee in his or her professional growth. For more information on this component see ADRP 6-22 Sections 7-59 to 7-71 and Table 7-4.

### Strength Indicators

- Sets up regular counseling, coaching, or mentoring sessions with subordinates.
- Clearly defines the purpose of a counseling, coaching, or mentoring session.
- Encourages subordinates through actions while guiding them.
- Helps an individual understand his or her current level of performance and instructs and guides them on how to reach the next level of knowledge and skill.
- Candidly discusses a subordinate's strengths and weaknesses and the courses of action to improve strengths and address weaknesses.

### Need Indicators

- Inconsistently or infrequently sets up counseling sessions.
- Counsels or mentors only those subordinates who are considered to have the most potential.
- Uses a "one size fits all" mentality when designing counseling, coaching, and mentoring sessions.
- Fails to provide coaching and feedback during the workday—provides feedback only during scheduled sessions.
- Avoids providing negative feedback.
- Talks *at* subordinates instead of *with* subordinates.
- Displays personal biases (e.g., likes, dislikes, prejudices) and judges too rashly.

### Underlying Causes

- Engages with other duties (i.e., completing the mission) that coaching, counseling, and mentoring take on a lower priority.
- Allocates insufficient time on the calendar for counseling, coaching, and mentoring sessions.
- Does not see value in spending time and resources on counseling, coaching, or mentoring subordinates who are perceived as having little potential.
- Allows desire to avoid personal conflict with subordinates to interfere with providing feedback.
- Has difficulty telling subordinates things they may not want to hear.
- Does not want to impose on subordinates' time with frequent follow-up calls, emails, or meetings.



# Counsels, coaches, and mentors



## Feedback

- Ask peers about helpful training or learning materials they have been exposed to in this area, whether it is civilian or military. Determine what they specifically found to be beneficial about the training or learning material.
- Find out the attitudes that subordinates in your unit hold towards counseling, coaching, and mentoring. If these practices are viewed negatively or as resources for the weak, set out a plan for changing that perception.
- Contact other units and find out how they have instituted and structured their counseling, coaching, or mentoring programs. Document this information and share it with your unit.
- Have a discussion with someone you have counseled, coached, or mentored in the past. Ask them to provide feedback on what you did right and what you could improve on.

## Study

- Identify individuals who served as counselors, coaches, and mentors to you. Document the actions they took to help you develop; identify those actions that were beneficial and analyze why that was the case.
- Study and read about counseling, coaching, or mentoring relationships in other, non-Army fields. Identify the qualities that counselors, coaches, and mentors in these fields exhibit, and then determine how you can best apply them within your unit.
- Next time you counsel, coach, or mentor a subordinate, take a moment following the session to record what you did and how the subordinate reacted. Reflect your actions and the responses of the subordinate and attempt to identify actions that you could have taken to improve the counseling, coaching, or mentoring session.
- Actively observe how other leaders provide effective (or ineffective) coaching and feedback to Soldiers during the work day. Determine what the leader could have done to improve the effectiveness of the coaching or feedback.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Supporting the Developing Leader](#); [Every Leader as a Coach](#); [Library of 13 Counseling/Coaching Videos](#).

## Practice

- Schedule time on your calendar to regularly contact subordinates you counsel, coach, or mentor to check-in and support their development. Consider sending an email as simple as “How’s everything going? Let’s catch up.”
- Seek out on-the-job or in-the-moment opportunities to reinforce or coach on specific issues, making links to broader developmental goals for that individual.
- Emphasize to your subordinates the benefits of taking time to engage in developmental activities. Focus on the benefits it provides to both your unit and to the Army.
- Spend time “walking around your unit” each day. This provides you with the opportunity to observe and providing immediate feedback and coaching to your subordinates.
- Facilitate a unit culture that values feedback and coaching by evaluating your subordinate leaders (e.g., Junior NCOs and Junior Officers) on the feedback and coaching that they provide to Soldiers.

For other developmental activities, refer to (Hold ctrl and click on component for link):

- Creates a Positive Environment/Fosters esprit de corps: [Creates a learning environment](#)
- Develops Others: [Assesses developmental needs of others](#); [Facilitates ongoing development](#)
- Stewards the Profession: [Supports professional and personal growth](#); [Improves the organization](#)



# Facilitates ongoing development

*"The education of a man is never completed until he dies."  
-General Robert E. Lee*

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## Component Overview

As a lifelong learning institution, the Army seeks to continuously shape and develop their leaders (you) who learn and adapt as conditions and operating environments evolve. As a leader, you must instill in your subordinates a thirst for knowledge and continued development, and then must support them throughout the process. For more information on this component see ADRP 6-22 Sections 7-72 to 7-76 and Table 7-4.

### Strength Indicators

- Maintains awareness of existing individual and organizational development programs.
- Nominates and encourages subordinates to take advantage of developmental opportunities.
- Arranges training opportunities as needed that help subordinates to improve self-awareness, confidence, and competence.
- Pushes tasks and decisions down to the lowest practical level in order to develop subordinates' capabilities and decision-making confidence.
- Identifies and removes barriers to development.
- Provides subordinates with (or directs them to) the necessary resources for development.

### Need Indicators

- Fails to stay up-to-date on individual and organizational development programs.
- Displays ambivalence towards opportunities for self development.
- Selects only some subordinates to take advantage of developmental opportunities.
- Adopts an "I'll do it all" mentality—failing to identify tasks that may be delegated.
- Ignores barriers to development.

### Underlying Causes

- Does not devote the time necessary to stay up-to-date on individual and organizational development programs.
- Feels that the organization will suffer if too many members are engaged in developmental activities.
- Feels that individual development should be left up to the individual.
- Believes that mission or task effectiveness might suffer if tasks are delegated.
- Is not personally affected by developmental barriers so treats them as if they do not exist.
- Is overly narcissistic.



# Facilitates ongoing development

## Feedback

- Ask members of your unit to help you identify any barriers to development that exist. Request that they provide recommendations for eliminating the identified barriers.
- Talk with subordinates you counsel, coach, or mentor. Ask what you can do to support their development, and what you can do better to support the development of the unit.
- Have a conversation with one of your superiors about how well you are supporting development. Then ask them to share successful tips and tricks they have learned.
- Talk with a leader from another organization about ways in which he or she facilitates ongoing development. Share what you learned with your unit.
- Ask trusted members of your unit how supportive they think you and leadership are of: 1) Soldier training and development activities that take place during the workday, and 2) Soldier self development that takes place outside the workday.

## Study

- Allocate time to research the development programs that are available to your subordinates and learn specifics about them. Then recommend specific programs to individuals based on their developmental needs.
- Investigate the development practices of other organizations (the Air Force, private sector companies) and incorporate techniques they use into the Army, if possible.
- Add leader development indicators to the unit quarterly training brief. Have subordinate units track and report on indicators of the “health” of leader development similar to other key unit systems (e.g., training, maintenance, budget).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Leader's Role in Providing On-the-Job Learning and Support](#); [Supporting the Developing Leader](#); [Creating and Supporting Challenging Job Assignments](#); [Enabling Subordinates Using Mission-Focused Delegation](#); [Leading the Success of Your Unit Event \(Commander/Director\)](#); [Fundamentals of Unit Leadership Development: Unit Leader Programs](#).
- Encourage subordinate leaders of the same position to form a community-of-practice group and allocate training time to support them. Provide each group with an opportunity to present recommendations from their group to your command or leadership team.

## Practice

- Encourage your subordinates to hold others accountable for self-development, inquiring after development goals, and actions and providing targeted feedback.
- Encourage other leaders and your subordinates to use reflective journaling. Emphasize how it leads to a greater self-awareness and as a reference for passing along lessons learned to others during times of transition or promotion.
- Hold brown bag lunches about various leadership development topics. Solicit input from other leaders and subordinates regarding topics they’d like to learn more about. Ask for volunteers to present during the sessions.
- Have a subordinate leader assist you in completing a task or making a decision in order to build his or her confidence and competence.
- Encourage subordinates to support one another (as peers) during the implementation of their ILDPs.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Creates a Positive Environment/Fosters esprit de corps: [Creates a learning environment](#); [Encourages subordinates to exercise initiative, accept responsibility, and take ownership](#)
- Develops Others: [Counsels, coaches and mentors](#)
- Stewards the profession: [Supports professional and personal growth](#); [Improves the organization](#)

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# Builds team or group skills and processes

*“Coming together is a beginning, keeping together is progress, and working together is success.”*  
-Henry Ford

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## Component Overview

Building team or group skills and processes means that you inspire, motivate, and guide others toward accomplishing a common goal through cooperative efforts. Effective cooperation and communication within (and between) teams facilitates unit success. Indeed, no single Soldier, squad, platoon, company, brigade, or battalion ever won a war; it was the collaboration and teamwork among Soldiers at and between each of those levels that enabled mission success. For more information on this component see ADRP 6-22 Sections 7-77 to 7-90 and Table 7-4.

### Strength Indicators

- Presents challenging assignments that require team or group interaction and cooperation.
- Sustains and improves the relationships among team or group members.
- Facilitates effective and ongoing communication between team members.
- Provides realistic, mission-oriented training.
- Provides feedback on team processes.
- Emphasizes the importance of working together to achieve a “common purpose.”

### Need Indicators

- Presents assignments that do not stretch the team or group beyond their respective comfort zones.
- Provides minimal resources and support.
- Focuses on the group dynamics without spending time on intra-group dynamics and relationships.
- Focuses on the efforts and successes of individual subordinates.
- Conducts training exercises, but never provides teamwork-specific feedback.
- Fails to prioritize team goals above individual goals.

### Underlying Causes

- Does not have the time or desire to help teams accomplish challenging assignments.
- Is more comfortable and experienced teaching through lectures than through experiential activities.
- Is unaware of the importance of providing teamwork-specific feedback.
- Feels that encouraging individual achievement is a more effective motivator than providing feedback and targeting motivation to groups or teams.
- Does not communicate the importance of teamwork.



# Builds team or group skills and processes

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## Feedback

- Ask your subordinates about activities they engage in outside of the Army that require teamwork. Then compile these examples, and share any best practices with the unit.
- Use an open-ended questionnaire to survey your unit and determine how well you are supporting teambuilding and the improvement of group skills and processes. Use the answers to determine what is working well, what is not working, and how to enhance team performance.
- Following a training exercise, incorporate feedback specifically related to teamwork and skill-building as part of your review.
- Whenever you conduct a training exercise, ensure that you reference the teamwork lessons learned when speaking with your unit. Reinforce lessons-learned during staff and all-hands meeting to ensure your unit remembers the role of teamwork in the activities they complete.

## Study

- Assess how well you interact with other leaders as part of a team. Although the command structure specifies who is accountable/responsible within an Army “team,” ask yourself whether you are soliciting input from lower-ranking members of your team and making them feel like their input is valued.
- Observe another leader engaging in a team-building exercise with his or her unit. Record the types of activities they perform, and how the leader delivers feedback about what teams did well and what they need to improve upon.
- Study how teamwork and team-building is used in other organizations or in other fields (e.g., sports teams, business organizations). Then document tips and strategies that stand out to you that could be adapted for use within your unit.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Building Working Relationships Across Boundaries](#); [Fostering Team Unity](#); [Leading the Success of Your Unit Event \(Commander/Director\)](#); [Fundamentals of Unit Leadership Development: Unit Leader Programs](#).

## Practice

- Promote discussions in your unit about teamwork. Encourage your subordinates to share their views on what a team is, and the similarities and differences between teamwork and other types of collaboration (e.g., partnerships).
- Conduct frequent problem solving or brainstorming sessions with groups of subordinates (it is beneficial to change the composition of this group depending upon the problems/tasks being discussed) to identify unit challenges/tasks, potential courses of action and strengths, weaknesses, and likely consequences associated with each.
- Emphasize to squads, platoons, or other “teams” in your unit the fact that teamwork involves shared responsibility. There can be no blaming a “bad team” for not accomplishing a goal – each member of a team contributes to the success or failure.
- Dedicate time to develop Army-specific, realistic, and mission-oriented team-building exercises for your unit.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Creates a Positive Environment/Fosters esprit de corps: [Fosters teamwork, cohesion, cooperation, and loyalty \(esprit de corps\)](#); [Encourages open and candid communications](#); [Sets and maintains high expectations for individuals and teams](#)
- Gets results: [Makes feedback part of work processes](#); [Identifies and accounts for capabilities and commitment to task](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Communicates: [Creates shared understanding](#)



# Develops Others

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## Competency Overview

The Army requires its leaders to think beyond their current team, mission, and direct chain of leadership in order to plan for the future. Leaders steward the profession when they act to improve the organization even when the effects may not be realized until after their tenure. Stewarding the profession is about lifelong learning, a commitment to an effective future organization, and developing others.

The competency *Stewards the Profession* is composed of two components:

Component	Page #
<a href="#">Supports professional and personal growth</a>	118
<a href="#">Improves the organization</a>	120

(Hold Ctrl and click on heading to jump to section)

*“Leadership and learning are indispensable to each other.”*  
-John F. Kennedy

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## Component Overview

Supporting institutional-based development means that you should focus on your personal and subordinate development at both the macro- and micro-levels: leaders are responsible for the development of the Army as an institution (i.e., the macro-level), and for the development of each subordinate as an individual (i.e., the micro-level). By supporting the development of each subordinate, leaders strengthen the Army organization as a whole and ensure that it produces multi-skilled leaders, capable of adapting and excelling in today’s constantly changing strategic environment. For more information on this component see ADRP 6-22 Sections 7-92 to 7-94 and Table 7-5.

### Strength Indicators

- Encourages subordinates to pursue institutional learning opportunities and gives them time to attend training.
- Provides information about institutional training and career progression to subordinates.
- Maintains resources related to institutional development.
- Participates in discussions across units to see the types of learning opportunities they recommend to their team members and subordinates.
- Updates team members and subordinates on learning opportunities that will occur.

### Need Indicators

- Does not allow subordinates to attend institutional training/educational opportunities.
- Fails to stay up-to-date on individual and organizational development programs.
- Shows little personal interest in helping subordinates pursue institutional development opportunities.
- Tells subordinates to go find their own learning opportunities.
- Sends an implicit message to subordinates... “self-development and organizational development are what Soldiers should be focusing upon...institutional training and education is a luxury.”

### Underlying Causes

- Believes that providing Soldiers time to attend institutional training and development is too large of a drain on the unit.
- Is too busy accomplishing the mission or task to spend time thinking about the long-term developmental needs of subordinates.
- Believes that individual development should be left up to the individual and performed on his/her own time.
- Believes that subordinates should “learn by doing” rather than via institutional training.
- Is risk averse.

**Feedback**

- Ask trusted subordinates of your unit to help you identify barriers to development. Request that they provide recommendations for eliminating the identified barriers.
- Have a conversation with one of your superiors about how well you are supporting development. Ask them to share tips and strategies that they have found to be effective.
- Talk with a leader from another organization about ways in which he or she facilitates Soldier participation in institutional training and development activities without compromising unit effectiveness.
- Talk to subordinates about the benefits of institutional-based development. They will be able to meet and network with others outside their chain of command and share ideas and best practices from their unit.

**Study**

- Think back to the last few times you nominated someone to take advantage of a developmental opportunity. Analyze your reasons for nominating them and the type of opportunities for which you nominated them. Look for patterns or potential biases.
- Ensure that you have set aside an appropriate amount of time to investigate available Army developmental opportunities so you are able to talk about development with your team members and subordinates.
- Remember that development does not equal training. Review opportunities for coaching, conference attendance, and scenario participation to provide your team members and subordinates with a diverse set of activities.
- Solicit input from supervisors and peers on effectively managing Soldier attendance in institutional training and development while maintaining unit effectiveness.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Leader's Role in Providing On-the-Job Learning and Support](#); [Clarifying Roles](#); [Supporting the Developing Leader](#); [Every Leader as a Coach](#); [Library of 13 Counseling/Coaching Videos](#).

**Practice**

- Identify key leadership positions in your command for which you should conduct and manage succession planning. Chart the timing and sequencing of subordinates into and out of leadership positions in your unit, and schedule your subordinates in institutional training programs accordingly.
- Maintain an institutional development resource binder, in which you compile resources related to development that are offered by the Army. This could include counseling, coaching, and/or mentoring programs or opportunities, and training courses.
- Send out periodic reminders to your subordinates to enroll in training. List selected offerings that are happening in the next few months, and identify who should enroll.
- Create a calendar of Army-based training opportunities and post it in a central location.
- Act as an institutional champion by encouraging your team members and subordinates to attend training opportunities.

For other developmental activities, refer to (Hold ctrl and click on component for link):

- Develops Others: [Facilitates ongoing development](#)
- Gets results: [Makes feedback part of work processes](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Develops others: [Counsels, coaches, and mentors](#)
- Creates a positive environment: [Creates a learning environment](#); [Anticipates people's on the job needs](#)

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*"A leader's job is to look into the future and see the organization, not as it is, but as it should be."*  
-Jack Welch

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## Component Overview

Leaders demonstrate stewardship when they act to improve the organization for not only the present but also the future Army. Acting to improve the organization involves prioritizing and managing people and resources when the impacts may not be immediately evident. Leaders who steward the profession have a lasting concern over how their decisions impact the organization's future. For more information on this component see ADRP 6-22 Section 7-95 and Table 7-5.

### Strength Indicators

- Demonstrates commitment to the organization and to others by attitude, beliefs, and behaviors.
- Is future-thinking, articulates a future for the organization.
- Possesses the leadership characteristics of self-sacrifice and vision.
- Prioritizes the future of the organization beyond his or her immediate, personal goals.
- Considers the impact of decisions carefully.

### Need Indicators

- Fails to take time to develop others.
- Takes an apathetic posture to the future of the unit and the Army.
- Fails to articulate a vision for the future
- Appears overly self-focused.
- Does not seem concerned about unit morale.
- Fails to be conscientious in decision-making.

### Underlying Causes

- Is overly focused on self and personal ambitions.
- Fears the unknown, and is unwilling to shape the future.
- Lacks vision and/or has a narrow focus.
- Is impulsive.
- Is impatient and fails to cultivate slow-growing positive effects.

## Feedback

- Seek informal feedback constantly from subordinates on the impact of decisions. Understand how your decisions reverberate down the chain of command.
- Seek counsel from mentors and trusted peers. Ask them what they do to ensure the future success of the unit beyond their tenure. Describe your own actions and get feedback.
- Hold informal, periodic meetings with subordinates to discuss the vision of the unit. Get feedback on current policies and practices to implement that vision, and possible roadblocks.

## Study

- Study the actions of leaders you admire. Note the approaches they take to improve the organization (e.g., support growth through leader development). Consider how you might implement a similar approach in your own unit.
- Study the nature of your unit in its present state. Consider: What are the major differences between your unit now and how you envision your unit to be in the future? Improving the organization is about narrowing that gap.
- Study Army policy and guidance such as the Army Learning Concept for 2015, which outlines a vision for the future Army. Begin to prepare for the future by measuring the gap between your current unit state, and what your unit will need to be in the future. Then, determine what actions should be taken.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Clarifying Roles](#); [Creating and Promulgating a Vision of the Future](#); [Building Working Relationships Across Boundaries](#).

## Practice

- Have a vision for the future of your unit. Regularly communicate that future in staff meetings and via other outlets such as newsletters and emails.
- Make decisions beneficial to the unit, particularly where the rewards might not immediately available within your tenure as leader.
- Invest in people. Supporting personal and professional growth is directly linked to improving the organization.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Stewards the Profession: [Supports professional and personal growth](#)
- Creates a Positive Environment/Fosters esprit de corps: [Encourages open and candid communications](#); [Creates a learning environment](#); [Sets and maintains high expectations for individuals and teams](#)
- Prepares Self: [Maintains self-awareness, employs self-understanding and recognizes impact on others](#)
- Gets results: [Makes feedback part of work processes](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Develops others: [Facilitates ongoing development](#); [Builds teams or group skills and processes](#)

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# Gets Results (GR)



## Competency Overview

A leader’s ultimate purpose is to accomplish organizational results. A leader gets results by providing guidance and managing resources as well as performing the other leader competencies. This competency is focused on consistent and ethical task accomplishment through the supervising, managing, monitoring, and controlling of the work. Taken together, the components below require initiative on the part of the leader to solve problems and accomplish the mission.

The competency *Gets Results* is composed of 10 components:

Component	Page #
<a href="#">Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups</a>	124
<a href="#">Identifies and accounts for individual and group capabilities and commitment to task</a>	126
<a href="#">Designates, clarifies, and deconflicts roles</a>	128
<a href="#">Identifies, contends for, allocates, and manages resources</a>	130
<a href="#">Removes work barriers</a>	132
<a href="#">Recognizes and rewards good performance</a>	134
<a href="#">Seeks, recognizes, and takes advantage of opportunities to improve performance</a>	136
<a href="#">Makes feedback part of work processes</a>	138
<a href="#">Executes plans to accomplish the mission</a>	140
<a href="#">Identifies and adjusts to external influences on the mission and organization</a>	142

(Hold Ctrl and click on heading to jump to section)



# Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups

*“No matter how brilliant your mind or strategy, if you’re playing a solo game, you’ll always lose out to a team.”*

*-Reid Hoffman, Co-founder LinkedIn*

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## Component Overview

Leaders are responsible for coordinating all of the simultaneous undertakings of their team or unit and ensuring that subordinates are properly resourced in order to complete the mission. Army leaders must be detailed planners who actively organize and communicate priorities to their team in order to ensure task execution in the right place, at the right time, within the right operating environment. For more information on this component see ADRP 6-22 Sections 8-1 to 8-5 and Table 8-1.

### Strength Indicators

- Breaks down work into process steps or tasks.
- Accurately scopes out length, sequence, and difficulty of work tasks to achieve the desired outcome.
- Sets goals and clear objectives that are specific, measurable, and time bound.
- Develops schedules and task assignments and organizes teams and individuals to accomplish tasks.
- Facilitates subordinate and team task accomplishment without over-specification and micromanagement.

### Need Indicators

- Operates “in the moment” without deliberate thought of how to complete the task at hand.
- Fails to identify “road blocks” that delay or prevent task accomplishment.
- Does not develop a plan of action when coordinating tasks across teams and groups.
- Reassigns tasks and assignments to different teams or groups without evaluating the impact of the team’s existing workload and priorities.
- Closely and excessively controls the work of subordinate staff.

### Underlying Causes

- Functions as a part of the reactionary environment; does not seek to be proactive.
- Does not hold a clear sense of desired outcomes.
- Procrastinates; manages time ineffectively.
- Operates in isolation from others; does not effectively delegate.
- Does not take time to see how all of the moving pieces fit together as a whole.



## Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups

### Feedback

- Ask trusted peers or superiors for an assessment of your judgment and planning skills. Request a recommendation on ways to improve.
- Get a back-brief from subordinates after issuing directions, a warning order, or an operations order.
- Seek feedback on how you influence others in a way that promotes accomplishment of the organization's purpose or mission. Ask others how effective you are at providing purpose, direction, and motivation to team members.
- While planning and coordinating, continually ask yourself, "Who else needs to (or should) know about this?" Keep them informed.
- After completing a series of tasks, request feedback from individuals and groups on what went well and what could have been improved.

### Study

- Review the steps of the military decision making process (MDMP) as you start planning work for an upcoming project or assignment.
- Reflect on the mission, goals, and commanders vision for your organization and the next higher organization. How do these influence prioritization of tasks?
- Assess the skills, talents, capabilities, values, personalities, motivations, and needs of members of your work group or team. Leverage this information to make decisions about task assignments, responsibilities, and how much latitude or supervision to give.
- Observe leaders who appear to effectively manage multiple tasks. Ask them if you can meet to discuss the practices they use to ensure success. Reflect upon how you may be able to incorporate some practices to help you manage multiple tasks and priorities.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Leader's Role in Providing On-the-Job Learning and Support](#); [Removing Work Barriers](#); [Accounting for Differences in Capabilities and Commitment](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#).

### Practice

- When starting a new task, define responsibilities and expectations by providing clear guidance on what needs to be accomplished, the parameters for getting it done, and expectations for the outcome. Then ask others for feedback and concerns about task accomplishment. Ensure understanding by asking for a brief back from key members.
- When faced with multiple tasks, develop a project plan that details how tasks will be executed. Consider resources available (including time), the level of support (personnel), and potential barriers. Before starting, prioritize each task and convey to the team.
- Develop the sequence of the tasks that are dependant upon one another. List tasks in the order of an optimal progression to prioritize what must be accomplished first.
- Set up a process to monitor progress on a task or project against a project plan.
- Anticipate the potential problems that may arise during the execution of a task. During the planning phase, determine ways to prevent the problems from occurring or how to resolve them effectively and efficiently should they occur.

For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Identifies and accounts for capabilities and commitment to task](#); [Identifies and adjusts to external influences on the mission or organization](#)
- Leads Others: [Balances mission and welfare of followers](#)
- Creates a Positive Environment/Fosters esprit de corps: [Anticipates people's on-the-job needs](#)
- Develops others: [Facilitates ongoing development](#); [Builds teams or group skills and processes](#)

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# Identifies and accounts for individual and group capabilities and commitment to task



*“Trained commanders produce the best results under mission-type orders. They need three things: what is to be accomplished; the coordinating factors necessary; and what help he can expect from you and others and how to get it.”*  
-General Bruce Clarke

## Component Overview

Matching individuals and groups to a task can be a challenging undertaking, particularly when it comes to analyzing the capabilities of a unit or organization. Having a clear understanding of the task at hand is important in order to identify both individual and group capabilities and developmental needs. In addition, it is important for leaders to understand a team’s individual interests in order to effectively use their knowledge, skills, and abilities as well as work towards their developmental needs. For more information on this component see ADRP 6-22 Section 8-6 and Table 8-1.

### Strength Indicators

- Considers duty positions, capabilities, and developmental needs when assigning tasks.
- Conducts an assessment of skills, capabilities, and developmental needs when beginning a new task or assuming a new position.
- Assigns individuals or groups to tasks so that their skills match the task or project requirements.

### Need Indicators

- Assigns tasks without accounting for individuals’ interests and abilities.
- Resources projects without getting a clear commitment that tasks will be completed within the timetable required.
- Delegates under the assumption that all staff hold the same level of capability and commitment.
- Does not match project needs with individual interests and developmental needs.
- Assumes that subordinate lack of commitment to a task means they are disinterested.

### Underlying Causes

- Assumes individuals possess similar levels of capability and commitment.
- Does not stay apprised of personnel capabilities and commitment levels.
- Does not adequately assess the job and role requirements of subordinate staff when assuming a new leadership position.
- Is unaware of both individual and group interests and developmental needs.
- Does not see the benefit in following up with staff on their progress toward completing a task.



## Identifies and accounts for individual and group capabilities and commitment to task

### Feedback

- Talk with others who may know your subordinates and have them provide insight about their skills and interests. Check their perceptions against your own assessment.
- Ask peers and subordinates about their commitment to performing a task. Don't assume their level of commitment or interest.
- Observe your own behavior on how you manage workloads and lead subordinates. Be as objective as you can. Assess if you match individuals with tasks and projects that interest them and match their capabilities. Get feedback from others and compare to your self assessment.

### Study

- When assuming a new leadership position, develop knowledge and expertise regarding the job and role requirements of each position under your leadership. Begin to document the degree to which current staff capabilities and commitment match those required by each job.
- Observe your subordinates at work. Evaluate their capabilities and motivations.
- Assess the skills, talents, capabilities, motivations, and needs of members of your team or group. Leverage this information to make decisions about task assignments, responsibilities, and how much latitude or supervision to give.
- Evaluate the skill sets needed to complete a project and match the skills with the capabilities and level of commitment of team members available to work on the project.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Leader's Role in Providing On-the-Job Learning and Support](#); [Accounting for Differences in Capabilities and Commitment](#); [Creating and Supporting Challenging Job Assignments](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Enabling Subordinates Using Mission-Focused Delegation](#).

### Practice

- The next time routine task requirements present themselves, have subordinates rotate through different roles to identify their skills, capabilities, and developmental needs.
- Pair up individuals with greater and lesser skills so team members will have the benefit of teaching and learning from each other.
- Match individuals to tasks or projects by assigning team members with complementary skills to work together to ensure all skill requirements are met.
- Reallocate resources on a task or assignment to ensure that people do not become complacent. Make work assignments to train team members to be multifunctional.

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### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Prioritizes, organizes, and coordinates taskings for teams or other organizations groups/structures](#); [Identifies and adjusts to external influences on the mission and organization](#)
- Leads Others: [Balances mission and welfare of followers](#)
- Creates a Positive Environment/Fosters esprit de corps: [Anticipates people's on-the-job needs](#); [Sets and maintains high expectations for individuals and teams](#)



# Designates, clarifies, and deconflicts roles

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*“When things go wrong in your command, start searching for the reason in increasingly large concentric circles around your desk.”*  
-General Bruce Clarke

## Component Overview

Designating, clarifying, and deconflicting roles is an important leadership behavior because it improves a team’s satisfaction and performance by removing ambiguity and confusion related to who’s supposed to do what, at what time, and in what location. Designating, clarifying, and deconflicting roles also improves a team’s motivation and commitment as it ensures that team members know their role in achieving the end result. For more information on this component see ADRP 6-22 Sections 8-8 to 8-9 and Table 8-1.

### Strength Indicators

- Explains to subordinates how their role supports the organization’s goals and relates to the work of others.
- Establishes and employs procedures for monitoring, coordinating, and regulating subordinates’ actions and activities.
- Informs subordinates of the expectations of their work, particularly when they are taking on a new role.
- Successfully resolves subordinate conflicts or disagreements regarding job tasks or roles.
- Clearly outlines responsibilities and desired outcomes when starting a task.

### Need Indicators

- Provides subordinates with competing demands or contradictory messages about their role.
- Maintains a “sink or swim” attitude.
- Doesn’t define and clearly communicates roles, desired outcomes, and goals to subordinates or team members.
- Assigns tasks without determining if work is within the scope of an individual’s abilities.
- Refuses to be involved in subordinate conflicts and disagreements about “who does what.”

### Underlying Causes

- Does not conceptualize how contributions of team members should fit together.
- Does not see the benefit of providing a clear message or guidance on role expectations.
- Does not designate work roles to deal with task requirements.
- Lacks knowledge of job requirements and personnel capabilities when assigning work.
- Is uninterested in managing work or people.



# Designates, clarifies, and deconflicts roles

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## Feedback

- Survey subordinates to see if they are experiencing “role overload” or “role under-load.” Do some subordinates have too much work while others have too little work that is routine and boring?
- Ask subordinates if they are experiencing role conflict? Attempt to identify the causes.
- Capitalize on existing group communication mechanisms such as staff meetings, weekly status reports, and informal check-ins. Use these opportunities to assess and gain feedback on role clarity and shared understanding of responsibilities.
- After defining roles and duties for a new operation or process, ask for feedback on how well the roles are defined and distinctive before making assignments.

## Study

- Analyze the working relationships, processes, and outcomes of individuals and teams to identify potential role conflict or stress.
- Consider one or two of your subordinates and how they perform their work. Are the expectations of their role in line with their abilities?
- Evaluate a current performance problem with an individual or team and consider whether the problem is related to unclear or overlapping roles and responsibilities.
- Examine the goals and desired end states your team is currently pursuing. Are current work assignments appropriate given the requirements of the broader mission?
- Study the workload shouldered by members of your team. Is there a balance in the duties and tasks? Do some individuals have roles that are responsible for too much work or not enough work?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Removing Work Barriers](#); [Clarifying Roles](#); [Managing Conflict](#); [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Building Working Relationships Across Boundaries](#); [Enabling Subordinates Using Mission-Focused Delegation](#).

## Practice

- When assigning tasks or projects, make a list of those who will contribute to each of the defined objectives and what specifically they will do to complete the team’s task.
- Meet individually with subordinates who appear to be unclear on their role or expected duties. Discuss and clarify their role, how it differs from other roles, and how they collectively contribute to the desired outcome.
- When placing a subordinate in a new role or increasing their level of responsibility, proactively help him or her identify the requirements of their role. Help the subordinate create a plan of action on how he or she will fulfill the expectations.
- When tasks are handed-off from one person or team to another, clarify or redefine the objectives, as needed.
- Ask subordinates or team members to list the duties and responsibilities associated with their current roles. Review the lists and confirm the accuracy to each subordinate. As needed, redefine or clarify the expectations of each role.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Gets Results: [Identifies and accounts for capabilities and commitment to task](#)
- Communicates: [Creates shared understanding](#)
- Creates a Positive Environment/Fosters esprit de corps: [Fosters teamwork, cohesion, cooperation, and loyalty \(esprit de corps\)](#); [Encourages subordinates to exercise initiative, accept responsibility, and take ownership](#)
- Extends Influence Beyond the Chain of Command: [Negotiates, builds consensus, and resolves conflicts](#)



# Identifies, contends for, allocates, and manages resources



*“Ordinary people think merely of spending time. Great people think of using it.”  
-Author Unknown*

## Component Overview

One of a leader’s main responsibilities is to accomplish the assigned mission using the available resources in the most effective and efficient way possible. Some Army leaders specialize in managing single categories of resources, such as ammunition, food, or finances, but everyone has an interest in seeing that all categories of resources are provided and used wisely by their teams. A leader’s resources are more than physical materials, and include manpower, money, and time. For more information on this component see ADRP 6-22 Sections 8-14 to 8-17 and Table 8-1.

### Strength Indicators

- Allocates adequate time, money, and personnel for task completion.
- Keeps track of people, equipment, material, and other resources.
- Gets things done with less; figures out more effective and efficient ways to accomplish work.
- Allocates resources in an objective way by evaluating priorities and needs that are presented by the situation.
- Negotiates with others when it is necessary to allocate resources.

### Need Indicators

- Wastes time, money, material, and individual productivity.
- Inconsistently allocates resources to others; plays favorites.
- Allocates resources without a good understanding or evaluation of what and when resources are needed.
- Does not track resource usage nor communicate status to superiors, subordinates, or others who have a need or interest to know.
- Hesitates to make important resource decisions.

## Underlying Causes

- Relies heavily on managing a single specialty, such as personnel or finance, but does not have a comprehensive understanding of other resources.
- Is disorganized and does not have or use good resource tracking systems.
- Feels pressured or obligated to allocate resources to a certain priority.
- Does not know how to fit the pieces together and create alignment among objectives, activities, and outcomes.
- Is slow in making decisions, even with adequate facts and information.



# Identifies, contends for, allocates, and manages resources

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## Feedback

- After task completion, get input on how resources were used. Did the resources advance the mission of the unit or organization? Were the resources squandered or used in ineffective ways?
- Communicate openly with superiors, subordinates or others by holding periodic check-in meetings to discuss the current status of the project or task. Include agenda bullets such as: budget tracking, personnel constraints, and timeline risks.
- Discuss project or task milestones with team members and determine if they have the resources they need to deliver on their work.
- Hold an AAR to analyze how your team managed resources on a recent project or task. Identify strengths and areas for improvement for next time.

## Study

- Study how resources are planned and allocated in other units and organizations. Decide how you could apply other approaches to your work.
- Examine how you handle situations and reactions from individuals who may feel their requests for resources were not handled fairly or effectively. Develop key points on your reasons for allocating resources and prepare to discuss them with individuals.
- Identify project milestones and evaluate the status of resources against the milestone and baseline. If resources are not on target, evaluate if they need to be reallocated.
- Study resource allocations (personnel, cost, time, money, and materials) you will need in the planning phase of a mission or tasking. Identify who controls the resources.
- Study how you and others spend time. What types of tasks are the biggest “time wasters?” Are any of these of lesser importance or criticality, and do they adversely impact the task at hand? Look for more efficient ways to utilize your time.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Rapid Team Stand-up: How to Build Your Team ASAP](#); [Leadership Decision Making](#); [Out of Time: Managing Competing Demands](#).

## Practice

- First, identify the individuals who will contribute to a project or task objective and exactly what they will do. Next, identify the resources they will need (e.g., time, equipment, training) to complete their project or task objectives and how these resources will best be allocated.
- Reallocate resources on a task or assignment to ensure that workload is balanced across the team. Reallocate workload, as necessary with the goal of developing team members into multifunctional operators.
- Practice “resource leveling” when allocating resources to ensure a steady level of staffing, resource spending, and no “crunched” deadlines.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Removes work barriers](#); [Identifies and accounts for capabilities and commitment to task](#); [Makes feedback part of work processes](#)
- Extends Influence Beyond the Chain of Command: [Negotiates, builds consensus, and resolves conflict](#)
- Stewards the profession: [Supports professional and personal growth](#)



# Removes work barriers

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*"I have spent many years of my life in opposition, and I rather like the role."  
-Eleanor Roosevelt*

## Component Overview

A work barrier is anything that stands in the way of getting the job done. Army leaders must either remove or find a way to overcome a wide variety of work barriers. Work barriers include but are not limited to, resource shortages; competing or conflicting tasks or obligations; personnel issues; new requirements, regulations, or policies; lack of integration among different branches of an organization; and a failure to synchronize and coordinate efforts. For more information on this component see ADRP 6-22 Table 8-1.

### Strength Indicators

- Declines tasking requests that would overburden the unit or distract it from its primary mission.
- Is proactive in recognizing and resolving scheduling conflicts and resource and personnel challenges.
- Gets input on effective solutions and work-arounds to overcome work barriers.
- Continually checks in with trusted subordinates to keep a "finger on the pulse" of the unit and make sure they are not overburdened.

### Need Indicators

- Accepts tasking requests from superiors/ leadership that distract or overburden the unit or organization.
- Leaves subordinates to figure out ways to deal with completing or conflicting tasks.
- Does not recognize or take action to address work barriers when they first appear.
- Does not maintain close coordination/ contact with trusted subordinates; loses touch with unit.

### Underlying Causes

- Wants to please, impress, and create a positive impression to superiors; is afraid to say no to taskings or requests.
- Lacks focus. Works on issues as they come up.
- Is a procrastinator. Puts off addressing a work barrier until it becomes a crisis.
- Sees problem situations as insurmountable, not as challenges that can be overcome.
- Is resistant to handle or deal with a work barrier, particularly in terms of discussing it with superiors or leaders at a higher level.
- Has a short-term view. Does not see how current problems or barriers can impact getting long-term results.



# Removes work barriers

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## Feedback

- After identifying a work barrier, talk to subordinates and find out more details about the work barrier and how it affects their role and their ability to complete the mission.
- Identify a work barrier that is affecting your group or team. Meet with a superior or peers to discuss potential solutions. Ask for feedback on the how likely each solution is to be successful.
- Brainstorm creative ways to mitigate, buffer, and reduce the effect of the work barrier with your team or unit. Have subordinates provide their own ideas and feedback.
- Get feedback on your original project or work plan. At the point where you encountered a work barrier, find out what resources you will need moving forward and where you can obtain them.
- Get input from others on your personal effectiveness in removing or reducing a work barrier. What did you do that worked well? What could you have done to be more effective?

## Study

- Document a potential “ripple effect” of new requirements or taskings on your work unit to see if your mission, work or goals are still achievable.
- Identify who will be affected by a new requirement or work barrier. Document how each entity could be affected and possible solutions to minimize unintended outcomes.
- Conduct a broader analysis of a work problem or barrier to understand who (e.g. other units, stakeholders) could be affected. Identify individuals or groups from whom you could request support and what they could provide.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Removing Work Barriers](#); [Out of Time: Managing Competing Demands](#).

## Practice

- Set up a process to monitor progress against plans. Search for new and innovative ways to help reduce, avoid, and overcome work barriers.
- Prioritize tasks in terms of their importance and/or relation to the mission. Be willing to accept that some lower priority tasks may need to be deferred to a later date.
- Be open to suggestions from others that offer alternative actions and solutions to address a work barrier.
- Actively seek the counsel of senior subordinates to identify current and potential work barriers and ways to overcome (or remove) these barriers.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Designates, clarifies, and deconflicts roles](#)
- Leads Others: [Balances mission and welfare of followers](#)
- Leads by Example: [Leads with confidence in adverse situations](#)
- Communicates: [Creates shared understanding](#)
- Builds trust: [Sustains a climate of trust](#)
- Extends influence beyond the chain of command: [Negotiates, builds consensus, and resolves conflict](#); [Understands sphere, means and limits of influence](#)



# Recognizes and rewards good performance

*"In command and leadership many qualities, attributes, and techniques are required—including drive, force, judgment, perception, and others. But nothing can replace the inspiration and lift that comes from commending a job well done."*

*-Major General Aubrey "Red" Newman*

## Component Overview

Rewards are usually intended as incentives to influence the behavior of others so that they will perform in ways that are desirable and beneficial to the organization. They serve as a benefit to Army leaders and team members who work to achieve more than is normally expected. Rewards are often closely tied to both motivation and morale and can make a unit or organization a place where its members strive to achieve results. For more information on this component see ADRP 6-22 Sections 8-19 to 8-20 and Table 8-1.

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### Strength Indicators

- Deflects credit and/or praise to those subordinates most responsible for unit successes.
- Recognizes individual and team accomplishment and provides rewards appropriately.
- Gives clear and specific performance feedback to staff so they understand why they are being recognized.
- Takes into account how people want to be recognized and their motivations.
- Knows the Army's performance systems

### Need Indicators

- Takes credit for unit or team accomplishments and successes.
- Creates and promulgates an environment that accepts favoritism.
- Recognizes only failures or poor performance.
- Rewards only individuals and does not recognize team accomplishments.
- Does not see a relationship between positive recognition, motivation, and morale.

## Underlying Causes

- Is unaware of the value of recognition and reward for good work as part of leadership.
- Unable to see the link between reward and recognition and increased performance or productivity.
- Pays little attention to monitoring or observing subordinates.
- Does not treat people as individuals or recognize that different individuals may be motivated by different types of rewards and recognition.
- Is overly narcissistic.



# Recognizes and rewards good performance

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## Feedback

- Get feedback from subordinates to see if they understand the performance standards for their work.
- Recognize that “rewards” are unique to each individual, so it is important to understand what specific motivators are particularly “rewarding” for each individual.
- Self assess your approach to rewarding and recognizing subordinates and others. Observe factors like how often success is recognized, who is recognized, and the types of rewards used. Try to think outside the obvious “rewards” box (i.e., time off, pay increases)
- Before recognizing an individual or team, discuss your justification and rationale for the reward with a trusted leader who is familiar with the situation. Ask for feedback on your justification and rationale.
- Ask subordinates to share their reaction upon receiving a reward. Did they understand and agree with the performance standards and rationale for the reward? Did they think the reward was appropriate given the accomplishment?

## Study

- Observe subordinates to determine the factors that motivate them. Because different subordinates are motivated by different things, document what you believe motivates each of your staff. Consider how you can reward individuals and teams.
- Ensure that you are rewarding the desired behavior. For example, organizations often stress the importance of teamwork but reward exemplary individuals rather than teams.
- Create a matrix that matches members of your team or workgroup and the types of rewards that they value most.
- Analyze whether an accomplishment was due to one individual, a number of individuals, or a team.
- Identify someone in your organization that appears to successfully reward and recognize superior performance. How does their behavior compare to yours in terms of providing rewards and recognition?
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental material: [Motivating Through Rewards](#); [Accounting for Differences in Capabilities and Commitment](#).

## Practice

- Reward high achievement rather than routine work. Devise rewards that are appropriate for both individuals and teams.
- Create rewards or incentives that boost subordinate morale and motivation. Consider granting time off, recognizing birthdays, and planning team events.
- Regularly walk around the work areas to observe productivity, provide feedback, and praise when appropriate.
- Provide “on-the-spot” praise or awards for work that exceeds expectation.
- Reward instances where subordinates demonstrate innovative thought and creativity in their approach, even if it is not successful. This conveys to others that these attributes are valued.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Gets Results: [Makes feedback part of work processes](#)
- Creates a Positive Environment/Fosters esprit de corps: [Sets and maintains high expectations for individuals and teams](#)
- Builds trust: [Sustains a climate of trust](#)



# Seeks, recognizes, and takes advantage of opportunities to improve performance

*“You don’t concentrate on risks. You concentrate on results.  
No risk is too great to prevent the necessary job from getting done.”  
-Chuck Yeager*

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## Component Overview

The individual who recognizes and takes advantage of opportunities to improve performance is a strong critical thinker who recognizes each completed task as a learning experience that can be improved upon in the future. Army leaders must simultaneously be proactive and reflective in order to seize and take advantage of opportunities when they are presented. For more information on this component see ADRP 6-22 Sections 8-21 to 8-24 and Table 8-1.

### Strength Indicators

- Employs skills and an approach that is tailored to the situation at hand.
- Gains the support from individuals outside of the unit or organization when new or different skills are needed.
- Is open to improvement ideas from others and sees how new approaches can improve the unit or organization’s performance.
- Knows the strengths and limitations of staff, and can project how to leverage strengths to improve performance.
- Conducts AARs to look at what worked and what could be improved.

### Need Indicators

- Never asks those around him or her how processes, conditions, or situations could be improved.
- Manages without seeing the bigger picture, how activities fit together, and how to align objectives and activities with outcomes.
- Tries to complete too many tasks at one time and does not budget time for planning and reflection.

### Underlying Causes

- Is uncomfortable taking risks; does not like to propose alternative solutions for fear of failure.
- Prefers the current routine or status quo; hesitant to implement change.
- Does not identify and track the current and future states of projects and tasks.
- Is too busy to devote time to consider or implement ways to improve performance.
- Is unaware of the opportunities to improve performance that exist.
- Lacks self-awareness.
- Is not a life-long learner.



# Seeks, recognizes, and takes advantage of opportunities to improve performance

## Feedback

- After completion of a particular project or task, hold an AAR. Specifically identify and discuss ways to improve performance the next time.
- Discuss opportunities to improve performance with team members. Ask team members to describe a problem that they think is impacting performance. Get feedback before recommending improvements.
- Self assess the recent contributions of your team or workgroup toward the unit or organization's mission. Ask yourself "what small change would make the greatest difference? What time is available to make a change? What types of changes do I have the most leverage to affect? What will I commit to?"
- Discuss with others what you can do to improve performance. Learn about actions taken by others that worked and others that didn't work.
- If you have an individual performance problem in your unit or organization, meet with the individual to identify the reasons behind the problem. Get specific feedback from the individual on the specific steps they will take to correct the problem and improve.

## Study

- Create a project plan that documents what needs to happen throughout the project lifecycle to anticipate where action will be needed and how to achieve the desired outcome.
- Research the best method for developing strategies to achieve tasks. Discuss possible solutions with peers and senior subordinates.
- Write an improvement plan for your unit or organization and outline how certain internal practices could be improved. Evaluate the plan with input from others.
- Analyze the "ideal" state of your unit or organization and what success should look like.
- Develop a visual map for a process. Decide if the steps are sequenced appropriately or if intermediate steps are needed. Look for loop holes or barriers in the process.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Fostering Team Unity](#); [Creating and Promulgating a Vision of the Future](#); [The Art of Asking Questions](#); [Seeking and Delivering Face-to-Face Feedback](#).

## Practice

- Utilize communication tools such as Sharepoint and Army Knowledge Online to share available information with group members on opportunities to improve performance.
- Provide subordinates with regular and consistent feedback on their strengths, where they meet the standard, and their developmental needs.
- Try a new approach to improve the performance of others, and see how it works. Adjust the approach, as needed, after getting feedback.
- Remember there are no bad ideas. Ask comprehensive questions that are well thought out to gauge how realistic an idea is and how easy or difficult it will be to implement.
- Conduct periodic brainstorming sessions with groups of subordinates to identify common or recurring problems and likely causes of these problems. Brainstorm potential solutions and reinforce the expression of creative ideas and solutions.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Makes feedback part of work processes](#)
- Creates a Positive Environment/Fosters esprit de corps: [Sets and maintains high expectations for individuals and teams](#)
- Leads by Example: [Seeks diverse ideas and points of view](#)
- Develops others: [Facilitates ongoing development](#); [Builds teams or group skills and processes](#)
- Stewards the profession: [Improves the organization](#)

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# Makes feedback part of work processes

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*"Feedback is the breakfast of champions."  
-Ken Blanchard*

## Component Overview

Consistent and regular feedback has multiple benefits. First, feedback helps a person improve at their job by identifying specific areas in which they excel as well as those in need of improvement. Feedback also helps to gauge subordinate engagement, motivation, and morale. In addition, the exchange of feedback keeps leaders informed on an organization's collective strengths and weaknesses. For more information on this component see ADRP 6-22 Section 8-7 and Table 8-1.

### Strength Indicators

- Gives and seeks accurate and timely feedback.
- Uses feedback to modify duties, tasks, and procedures where appropriate.
- Provides regular, ongoing feedback and coaching to subordinates to increase their awareness of performance.
- Uses assessment techniques and evaluation tools, such as AARs, to identify lessons learned and facilitate continuous improvement.

### Need Indicators

- Critiques a subordinate's personal characteristics and not their work behaviors.
- Provides feedback infrequently or only during official performance reviews.
- Tends to provide only positive feedback—or only negative feedback.
- Does not provide the subordinate with clear feedback on what success looks like.
- Provides feedback without consideration for an appropriate setting or time.
- Information and data from AARs and other evaluation tools are ignored and are not incorporated into modifications of tasks or procedures.

### Underlying Causes

- Feels overworked and is unable to find the time to give feedback.
- Is unaware of the relationships between frequent and consistent feedback, subordinate motivation and morale, and improving performance.
- Feels uncomfortable providing negative feedback or discussing areas for improvement.
- Believes feedback should be corrective (e.g., about what is not working) rather than what a subordinate is doing well.
- Lacks knowledge in how to deliver constructive feedback to guide subordinates toward success.



# Makes feedback part of work processes



## Feedback

- Assess/evaluate/observe subordinates reaction to the frequency and quality of the performance feedback you provide to them. Determine if subordinates find your feedback to be helpful and provided in a timely manner. Are they using it to modify their behaviors?
- Informally gain input from your team or work group after completing a task or project. Collect the input first without offering feedback. Leverage information in a formal AAR.
- Self assess the frequency and quality of feedback you provide. Notice how often you give feedback, to whom and when, and indications of how it was received. Seek the counsel of a trusted senior subordinate to verify and validate your self assessment.
- Ensure that your subordinates understand what you communicate by using a feedback loop or asking a question such as “How will you implement this on the job? What will you take away from our discussion? What changes do you plan to make immediately?”

## Study

- Observe the actions of an individual who provides accurate, effective, and frequent feedback. Watch their actions and how they deliver feedback. Determine if there are aspects of their approach that you may be able to adopt and incorporate.
- Make a habit of observing your subordinates work to determine their strengths and areas in need of improvement. Document and prioritize needs. Identify candidates for immediate feedback and coaching.
- Study the principles and techniques of active listening.
- Study behaviors of your subordinates when you give them feedback. What non-verbal behavior do they demonstrate? Determine if these behaviors demonstrate openness to your feedback or reluctance to accept what they hear. Consider how you can adjust your feedback approach to ensure receipt of the message.
- Take a course with situational exercises and role plays that have participants practice delivering feedback. Giving feedback effectively is something that is learned by doing.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Leader's Role in Providing On-the-Job Learning and Support: Supporting the Developing Leader](#); [Seeking and Delivering Face-to-Face Feedback](#).

## Practice

- Use the seven pillars of effective feedback. Be constructive, objective, specific, timely, considerate, future-oriented, and make sure that feedback is ongoing.
- Create a schedule outlining key project milestones. Provide feedback to your team members and subordinates shortly following each of these milestones.
- Provide feedback that will improve tomorrow’s performance, not fix yesterday’s. Ensure your feedback enables subordinates to determine their next steps for development.
- Practice giving praise for positive performance. Describe specific positive behaviors, their results, and the impact on work products or team efforts.
- Identify unique situations, such as a typically high performing subordinate who is struggling with one aspect of his or her job, and tailor your feedback accordingly. Hold a feedback session and actively listen to the subordinate describe the situation.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Recognizes and rewards good performance](#); [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Develops others: [Facilitates ongoing development](#); [Counsels, coaches, and mentors](#)
- Creates a positive environment: [Encourages open and candid communications](#)
- Leads by example: [Seeks diverse ideas and points of view](#)



# Executes plans to accomplish the mission

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*"Schools and their training offer better ways to do things, but only through experience are we able to capitalize on this learning. The process of profiting from mistakes becomes a milestone in learning to become a more efficient soldier."*

-William G. Bainbridge

## Component Overview

Proper execution of plans to accomplish the mission involves careful task management to ensure that plans flow efficiently through the task lifecycle. This involves managing the scope, schedule, time, cost, quality, risk, communications, human resources, and project integration. As effective executors of these factors, Army leaders must be organized and clear in their requests of others, ensuring that all issues are handled proactively and that the project is carefully monitored to ensure alignment with the desired outcomes. For more information on this component see ADRP 6-22 Section 8-10 and Table 8-1.

### Strength Indicators

- Schedules activities to meet all commitments in critical performance areas.
- Notifies team members in advance when their support is required.
- Keeps track of task assignments and suspenses.
- Adjusts assignments, if necessary.
- Evaluates work progress and accomplishments against plans.
- Attends to details that impact the plan.

### Need Indicators

- Over-reliance on personal contributions to execute plans; ineffectively involves others.
- Unaware of how various activities and tasks come together.
- Requests assistance from team members or those required to support task accomplishment "at the eleventh hour."
- Rushes at the last minute to complete work and activities to achieve an objective; constantly "putting out fires."
- Is disorganized; is unable to see factors that impact plans.

### Underlying Causes

- Lacks experience to track the current and future state of a project or tasking.
- Is unable or unwilling to plan for second and third order effects.
- Does not bring the multiple activities together at the right time to achieve objectives.
- Lacks ability to be creative and resourceful when problems arise.
- Does not actively and/or consistently use basic project management tools.
- Does not effectively delegate or seek assistance before a crisis develops.



# Executes plans to accomplish the mission



## Feedback

- Ask trusted peers or superiors for their assessment of your judgment and planning skills and discuss ways to improve.
- After putting subordinates to work on a task, get feedback on their progress through observation, asking them directly, or asking others. Adjust roles or assignments as needed.
- Monitor progress against objectives, progress against milestones, resource use and costs, and human performance by compiling monthly reports that document each area.
- Seek feedback from superiors, peers, and subordinates on how well you notify them when your projects are on target for completion or in need of support.

## Study

- Observe other leaders who effectively develop project plans and are able to handle multiple tasks efficiently. What aspects of their approach work well? What can you do to adapt their approach when you multitask?
- Review all projects, mission tasks, and objectives to ensure that all have measurable, specific, achievable outcomes. Identify resources (e.g., time, personnel, equipment) required to achieve the outcome.
- Evaluate your ability to be flexible when unplanned events and problems develop. Decide how ready you are to change direction or tactics.
- Study historical figures that successfully achieved high profile victories. Also read about large-scale failures. What made these leaders successful or unsuccessful in accomplishing the mission? What factors led to effective or ineffective planning and follow-through?
- Research various project management tools and software to find resources that help you to plan for and execute missions.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#); [Out of Time: Managing Competing Demands](#).

## Practice

- Use a tracking system or electronic tools to monitor activities and schedules and timetables.
- Be aware and recognize potential conflicts in the project plan before a problem occurs. Take preventive action when you foresee complications to the project plan.
- Manage your time more effectively using a calendar, spreadsheet or Gantt chart to track progress on a project.
- Share successful outcomes with others involved throughout the completion of a task.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Gets Results: [Prioritizes, organizes, and coordinates tasks for team or other organizations structures/groups](#); [Identifies, controls for, allocates, and manages resources](#)
- Leads Others: [Provides guidance, motivation, and inspiration](#); [Balances mission and welfare of followers](#)
- Creates a positive environment: [Encourages subordinates to exercise initiative, accept responsibility, and take ownership](#); [Fosters teamwork, cohesion, cooperation, and loyalty \(esprit de corps\)](#); [Anticipates people's on the job needs](#); [Demonstrates care for follower well-being](#)
- Leads by example: [Leads with confidence in adverse situations](#); [Demonstrates technical and tactical competence](#); [Understands the importance of conceptual skills and models them to others](#)
- Communicates: [Creates shared understanding](#)
- Develops others: [Facilitates ongoing development](#)



# Identifies and adjusts to external influences on the mission and organization

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*"It is not genius which reveals to me suddenly and secretly what I should do in circumstances unexpected by others; it is thought and meditation."  
-Napoleon Bonaparte*

## Component Overview

Being able to identify and adjust to external influences on the mission and organization requires a certain degree of flexibility and adaptability. Using a logical and methodical process to mentally document the changing environment is useful in making necessary adjustments to a plan. It also serves to prevent the excessive expenditure of resources and unwanted changes in project or mission timelines. Although a project or task may completely change course, it is important to analyze how the current plan can be adapted to fit the circumstances. For more information on this component see ADRP 6-22 Sections 8-11 to 8-13 and Table 8-1.

### Strength Indicators

- Knows how the unit or organization works and the purpose of key policies, practices, and procedures.
- Gathers and analyzes relevant information about the changing situation.
- Determines the causes, effects, and contributing factors to problems.
- Considers contingencies and their consequences.
- Maintains awareness of people and systems that could present barriers to work accomplishment.
- Makes necessary, on-the-spot adjustments.

### Need Indicators

- Jumps to decisions based on the first answer that comes to mind.
- Continues collecting information to help make a decision until the window of opportunity has closed.
- Is rigid and inflexible; refuses to be open to alternative ways of thinking.
- Rejects the idea that external influences can derail a mission or tasking.
- Refuses to give up a course of action when the mission or tasking changes.

### Underlying Causes

- Believes that there is only one viable solution; does not consider multiple solutions to a problem.
- Believes that leaders must be decisive and tends to make decisions prematurely.
- Is in search of the correct answers rather than the good enough solution; continues collecting data to inform decision making well after the window of time the decision should have been made.
- Does not operate well in high-stress situations.
- Feels wedded to the original plan; is fearful of changing or modifying the plan midstream.
- Does not value input from others.



# Identifies and adjusts to external influences on the mission and organization

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## Feedback

- Brainstorm possible work-arounds to an external change as a group or team. Use the input to consider alternative ways of adjusting to external influences.
- Talk with your superiors and peers about external factors that influence unit capabilities. Solicit feedback on factors that influence subordinates' ability to complete their work.
- Gain feedback from superiors, peers, or trusted subordinates on how well you demonstrate flexibility to alternative ways of thinking. Use the feedback to decide how you can become more open to new ideas.
- Request feedback from subordinates on how well you intervene and make adjustments to their work. Do you provide appropriate and timely adjustments with clear direction?

## Study

- Identify new and emerging trends in your area of expertise, and research how the change will affect your existing taskings and mission.
- Observe a unit that has undergone a major change due to an external factor, and document how they handled it. Leverage effective approaches or best practices.
- Reflect upon times when external influences negatively affected your performance or decision making or the performance of your team. How did you allow the external influence to affect you or your team? What should you have done? Reflect upon times when you dealt more effectively with external factors. Why were you successful?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Removing Work Barriers](#); [Being an Adaptable Leader in Times of Change](#); [Out of Time: Managing Competing Demands](#); [Extending Influence During Negotiation](#).

## Practice

- If a mission or project is not on track, take a different action by devising creative solutions or work-arounds. Be open to the idea that there may be a better way.
- Talk with others inside and outside your chain of command to stay current on external influences (e.g., changes in leadership, tactics, techniques and procedures) that could impact your mission. Key opportunities to share information include attendance at conferences, conventions, institutional training courses, and TDY travel.
- Develop alternative strategies and solutions to accomplish an existing project or task. This serves as a contingency plan in case unexpected outcomes occur.
- Practice maintaining your composure and managing your frustration when external influences affect your work. Remain focused on a positive outcome.
- Form or expand partnership with peers or others who get things done within the unit or organization. Brainstorm ideas with them on identifying ways to adjust to outside influences that are currently impacting your tasks and projects, as well as those that may impact tasks and projects in the future.

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads by Example: [Leads with confidence in adverse situations](#); [Seeks diverse ideas and points of view](#)
- Extends Influence Beyond the Chain of Command: [Understands sphere, means, and limits of influence](#); [Negotiates, builds consensus, and resolves conflict](#)
- Gets Results: [Identifies, contends for, allocates, and manages resources](#)



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# Leader Attributes

## Attribute Overview

Soldiers and Army Civilians enter the Army with personal values developed in childhood and nurtured over years of personal experience. By taking an oath to serve the nation and the institution, one agrees to live and act by a new set of values—Army Values. The Army Values consist of the principles, standards, and qualities considered essential for successful Army leaders. The values are fundamental to helping Soldiers and Army Civilians make the right decision in any situation. Teaching values is an important leader responsibility by that creates a common understanding of the Army Values and expected standards.

The attribute *Army Values* is composed of three components:

Component	Page #
<a href="#">Values are principles, qualities and standards essential for success</a>	147
<a href="#">Values are fundamental to help people discern right from wrong in any situation</a>	148
<a href="#">The Army has seven values to develop in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage</a>	149

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 3-3 through 3-16 and Table 3-1.

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*“Do your duty in all things. You should never wish to do less.”*  
- GEN Robert E. Lee

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## Component Overview

Successful Soldiering requires Army leaders to demonstrate strict adherence to strong principles of morality and duty. Leaders who possess the desired qualities articulated in Army doctrine and adhere to Army standards will be successful.

### Strength Indicators

- Demonstrates a strong sense of duty
- Treats others as they should be treated
- Demonstrates courage and perseverance when faced with adversity

### Need Indicators

- Seems to demonstrate cowardice through failure to address issues directly
- Fails to keep commitments to others
- Exhibits unreliability in adverse conditions

### Underlying Causes

- Does not see how their duties as a Soldier contribute to the good of the nation
- Puts personal needs ahead of the mission and duties as a Soldier
- Has not internalized the seven Army Values.

### Feedback & Development

- Reflect on situations in which a role model demonstrated or could have demonstrated a strong sense of duty. Consider what you would change if you were in that situation.
- Reflect on your own expressions of courage and perseverance (e.g., *do you always put the mission and what is good for the Army and your unit ahead of your personal interests?*)
- Review the “Adherence to standards” case exercise on the Center for the Army Profession and Ethics (CAPE) website and consider your responses to the facilitator questions. Think about how you might incorporate what you learn into your own life.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [The Value of Self-Awareness](#).

*“No nation can safely trust its martial honor to leaders who do not maintain the universal code which distinguishes between those things that are right and those things that are wrong”*  
-GEN Douglas MacArthur

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## Component Overview

Leaders of integrity do the right thing because their character permits nothing less. The Army relies on leaders of integrity who possess high moral and ethical standards.

### Strength Indicators

- Exhibits honesty in word and deed
- Performs in ethical and moral ways
- Demonstrates moral courage through candor
- Stands firm on personal values, principles and convictions

### Need Indicators

- Makes questionable moral and ethical decisions
- Fails to stand-up to morally and ethically questionable actions of others
- Rationalizes unethical or immoral behavior

### Underlying Causes

- Lacks strong moral foundation
- Applies prejudicial thought processes.
- Possesses an egocentric and self-serving attitude
- Has not internalized the seven Army Values.

### Feedback & Development

- Review ADRP 6-22 vignettes on courage and ethics and consider how you can use those actions as a model for your own life.
- Review the “An Ethical Pause” case exercise on the Center for the Army Profession and Ethics (CAPE) website and consider the facilitator questions. Think about how you might incorporate what you learn into your own life.
- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [Building Trust](#).

*"...The Army values are leadership; leadership is Army values."  
-SMA Robert E. Hall*

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## Component Overview

The Army recognizes seven values that all Army members must develop. When read in sequence, the first letters of the Army Values form the acronym LDRSHIP”:

- Loyalty
- Duty
- Respect
- Selfless service
- Honor
- Integrity
- Personal courage

### Strength Indicators

- Demonstrates all of the Army values in all facets of their life
- Demonstrates a strong sense of patriotism
- Demonstrates strong identity as a Soldier

### Need Indicators

- Fails to consider being a Soldier as part of what defines them
- Questions the motives of their command
- Demonstrates a self-serving attitude

### Underlying Causes

- Did not successfully indoctrinate in Initial Entry Training
- Has an unwarranted sense of entitlement
- Lacks understanding of the importance of service to the nation
- Is overly narcissistic

### Feedback & Development

- Review the Army Values sustainment training found on the Center for the Army Profession and Ethics (CAPE) website and consider your answers to the facilitator questions. Think about how you might incorporate what you learn into your own life.
- Review the virtual simulation, “Truth, Faith and Allegiance” found on the CAPE website. Think about how you might incorporate what you learn into your own life.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [The Value of Self-Awareness](#).

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads Others: [Balances mission and welfare of followers](#)
- Leads by Example: [Displays Character](#)
- Creates a Positive Environment: [Fosters teamwork, cohesion, cooperation, and loyalty; Demonstrates care for follower well-being](#)

### Attribute Overview

Army leaders show empathy when they genuinely relate to another person’s situation, motives, and feelings. Empathy does not necessarily mean sympathy for another, but identification that leads to a deeper understanding. Empathy allows the leader to anticipate what others are experiencing and to try to envision how decisions or actions affect them. Leaders with a strong capacity for empathy can apply it to understanding and anticipating the reactions of Army Civilians, Soldiers and their Families, local populations, and enemy combatants. The ability to see something from another person’s point of view, to identify with, and enter into another person’s feelings and emotions, enables the Army leader to better interact with others.

The attribute *Empathy* is composed of three components:

Component	Page #
<a href="#">The propensity to experience something from another person’s point of view</a>	151
<a href="#">The ability to identify with and enter into another person’s feelings and emotions</a>	152
<a href="#">The desire to care for and take care of Soldiers and others</a>	153

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 3-17 through 3-20 and Table 3-1.

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# E

The propensity to experience something from another person's point of view

*"We begin to learn wisely when we're willing to see world from other people's perspective"*  
-Toba Beta

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## Component Overview

Being able to put one's self in another's shoes is an important skill for optimizing interpersonal interactions and developing an accurate understanding of issues.

### Strength Indicators

- Considers alternative viewpoints when making decisions
- Acknowledges own personal biases and assumptions
- Actively solicits others input and opinions

### Need Indicators

- Makes hasty decisions
- Does not appreciate how cultural differences impact perception
- Fails to consider alternative solutions and perspectives when making decisions

## Underlying Causes

- Lacks cultural competence
- Believes own perceptions are of more merit than others' perceptions
- Does not recognize value in alternative perspectives
- Is overly narcissistic
- Lacks emotional intelligence

## Feedback & Development

- Reflect on what the role of perspective taking has been during your past decisions. What role has it played in your successes? Failures?
- Read relevant literature on empathy and social perspective taking.
- Practice perspective-taking through role playing exercises with a peer or group to foster social perspective-taking ability.
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Seeking and Incorporating Diverse Ideas](#); [Building Working Relationships Across Boundaries](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

# E

The ability to identify with and enter into another person's feelings and emotions

*"Being a leader is more than just wanting to lead. Leaders have empathy for others and a keen ability to find the best in people... not the worst... by truly caring for others"*  
-Henry Gruland

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## Component Overview

As an Army leader, you need to be able to understand how those you lead feel about various circumstances, situations, and decisions. You can use that understanding to help you make better decisions and adapt how you interact with others.

### Strength Indicators

- Interprets the non-verbal behavior of others (body language)
- Uses real-time interpretation of others' feelings and emotions to adjust communication approaches on the fly
- Recognizes frustration and when others need assistance

### Need Indicators

- Fails to consider the impact of actions on others
- Does not adapt communication style to audience
- Does not recognize when others need assistance

## Underlying Causes

- Engages infrequently in face-to-face communication with others
- Values mission accomplishment over welfare of individuals
- Does not appreciate the importance of empathy
- Is overly narcissistic
- Lacks emotional intelligence

## Feedback & Development

- Study non-verbal indicators of a person's emotional state. Practice identifying these indicators with a friend or peer.
- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Visit the MSAF Virtual Improvement Center and use the "[Beyond People Skills: Leveraging Your Understanding of Others](#)" module.

# E

## The desire to take care of Soldiers and others

*“Leading and caring are essential to readiness and excellence...”*  
-GEN John A. Wickham, Jr.

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### Component Overview

Army leaders take care of Soldiers and Army Civilians by giving them the training, equipment and support needed to accomplish the mission. They value balance between mission requirements and the welfare of their followers.

#### Strength Indicators

- Shares hardships with followers
- Gauges whether plans and decisions are realistic
- Recognizes need to provide Soldiers and Army Civilians with reasonable comforts and rest periods to maintain good morale and mission effectiveness
- Actively solicits others' input and opinions

#### Need Indicators

- Does not consider impact of mission on Army families
- Requires results without providing adequate resources
- Fails to monitor morale

#### Underlying Causes

- Focuses solely on the mission
- Experienced a lack of empathy from own leaders
- Believes Soldiers and Army Civilians should be tough enough to handle any and all adversity
- Is overly narcissistic
- Lacks emotional intelligence

#### Feedback & Development

- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- When speaking with others, practice focusing on their emotional and social cues during the conversation.
- Get to know your subordinates better so you can more easily understand their issues.
- Actively combat moral disengagement (convincing oneself that ethical standards do not apply in a certain situation) in your peers and subordinates by directly addressing instances when they have failed to show concern for others
- Study the pitfalls associated with empathy failures.

#### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Leads Others: [Balances mission and welfare of followers](#)
- Leads by Example: [Displays Character](#)
- Creates a Positive Environment: [Demonstrates care for follower well-being](#); [Anticipates people's on-the-job needs](#)
- Extends Influence Beyond the Chain of Command: [Negotiates, builds consensus, and resolves conflict](#); [Understands sphere, means and limits of influence](#)

### Attribute Overview

The Warrior Ethos refers to the professional attitudes and beliefs that characterize the American Soldier. It reflects a Soldier's selfless commitment to the nation, mission, unit, and fellow Soldiers. Army Civilians, while not warfighters, embody the principles of the Warrior Ethos through a service ethos that integrates their conduct of duty with the same attitudes, beliefs, and commitment. The Warrior Ethos is developed and sustained through discipline, commitment to the Army Values, and pride in the Army's heritage. When lived by Soldiers and supported by Army Civilians, the Warrior Ethos is the foundation for the winning spirit that permeates the institution.

The attribute *Warrior Ethos/Service Ethos* is composed of one component:

Component	Page #
<a href="#">The internal shared attitudes and beliefs that embody the spirit of the Army profession for Soldiers and Army Civilians alike</a>	155

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 3-21 through 3-23 and Table 3-1.

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*"I would rather try to persuade a man to go along, because once I have persuaded him, he will stick. If I scare him, he will stay just as long as he is scared, and then he is gone."*

—GEN Dwight Eisenhower

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## Component Overview

The Warrior Ethos requires unrelenting and consistent determination to do what is right across the range of military operations. It is important that Soldiers and Army Civilians recognize that they are members of team.

### Strength Indicators

- Consistently does what is right, professionally and ethically
- Possesses mental toughness
- Pride themselves on being a member of the Army

### Need Indicators

- Makes ethically questionable decisions
- Avoids adversity
- Does not take pride in being a member of the Army

### Underlying Causes

- Lacks self-discipline
- Does not align personal values with Army Values
- Has a sense of entitlement
- Is overly narcissistic

### Feedback & Development

- Read Medal of Honor citations (<http://www.cmohs.org/recipient-archive.php>) and reflect on what these individuals did that exhibit this attribute component. Think about how you can apply what you have learned in your own life.
- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Read relevant literature on military tradition.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [Fostering Team Unity](#).

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads Others: [Balances mission and welfare of followers](#)
- Leads by Example: [Displays character](#); [Leads with confidence in adverse situations](#)
- Creates a Positive Environment: [Demonstrates care for follower well-being](#); [Anticipates people's on-the-job needs](#)

### Attribute Overview

Discipline is a mindset for a unit or an organization to practice sustained, systematic actions to reach and promote a capability to perform its military function. Often this involves attending to the details of organization and administration, which are less urgent than an organization's key tasks, but necessary for efficiency and long-term effectiveness.

The attribute *Discipline* is composed of two components:

Component	Page #
<a href="#">Control of one's own behavior according to Army Values</a>	157
<a href="#">Mindset to obey and enforce good orderly practices in administrative, organizational, training, and operational duties</a>	158

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 3-21 through 3-25 and Table 3-1.

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# D

## Control of one's own behavior according to Army Values

*"With self-discipline most anything is possible"*  
-Theodore Roosevelt

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### Component Overview

Discipline at the individual level is primarily self-discipline, the ability to control one's own behavior. Discipline expresses what the Army Values require—willingly doing what is right.

#### Strength Indicators

- Is capable of making hard choices, especially when they involve putting what is good for the organization ahead of what is good for themselves
- Maintains physical fitness
- Demonstrates punctuality and reliability

#### Need Indicators

- Consistently takes the easy way even if there is a better way
- Is unreliable
- Lacks physical fitness
- Loses temper in stressful situations

#### Underlying Causes

- Lapses into complacency
- Lacks the desire for excellence
- Focuses on self-interest
- Manages anger poorly
- Lacks emotional intelligence: self-awareness and the ability to self-manage

#### Feedback & Development

- Reflect on your behavior in your most recent assignment. Have you maintained self-discipline? Are you making the right choices rather than the easy choices? Are you reliable and punctual?
- Review the "Discipline" case exercise on the Center for the Army Profession and Ethics (CAPE) website and consider the facilitator questions. Think about how you might incorporate what you learn into your own life.
- Review the "Inconvenient Discipline" case exercise on the CAPE website and consider the facilitator questions. Think about how you might incorporate what you learn into your own life.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

# D

Mindset to obey and enforce good orderly practices in administrative, organizational, training, and operational duties

*"Discipline is the soul of an Army. It makes small numbers formidable; procures success to all of the weak, and esteem to all"*  
-George Washington

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## Component Overview

The Army requires orderly practices to maintain its effectiveness as a large organization. Such order requires Army Soldiers and Civilians to engender the discipline required to successfully execute their duties.

### Strength Indicators

- Follows orders
- Appreciates the need for standard operating procedures
- Takes training seriously

### Need Indicators

- Is inconsistent in application of standard operating procedures
- Views training as just another task to be completed
- Is disorganized

### Underlying Causes

- Is unable to adapt to new ways of doing things
- Devalues the need for order and structure in day-to-day operations
- Is new to the larger organizational environment

### Feedback & Development

- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Study time management techniques, and try implementing methods that may help you make more efficient use of your time.
- Study the factors that get in the way of having good self-discipline (e.g., defense mechanisms, ego, restraint, delayed gratification).
- Think about your own behaviors and how others might perceive them. Would your subordinates, peers, or leaders see you as self-disciplined? If not, why not? What changes could you make to improve yourself in this area?
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads Others: [Enforces standards](#)
- Creates a Positive Environment: [Encourages fairness and inclusiveness](#)
- Prepares Self: [Maintains mental and physical health and well-being](#); [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)

## Attribute Overview

Army leaders are expected to look and act as professionals. Soldiers and Army Civilians displaying an unprofessional appearance do not send a message of professionalism.

The attribute *Military and Professional Bearing* is composed of two components:

Component	Page #
<a href="#">Possessing a commanding presence</a>	160
<a href="#">Projecting a professional image of authority</a>	161

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 4-1, 4-2, and 4-4, and Table 4-1.

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*"Soldiers, all men in fact, are natural hero worshippers. Officers with a flare for command realize this and emphasize in their conduct, dress and deportment the qualities they seek to produce in their men..."*  
-GEN George Patton

## Component Overview

Professional appearance and competence command respect. The impression a leader makes on others contributes to his/her success in the leading them. This impression is the sum of a leader's outward appearance, demeanor, actions, and words.

### Strength Indicators

- Interacts with others professionally
- Projects self-confidence
- Is physically fit

### Need Indicators

- Is unprofessional in interactions with others
- Demonstrates a timid outward appearance
- Is physically unfit

### Underlying Causes

- Lacks self-confidence
- Lacks self-esteem
- Is professionally inexperienced
- Does not engage in a regular PT program
- Does not practice holistic wellness - nutrition, fitness, rest, positive relationships

### Feedback & Development

- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Identify a peer who possesses a good command presence and ask him/her to observe your performance on this attribute component (e.g., briefing, speaking during formation). Afterward, ask for feedback on what went well and where improvements could be made in the future.
- Work on maintaining your professional bearing at all times (especially in front of subordinates). Remember that while presence might be difficult to achieve, it is easily undermined by unprofessional behavior.
- Assess your physical fitness level. Use your unit PT program or a personal exercise program to attain your fitness goals.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: The Value of Self-Awareness; Seeking and Delivering Face-to-Face Feedback.

*"Our quality Soldier should look as good as they are."  
-SMA Julius W. Gates*

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## Component Overview

In order to command the respect of those you lead, your appearance must demonstrate that you are capable of leading yourself. A professional appearance and demeanor, as well as displays of competence, demonstrate you are ready to lead others.

### Strength Indicators

- Dress is professional and tidy
- Is knowledgeable in the areas they lead
- Is comfortable delegating

### Need Indicators

- Dress is sloppy
- Is physically unfit
- Lacks requisite competence

### Underlying Causes

- Lacks self-discipline
- Is new to the field or technical area
- Lacks interpersonal skills

### Feedback & Development

- Know your job and stay current so that you are competent in your everyday activities.
- Make sure your dress and appearance meet Army standards.
- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads Others: [Enforces standards](#)
- Prepares Self: [Expands knowledge of technical, technological, and tactical areas](#); [Maintains mental and physical health and well-being](#)
- Leads by Example: [Demonstrates technical and tactical competence](#)

## Attribute Overview

Unit readiness begins with physically fit Soldiers and leaders as otherwise, operations can drain Soldiers and leaders physically, mentally, and emotionally. Physical fitness, while crucial for success in battle, is important for all members of the Army team, not just Soldiers. Physically fit people feel more competent and confident, handle stress better, work longer and harder, and recover faster. These attributes provide valuable payoffs in any environment.

The attribute *Fitness* is composed of one component:

Component	Page #
<a href="#">Having sound health, strength and endurance that support emotional health and conceptual abilities under prolonged stress</a>	163

(Hold Ctrl and click on heading to jump to section)

For more information on this component see ADRP 6-22 sections 4-1 through 4-3 and 4-5 through 4-9, and Table 4-1.

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# F

Having sound health, strength and endurance that support emotional health and conceptual abilities under prolonged stress

*"...I am obliged to sweat them tonight, sir, so that I can save their blood tomorrow"*

*-GEN Thomas J. Jackson*

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## Component Overview

The physical demands of leadership, deployments, and continuous operations can erode more than physical attributes. Physical fitness and adequate rest support cognitive functioning and emotional stability, both essential for sound leadership. If not physically fit before deployment, the effects of additional stress compromise mental and emotional fitness as well.

### Strength Indicators

- Scores high in APFT
- Demonstrates emotional stability
- Is capable of working effectively for extended periods of time

### Need Indicators

- Does not meet APFT requirements
- Is easily affected by stressful events. Does not handle stress well
- Lacks energy

## Underlying Causes

- Lacks self-discipline
- Allows Soldier mindset to wane while in Garrison
- Experiences low morale and/or motivation
- Does not practice holistic wellness - nutrition, fitness, rest, positive relationships

## Feedback & Development

- Set realistic and attainable fitness goals to ensure you meet and exceed the APFT standards.
- Find a peer with similar APFT scores and attempt to better each other with friendly competition.
- Consult the Army Physical Readiness Training manual (FM 7-22) for exercises to help maintain physical fitness.
- Review scenario 1—Army Physical Fitness Test on the virtual simulator, “Highly specialized, highly committed” found on the Center for the Army Profession and Ethics (CAPE) website. Think through the corresponding facilitator questions and reflect on how what you learn might apply the concept in your own life.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [The Value of Self-Awareness](#).

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Prepares Self: [Maintains mental and physical health and well-being](#)
- Gets Results: [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)
- Leads by Example: [Exemplifies the warrior ethos](#)

## Attribute Overview

Confidence is important for both leaders and teams. Confident leaders demonstrate composure which helps Soldiers mitigate self-doubt while reducing team anxiety.

The attribute *Confidence* is composed of two components:

Component	Page #
<a href="#">Projecting self-confidence and certainty in the unit's ability to succeed in its missions</a>	165
<a href="#">Demonstrating composure and outward calm through control over one's emotions</a>	166

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 4-1, 4-2, and 4-10, and Table 4-1.

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## Projecting self-confidence and certainty in the unit's ability to succeed in its missions

*"The most vital quality a Soldier can possess is Self-Confidence, utter, complete, and bumptious. You can have doubts about your good looks, about your intelligence, about your self-control: but to win in war you must have no doubts about your ability as a Soldier..."*

*-GEN George Patton*

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### Component Overview

While confident leaders yield confident Soldiers, excessive confidence or pride can be as detrimental as too little confidence. Both extremes impede learning and adaptability.

#### Strength Indicators

- Demonstrates trust in unit members' abilities
- Takes prudent risks
- Is enthusiastic about the mission

#### Need Indicators

- Micromanages others
- Is hesitant to accept increasing levels of responsibility
- Is risk averse

### Underlying Causes

- Lacks requisite tactical/technical competence
- Lacks experience
- Allows previous failures to negatively affect current situation

### Feedback & Development

- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Know your job and stay current so that you are competent in your everyday activities.
- Make sure your dress and appearance meet Army standards.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#).

# C

## Demonstrating composure and outward calm through control over one's emotions

*"Composure is the first rung of leadership"*  
-Junaid e Mustafa

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### Component Overview

Confidence is the faith leaders place in their abilities to act properly in any situation, even under stress or with little information.

#### Strength Indicators

- Maintains composure when faced with adversity
- Is decisive
- Handles disagreements in discussion professionally, treating them as valuable discourse

#### Need Indicators

- Loses cool when faced with adversity
- Is indecisive
- Avoids confrontation and disagreements

#### Underlying Causes

- Is insecure
- Allows previous failures to negatively affect current situation
- Lacks requisite experience
- Lacks emotional intelligence: self-awareness and the ability to self-manage

#### Feedback & Development

- Consider a negative role model who failed to demonstrate composure. How did their actions affect the unit and their decisions? How was this person perceived by those around them? How would you have acted differently to improve the situation?
- While confrontation and disagreement can be unpleasant, it is often helpful in making the best possible decisions. Think of a time when you had a disagreement with somebody and it was handled professionally and led to a positive outcome. What did you or the other person/persons do that helped to make the situation positive rather than detrimental? How can you emulate this behavior in the future?
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [The Value of Self-Awareness](#); [Seeking and Delivering Face-to-Face Feedback](#); [Managing Difficult Behavior](#); [Navigating Contentious Conversations](#). Think about how you might incorporate what you learn into your own life.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Leads with confidence in adverse situations](#)
- Extends influence beyond the chain of command: [Negotiates, builds consensus, and resolves conflict](#)
- Prepares Self: [Maintains self-awareness; employs self-understanding and recognizes impact on others](#)

### Attribute Overview

Resilience is essential when pursuing mission accomplishment. Regardless of the working conditions, a strong personal attitude helps prevail over adverse external conditions. When things go badly, a leader must draw on inner reserves to persevere.

The attribute *Resilience* is composed of one component:

Component	Page #
<a href="#">Showing a tendency to recover quickly from setbacks, shock, injuries, adversity and stress while maintaining a mission and organizational focus</a>	168

(Hold Ctrl and click on heading to jump to section)

For more information on this component see ADRP 6-22 sections 4-1, 4-2, and 4-11 through 4-13, and Table 4-1.

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# R

Showing a tendency to recover quickly from setbacks, shock, injuries, adversity and stress while maintaining a mission and organizational focus

*“Of all the virtues we can learn, no trait is more useful, more essential for survival, and more likely to improve the quality of life than the ability to transform adversity into an enjoyable challenge.”  
-Mihaly Csikszentmihalyi*

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## Component Overview

Resilient leaders learn and grow from the experience of adversity and use that growth to ensure more positive outcomes for mission accomplishment.

### Strength Indicators

- Treats adversity as a welcome challenge
- Believes in their own ability to affect the outcome of situations
- Perceives adversity and challenge as opportunities for growth

### Need Indicators

- Is consistently stressed
- Avoids difficult situations
- Lacks self-confidence

### Underlying Causes

- Lacks proper stress management skills
- Is physically unfit
- Is hindered by a previous trauma
- Does not practice holistic wellness - nutrition, fitness, rest, positive relationships

### Feedback & Development

- Utilize resources available as part of the Comprehensive Soldier and Family Fitness (CSF2) program such as the Global Assessment Tool (GAT) to assess your resilience level as well as risk factors (e.g., relationship strains, drug or alcohol abuse, excessive debt)
- Use the Comprehensive Resilience Modules (CRMS) of the CSF2 program to help improve your resilience levels.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Prepares Self: [Maintains mental and physical health and well-being](#)
- Leads by Example: [Exemplifies the Warrior Ethos](#)
- Creates a Positive Environment: [Demonstrates care for follower well-being](#); [Creates a learning environment](#)
- Gets Results: [Seeks, recognizes and takes advantage of opportunities to improve performance](#)
- Stewards the Profession: [Improves the organization](#)

### Attribute Overview

Mental Agility is a flexibility of mind that allows leaders to adapt to uncertain or changing situations. Agility also allows leaders to anticipate changing situations and think through second- and third-order effects. Mentally agile leaders develop and implement alternative approaches when current actions are not producing the desired results.

The attribute *Mental Agility* is composed of three components:

Component	Page #
<a href="#">Flexibility of mind; the ability to break habitual thought patterns</a>	170
<a href="#">Anticipating or adapting to uncertain or changing situations; to think through outcomes when current decisions or actions are not producing desired effects</a>	171
<a href="#">The ability to apply multiple perspectives and approaches</a>	172

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 5-3 through 5-5, and Table 5-1.

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*“Any man who reads too much and uses his own brain too little falls into lazy habits of thinking.”*  
-Albert Einstein

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## Component Overview

A key component of being mentally agile is the ability to recognize when standard or historical means are no longer achieving the desired ends. Mentally agile leaders will develop, evaluate and implement alternative approaches.

### Strength Indicators

- Develops innovative ideas for accomplishing tasks
- Recognizes when current actions are not producing desired results
- Implements alternative approaches

### Need Indicators

- Persists with ineffective approaches
- Does not learn from mistakes

### Underlying Causes

- Does not engage in critical thinking
- Lacks confidence needed to challenge established methods
- Is not able to access data or feedback regarding the efficacy of current approaches
- Displays arrogance
- Is overly narcissistic

### Feedback & Development

- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Look for diverse perspectives and attempt to integrate them into your thinking processes.
- Review Paul and Elder’s *Critical thinking: Concepts and tools* (<http://www.criticalthinking.org/store/products/the-miniature-guide-to-critical-thinking-concepts-amp-tools-7th-edition/156>).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#).

*"It is not genius which reveals to me suddenly and secretly what I should do in circumstances unexpected by others; it is thought and meditation"*  
-Napoleon Bonaparte

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## Component Overview

When it comes to achieving the mission, mentally agile leaders must recognize a need for change, figure out what should change, and implement that change.

### Strength Indicators

- Challenges key assumptions that underlie decisions or plans
- Considers if there is a better way of achieving a goal or mission
- Seeks input from others on how to best achieve goals or missions

### Need Indicators

- Does not consider alternative explanations for situations
- Does not solicit input from others
- Makes the same mistake more than once

### Underlying Causes

- Does not engage in critical thinking
- Does not trust in own abilities to improve tactics, techniques or procedures
- Adheres strictly to traditional approaches
- Displays arrogance
- Is overly narcissistic

### Feedback & Development

- Reflect on your comfort with uncertainty. When confronted with uncertainty do you tend to freeze up or are you able to choose a course of action swiftly and decisively? Do you tend to second guess yourself?
- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Review Paul and Elder's *Critical thinking: Concepts and tools* (<http://www.criticalthinking.org/store/products/the-miniature-guide-to-critical-thinking-concepts-amp-tools-7th-edition/156>).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#).

*"Leadership is understanding people and involving them to help you do a job..."*

*-Admiral Arleigh A. Burke*

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## Component Overview

Critical thinking and mental agility require examining problems in depth from multiple points of view. The best way to examine a problem from multiple perspectives is to be inclusive of others' diverse views, opinions, and ideas.

### Strength Indicators

- Seeks input and asks questions of others regarding their perspective
- Engages in group brainstorming
- Tries to see situations from others' viewpoint

### Need Indicators

- Does not seek input
- Rigidly adheres to established methods
- Makes decisions unilaterally

### Underlying Causes

- Believes he/she knows best
- Lacks trust in subordinates, peers, or seniors
- Fears appearing incompetent
- Displays arrogance
- Is overly narcissistic
- Does not understand, appreciate or value the strength of diversity of thought and culture

### Feedback & Development

- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Find opportunities (in non-hostile environments) to practice asking for and incorporating multiple perspectives into your decision making process.
- Review Paul and Elder's *Critical thinking: Concepts and tools* (<http://www.criticalthinking.org/store/products/the-miniature-guide-to-critical-thinking-concepts-amp-tools-7th-edition/156>).
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [Seeking and Incorporating Diverse Ideas](#).

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Leads by Example: [Leads with confidence in adverse situations](#); [Seeks diverse ideas and points of view](#); [Understands the importance of conceptual skills and models them to others](#)
- Prepares Self: [Expands conceptual and interpersonal capabilities](#); [Analyzes and organizes information to create knowledge](#)

### Attribute Overview

Sound Judgment requires the capacity to assess situations, draw rational conclusions, form educated opinions, make reliable estimates and make sensible decisions.

The attribute *Sound Judgment* is composed of three components:

Component	Page #
<a href="#">The capacity to assess situations shrewdly and draw sound conclusions</a>	174
<a href="#">The tendency to form sound opinions, make sensible decisions and reliable guesses</a>	175
<a href="#">The ability to assess strengths and weaknesses of subordinates, peers, and enemies to create appropriate solutions and actions</a>	176

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 5-6 through 5-8, and Table 5-1.

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*"Judgment comes from experience and experience comes from bad judgment."*  
-GEN Omar N. Bradley

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## Component Overview

Assessing situations shrewdly often requires leaders to juggle facts, questionable data and intuition to arrive at conclusions. It requires transforming knowledge and information into understanding.

### Strength Indicators

- Synthesizes multiple streams of information
- Questions the validity of information
- Looks for root causes of problems

### Need Indicators

- Makes uninformed decisions
- Is reactive rather than proactive in solving problems
- Does not demonstrate a strong understanding of situations

## Underlying Causes

- Cannot access multiple information streams
- Lacks critical thinking skills
- Lacks experience assessing complex situations
- Lacks emotional intelligence: self-awareness and the ability to self-manage

## Feedback & Development

- Reflect on a time when you or someone you know made an improper decision based on lack of situational understanding. What could have been done differently to fix the situation? How did lack of quality information or situational awareness affect the decision making process?
- Conduct exercises in critical thinking with team members to ensure that you and your team members hone your critical-thinking skills.
- Use Troop Leading Procedures and the Military Decision Making Process without abbreviating doctrinal steps unnecessarily.
- Review Paul and Elder's *Critical thinking: Concepts and tools* (<http://www.criticalthinking.org/store/products/the-miniature-guide-to-critical-thinking-concepts-amp-tools-7th-edition/156>).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#); [Enabling Subordinates Using Mission-Focused Delegation](#).

*“To make a decision all you need is authority. To make a good decision, you also need knowledge, experience, and insight”*  
-Denise Moreland

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## Component Overview

Good judgment directs individuals toward the best decision for the situation.

### Strength Indicators

- Considers consequences of decisions
- Consults sources that aid judgment
- Makes educated guesses to fill information gaps

### Need Indicators

- Does not consider the context of the situation when making decisions
- Does not seek other sources of information when shaping decisions
- Does not consider impact of incorrect decisions or develop contingency plan

### Underlying Causes

- Lacks experience in operational context
- Is driven to maintain an impression of competence
- Does not recognize limits of own perspective
- Lacks emotional intelligence: self-awareness and the ability to self-manage

### Feedback & Development

- Find an individual (e.g., peer, leader) who you know often exhibits sound judgments. Discuss their decision making process and ask them to provide you with specific examples of when they had to make decisions where neither the clear path or outcome were known. What sources of outside information did they use to make those decisions? How would they have improved on the situation if possible?
- Reflect on your own limitations when it comes to judgment and decision-making. Consider a time when you did not make the best decision due to lack of adequate information. How could you have better made a decision if properly informed? How would you have changed your actions to fix the situation?
- Review Paul and Elder’s *Critical thinking: Concepts and tools* (<http://www.criticalthinking.org/store/products/the-miniature-guide-to-critical-thinking-concepts-amp-tools-7th-edition/156>).
- Access the Virtual Improvement Center ([link](#)) and complete one of the following developmental lessons: [Leadership Decision Making](#); [Being an Adaptable Leader in Times of Change](#).

# SJ

The ability to assess strengths and weaknesses of subordinates, peers, and enemies to create appropriate solutions and actions

*"Know your enemy and know yourself and you can fight a hundred battles without disaster"*

-Sun Tzu

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## Component Overview

Making sound judgments requires leaders to be fully aware of their surroundings and the capabilities of others and anticipate possible events that could result.

### Strength Indicators

- Applies personnel in accordance with their capabilities
- Understands enemy weaknesses and determines how to exploit them
- Develops subordinates to fill gaps in unit capabilities

### Need Indicators

- Is unfamiliar with strengths and weaknesses of subordinates, peers and enemies
- Decisions are not aligned with the resources available
- Decisions and actions are not appropriate for situational context

## Underlying Causes

- Lacks situation awareness
- Is unfamiliar with methods of assessing strengths and weaknesses of subordinates and peers
- Works in an operational environment that is complex and in constant flux
- Is overly narcissistic - can't or won't focus on others

## Feedback & Development

- Consider a time when you overestimated/underestimated the abilities of people around you. How did that action affect your actions or the outcomes of your actions? How would you change your actions in the future to change the outcome?
- Examine decision-making doctrine looking specifically for ways of assessing strengths and weaknesses.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: [Accounting for Differences in Capabilities and Commitment](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

## For other developmental activities, refer to (Hold ctrl and click on component for link):

- Creates a Positive Environment: [Creates a learning environment](#)
- Prepares Self: [Analyzes and organizes information to create knowledge](#)
- Gets Results: [Identifies and accounts for abilities and commitment to task](#); [Identifies, contends for, allocates, and manages resources](#)
- Leads by Example: [Understands the importance of conceptual skills and models them to others](#)
- Develops Others: [Assesses developmental needs of others](#); [Builds team or group skills and processes](#)
- Stewards the Profession: [Improves the organization](#)

### Attribute Overview

Innovation is the ability to introduce something new when needed or as opportunities exist. Innovative leaders tend to be inquisitive and good problem solvers.

The attribute *Innovation* is composed of two components:

Component	Page #
<a href="#">The ability to introduce new ideas based on opportunity or challenging circumstances</a>	178
<a href="#">Creativity in producing new ideas and objects that are both novel and appropriate</a>	179

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 5-9 and 5-10, and Table 5-1.

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*“Innovation distinguishes between a leader and a follower.”  
-Steve Jobs*

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## Component Overview

Opportunity can present itself in the form of a challenge. Innovative leaders can use a challenge as a chance to implement new and improved solutions.

### Strength Indicators

- Readily offers new ideas
- Strives for continuous improvement of the Army’s capabilities
- Is regarded as a creative person

### Need Indicators

- Persists with ineffective methods
- Does not generate or offer new ideas
- Is blind to shortcomings of existing practices

### Underlying Causes

- Does not feel free to innovate
- Feels that highly structured tasks do not offer chance for innovation
- Does not have a propensity for creativity

### Feedback & Development

- Identify someone whom you feel is an innovative thinker and attempt to emulate their actions. How do they identify opportunities for innovation?
- Engage in collaborative brainstorming sessions when determining how to solve problems.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [Seeking and Incorporating Diverse Ideas](#).

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader"*  
-John Quincy Adams

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## Component Overview

Innovation requires creativity, critical thinking, and motivation. Innovative leaders demonstrate their creativity through new ideas and solutions.

### Strength Indicators

- Presents novel ideas that are feasible within the given situation and resources
- Provides ideas for measuring effectiveness of innovations
- Is solution oriented

### Need Indicators

- Suggests ineffective approaches
- Is generally silent when others seek input
- Uses a strong historical perspective

## Underlying Causes

- Uses military history and tradition inappropriately to guide solutions
- Works in a climate where innovation is not promoted
- Feels duties are so structured that there is little room for innovation

## Feedback & Development

- Reflect on your propensity for creativity and identify what prompts you to exhibit this. When have you been most creative? What drove you to be creative? What was the outcome?
- Observe an individual in your unit or a leader who you feel exhibits this attribute component well. Determine what about them made you feel that way and try to emulate those behaviors.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [Seeking and Incorporating Diverse Ideas](#).

## For other developmental activities, refer to (Hold ctrl and click on component for link):

- Prepares Self: [Expands conceptual and interpersonal capabilities; Analyzes and organizes information to create knowledge](#)
- Creates a Positive Environment: [Creates a learning environment](#)
- Stewards the Profession: [Improves the organization](#)
- Leads by Example: [Seeks diverse ideas and points of view](#)
- Communicates: [Creates shared understanding](#)

## Attribute Overview

Interpersonal Tact is the ability to effectively and productively interact with others.

The attribute *Interpersonal Tact* is composed of four components:

Component	Page #
<a href="#">The capacity to understand interactions with others</a>	181
<a href="#">Being aware of how others see you and sensing how to interact with them effectively</a>	182
<a href="#">Conscious of character, reactions and motives of self and others and how they affect interactions</a>	183
<a href="#">Recognizing diversity and displaying self-control, balance, and stability</a>	184

(Hold Ctrl and click on heading to jump to section)

For more information on these components see ADRP 6-22 sections 5-11 through 5-18, and Table 5-1.

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*“Leadership is about persuasion, presentation, and people skills”  
-Shiv Khera*

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## Component Overview

Being able to effectively interact with others requires leaders to understand the inputs and outcomes of the interaction.

### Strength Indicators

- Can summarize others’ messages
- Engages in active listening
- Comprehends the emotional state of others before, during, and after interactions

### Need Indicators

- Is naïve to others’ emotional states
- Incorrectly interprets messages
- Seems inattentive during discussions

### Underlying Causes

- Fails to appreciate the perspective of others
- Lacks listening skills
- Lacks contextual understanding of the situation
- Is overly narcissistic - can’t or won’t focus on others

### Feedback & Development

- Examine research and literature on perspective-taking skills and identify best practices.
- Practice active listening skills in everyday interactions.
- Review the “[Building Working Relationships Across Boundaries](#)” and “[Beyond People Skills: Leveraging your Understanding of Others](#)” interactive multimedia instruction (IMI) lessons on the MSAF Virtual Improvement Center website. Think about how you might incorporate what you learn into your own life.

*“Leaders who are mindful tend to be more effective in understanding and relating to others, and in motivating them toward shared goals. Hence, they become more effective in leadership roles”*  
-William George

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## Component Overview

A key part of interpersonal tact is being able to put one’s self in another person’s shoes and try and see things from their perspective. When a leader understands how they are perceived by others they can more effectively adjust their communication style.

### Strength Indicators

- Adjusts communication style to the audience
- Attends to others’ non-verbal communication during interactions
- Checks that messages were interpreted as intended

### Need Indicators

- Does not adjust communication style to the audience
- Does not form common understanding
- Is naïve to others’ non-verbal communication during interactions

### Underlying Causes

- Fails to take the perspective of others
- Fails to anticipate differences stemming from diversity
- Lacks experience
- Lacks emotional intelligence

### Feedback & Development

- Develop awareness of non-verbal cues to help determine when your audience is not understanding your message. This will help you to tailor your communication style to your audience in the future.
- Check the understanding of your audience on a frequent basis by asking others what they heard you say and what their thoughts are with regard to the discussion.
- Study the literature on perspective-taking to learn about these important skills.
- Think about your own behaviors and how others might perceive them. Would your subordinates, peers, or leaders see you as someone who tries to see things from their point of view? If not, why is that the case? What changes could you make to improve yourself in this area?
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [The Value of Self-Awareness](#).

*"Tact is the ability to describe others as they see themselves"*  
-Abraham Lincoln

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## Component Overview

People have hopes, fears, concerns and dreams. It is important to understand that emotional energy sparks motivation and facilitates interpersonal tact.

### Strength Indicators

- Recognizes that individuals have unique hopes, fears, concerns and aspirations
- Anticipates how individual differences will affect interactions
- Leverages understanding of individual differences to adjust communication style and influence others

### Need Indicators

- Is inattentive to individual differences and how they impact interactions
- Does not leverage understanding of individual differences to influence others
- Inadvertently offends or demeans diverse others

### Underlying Causes

- Fails to take the perspective of others
- Fails to anticipate differences stemming from diversity
- Lacks experience in interpersonal situations
- Is overly narcissistic

### Feedback & Development

- Get to know your Soldiers. What brought them into the Army? What are their career goals? Knowing this can help to understand their motivations and how those motivations might affect their actions.
- Conduct a climate survey to understanding the unit's climate around diversity. Often times we can say or do things that others consider demeaning without intending to do so.
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lessons: [The Value of Self-Awareness](#); [Beyond People Skills: Leveraging Your Understanding of Others](#).

*“Strength lies in differences, not in similarities”  
-Stephen Covey*

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## Component Overview

Background, schooling, race, religion, and other factors shape Soldiers and Army Civilians. An Army leader’s ability to recognize this diversity and demonstrate self-control, balance, and stability greatly affects their interactions with others.

### Strength Indicators

- Acknowledges differences, qualifications, contributions and potential in the team and employs individuals accordingly
- Creates an environment where subordinates know they are valued for their talents, contributions and differences
- Speaks clearly under pressure

### Need Indicators

- Employs team members in a manner inconsistent with their strengths
- Does not acknowledge different capabilities, talents and qualifications in the team
- Team members display dissatisfaction with their duties

### Underlying Causes

- Does not recognize diversity
- Is inexperienced working with diverse groups
- Is unfamiliar with how to employ unique talents
- Does not understand, appreciate, or value the strength of diversity of thought and culture

### Feedback & Development

- Conduct a climate survey. Doing so will help you recognize any issues within your team that you may not be aware of at the time.
- Make sure to encourage your subordinates’ development by seeking out opportunities to develop their weaknesses and maintain their strengths
- Emulate a role model who helped develop you. What did they do that worked and what did not? What should be avoided?
- Access the Virtual Improvement Center ([link](#)) and complete the following developmental lesson: [The Value of Self-Awareness](#).

### For other developmental activities, refer to (Hold ctrl and click on component for link):

- Communicates: [Listens actively](#); [Is sensitive to cultural factors in communication](#)
- Creates a Positive Environment: [Demonstrates care for follower well-being](#); [Encourages fairness and inclusiveness](#)
- Builds Trust: [Sets personal example for trust](#); [Sustains a climate of trust](#)
- Leads Others: [Uses appropriate methods of influence to energize others](#)
- Prepares Self: [Maintains relevant cultural awareness](#); [Maintains self-awareness](#); [Employs self-understanding and recognizes impact on others](#)
- Extends Influence: [Negotiates, builds consensus, and resolves conflict](#); [Understands sphere, means and limits of influence](#)

### Attribute Overview

Expertise is the specialized knowledge and skills developed from experience, training, and education.

The attribute *Expertise* is composed of one component:

Component	Page #
<a href="#">Possessing facts, beliefs, logical assumptions and understanding in relevant areas</a>	186

(Hold Ctrl and click on heading to jump to section)

For more information on this component see ADRP 6-22 sections 5-19 through 5-29, and Table 5-1.

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# Ex

Possessing facts, beliefs, logical assumptions and understanding in relevant areas

*"...if you are not competent in a tactical and technical sense, you will not be fit to lead"*  
-BG S.L.A. Marshall

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## Component Overview

Domain knowledge is what leaders know about application areas used in their duties and positions.

### Strength Indicators

- Can accomplish objectives through tactical military means
- Demonstrates knowledge of technically specialized functions or systems
- Demonstrates understanding of joint organizations

### Need Indicators

- Lacks tactical competence
- Lacks specialized technical competence
- Lacks an understanding of joint organizations

## Underlying Causes

- Has been removed from tactical training for a period of time
- Has not had the developmental opportunities to develop specific technical expertise
- Lacks experience in the joint environment

## Feedback & Development

- Seek out domain experts in your area and use them to help develop your own knowledge.
- Maintain relevant knowledge within your specific domain by studying relevant sources.
- Look for opportunities to practice using your domain knowledge on a regular basis.

**For other developmental activities, refer to (Hold ctrl and click on component for link):**

- Prepares Self: [Expands knowledge of technical, technological, and tactical areas](#); [Expands conceptual and interpersonal capabilities](#)
- Gets Results: [Seeks, recognizes, and takes advantage of opportunities to improve performance](#)

**Attribute** is no longer formally defined in Army leadership doctrine. However, it is described as how an individual behaves and learns within an environment. It represents the values and identity of the leader (character), with how the leader is perceived by followers and others (presence), and with the mental and social faculties the leader applies in the act of leading (intellect). ADRP 6-22, *Army Leader* describes 13 leader attributes. These include:

- Army Values
- Empathy
- Warrior Ethos/Service Ethos
- Discipline
- Military and Professional Bearing
- Fitness
- Confidence
- Resilience
- Mental agility
- Sound Judgment
- Innovation
- Interpersonal Tact
- Expertise

**Competency** is defined as a set or cluster of related behaviors that lead to successful performance, common throughout the organization, and consistent with the organization's mission and values. Army leadership doctrine (ADRP 6-22, *Army Leadership*) describes ten core leadership competencies. These competencies are:

- Leads others
- Builds trust
- Extends influence beyond the chain of command
- Leads by example
- Communicates
- Creates a positive environment/Fosters esprit de corps
- Prepares self
- Develops others
- Stewards the profession
- Gets results.

**Desired Outcome** is a clearly defined, concrete, expected result of your development process.

**Developmental Activities** are the specific actions of study, practice, and feedback you will identify and undertake as part of the development process.

**Developmental Need** sets the direction for the development effort. The Developmental Need is identified as specific competencies identified for development.

# Glossary (Cont.)

**Leader (Leadership) Components** are sub-elements of leader attributes and competencies. There are 27 attribute components and 50 competency components described in ADRP-6-22, *Army Leadership*.

**Need Indicators** are examples that do not demonstrate the leader component.

**Strength** consists of a consistent pattern of behaving, thinking, or feeling that can be easily and productively applied. A Strength includes natural talents, knowledge gained through learning, and skills acquired through practice and experience.

**Strength Indicators** are indicators or behaviors associated with successful performance of a leader component.

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# Component Relationships Leads Others

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Uses appropriate influence techniques to energize others	Leads Others	<a href="#">Uses appropriate influence techniques to energize others</a>	26
	Extends Influence Beyond the Chain of Command	<a href="#">Understands sphere, means and limits of influence</a>	44
Establishes clear intent and purpose	Leads Others	<a href="#">Provides purpose, motivation and inspiration</a>	28
Enforces high professional standards	Leads Others	<a href="#">Enforces standards</a>	30
	Leads by Example	<a href="#">Displays character</a>	50
Balances requirements of mission with welfare of followers	Leads Others	<a href="#">Balances mission and welfare of followers</a>	32
	Creates a Positive Environment	<a href="#">Demonstrates care for follower well-being</a>	84
Motivates others by conveying the significance of work	Leads Others	<a href="#">Provides purpose, motivation and inspiration</a>	28
	Creates a Positive Environment	<a href="#">Sets and maintains high expectations for individuals and teams</a>	88

# Component Relationships Builds Trust

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Keeps word and follows through on commitments to others	Builds Trust	<a href="#">Sets personal example for trust</a>	36
	Leads by Example	<a href="#">Displays character</a>	50
Treats others fairly regardless of their rank or position	Builds Trust	<a href="#">Takes direct actions to build trust</a>	38
	Creates a Positive Environment	<a href="#">Encourages fairness and inclusiveness</a>	76
Confronts actions of others that undermine team trust	Builds Trust	<a href="#">Takes direct actions to build trust</a>	38
	Leads by Example	<a href="#">Displays character</a>	50
Builds and maintains positive working relationships	Builds Trust	<a href="#">Sustains a climate of trust</a>	40

# Component Relationships Extends Influence Beyond the Chain of Command

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Proactive in extending influence beyond the chain of command	Extends Influence Beyond the Chain of Command	<a href="#">Negotiates, builds consensus and resolves conflict</a>	46
Adjusts influence techniques to the situation and parties involved (e.g., using diplomacy, indirect influence, alliances, exchange)	Extends Influence Beyond the Chain of Command	<a href="#">Understands sphere, means and limits of influence</a>	44
	Leads Others	<a href="#">Uses appropriate methods of influence to energize others</a>	26
Builds rapport with those outside lines of authority	Extends Influence Beyond the Chain of Command	<a href="#">Understands sphere, means and limits of influence</a>	44
Negotiates with others to reach mutual understanding and to resolve conflict	Extends Influence Beyond the Chain of Command	<a href="#">Negotiates, builds consensus and resolves conflict</a>	46
	Gets Results	<a href="#">Identifies and adjusts to external influences on the mission and organization</a>	142

# Component Relationships Leads by Example

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Models Army values consistently through actions, attitudes, and communications	Leads by Example	<a href="#">Displays character</a>	50
	Leads Others	<a href="#">Enforces standards</a>	30
Demonstrates commitment to the Nation, U.S. Army, one's unit, and Soldiers	Leads by Example	<a href="#">Exemplifies Warrior Ethos</a>	52
Leads with confidence in adverse situations	Leads by Example	<a href="#">Leads with confidence in adverse situations</a>	54
	Gets Results	<a href="#">Identifies and adjusts to external influences on the mission and organization</a>	142
Displays the knowledge and skills required by position	Leads by Example	<a href="#">Demonstrates technical and tactical competence</a>	56
Uses critical thinking and encourages others to do the same	Leads by Example	<a href="#">Understands the importance of conceptual skills and models them to others</a>	58
	Prepares Self	<a href="#">Analyzes and organizes information to create knowledge</a>	98

# Component Relationships Communicates

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Achieves shared understanding	Communicates	<a href="#">Creates shared understanding</a>	66
	Extends Influence Beyond the Chain of Command	<a href="#">Negotiates, builds consensus and resolves conflict</a>	46
Listens actively	Communicates	<a href="#">Listens actively</a>	64
Engages others with appropriate communication techniques	Communicates	<a href="#">Employs engaging communication techniques</a>	68
Expresses ideas so they can be understood by the audience	Communicates	<a href="#">Employs engaging communication techniques</a>	68
	Leads Others	<a href="#">Uses appropriate methods of influence to energize others</a>	26
Accounts for cultural differences when communicating with others	Communicates	<a href="#">Is sensitive to cultural factors in communication</a>	70
	Prepares Self	<a href="#">Maintains relevant cultural awareness</a>	100

# Component Relationships Creates a Positive Environment

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Fosters teamwork and co-operation	Creates a Positive Environment	<a href="#">Fosters teamwork, cohesion, cooperation and loyalty (esprit de corps)</a>	74
	Develops Others	<a href="#">Builds team or group skills and processes</a>	114
Encourages subordinates to accept responsibility to fully support the organization's mission	Creates a Positive Environment	<a href="#">Encourages subordinates to exercise initiative, accept responsibility and take ownership</a>	82
	Develops Others	<a href="#">Facilitates ongoing development</a>	112
Creates a learning environment that treats setbacks as an opportunity to improve	Creates a Positive Environment	<a href="#">Creates a learning environment</a>	80
	Stewards the Profession	<a href="#">Supports professional and personal growth</a>	118
Encourages open and candid communications	Creates a Positive Environment	<a href="#">Encourages open and candid communications</a>	78
	Leads by Example	<a href="#">Seeks diverse ideas and points of view</a>	60
Demonstrates care for people and their well-being	Creates a Positive Environment	<a href="#">Demonstrates care for follower well-being</a>	84
	Leads Others	<a href="#">Balances mission and welfare of followers</a>	32

# Component Relationships

## Prepares Self

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Copes with stress to enable mission success and maintain well-being	Prepares Self	<a href="#">Maintains mental and physical health and well-being</a>	92
	Gets Results	<a href="#">Removes work barriers</a>	132
Recognizes how own actions impact others	Prepares Self	<a href="#">Maintains self-awareness: employs self understanding and recognizes impact on others</a>	104
Considers and uses personal feedback received from others	Prepares Self	<a href="#">Analyzes and organizes information to create knowledge</a>	98
	Gets Results	<a href="#">Makes feedback part of the work processes</a>	138
Seeks and engages in learning opportunities	Prepares Self	<a href="#">Expands knowledge in technical, technological and tactical areas</a>	94
	Stewards the Profession	<a href="#">Supports professional and personal growth</a>	118
Applies knowledge of world affairs and geopolitical situations to job duties	Prepares Self	<a href="#">Maintains relevant geopolitical awareness</a>	102

# Component Relationships

## Develops Others

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Assesses developmental needs of subordinates	Develops Others	<a href="#">Assesses developmental needs of others</a>	108
	Creates a positive environment	<a href="#">Creates a learning environment</a>	80
Coaches others in the development or improvement of skills	Develops Others	<a href="#">Counsels, coaches and mentors</a>	110
	Stewards the profession	<a href="#">Supports professional and personal growth</a>	118
Provides appropriate feedback to subordinates	Develops Others	<a href="#">Counsels, coaches and mentors</a>	110
	Gets Results	<a href="#">Recognizes and rewards good performance</a>	134
Actively encourages the development of others (e.g., self-study, training opportunities, job assignments, how jobs are structured)	Develops Others	<a href="#">Facilitates ongoing development</a>	112
	Creates a positive environment	<a href="#">Encourages subordinates to take initiative, accept responsibility and take ownership</a>	82
Encourages development of team skills	Develops Others	<a href="#">Builds team or groups skills and processes</a>	114
	Creates a positive environment	<a href="#">Fosters teamwork, cohesion, cooperation and loyalty (esprit de corps)</a>	74

# Component Relationships Stewards the Profession

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Makes good decisions about all resources used or managed	Stewards the Profession	<a href="#">Improves the organization</a>	120
	Gets Results	<a href="#">Identifies, contends for, allocates, and manages resources</a>	130
Inspires individuals and organizations to do their best	Stewards the Profession	<a href="#">Supports professional and personal growth</a>	118
	Gets Results	<a href="#">Seeks, recognizes, and takes advantage of opportunities to improve performance</a>	136
Creates an environment that encourages continuous improvement and innovation	Stewards the Profession	<a href="#">Improves the organization</a>	120
	Create a Positive Environment	<a href="#">Creates a learning environment</a>	80
Balances short-term mission requirements with long-term benefits to the organization	Stewards the Profession	<a href="#">Improves the organization</a>	120

# Component Relationships Gets Results

The table below displays the Leader Behavior Scale Item with related core leader competencies and components from ADRP 6-22. Use this table to relate the assessment questions from your LFR to possible developmental activities for your particular needs based on the results of your feedback. Click on the page number to jump to the related components.

Leader Behavior Scale Item	Related Core Leader Competency	Related Components	Page #
Accomplishes the mission	Gets Results	<a href="#">Executes plans to accomplish the mission</a>	140
	Leads by Example	<a href="#">Demonstrates technical and tactical competence</a>	56
Makes appropriate assignments or role delegation to subordinates or teams	Gets Results	<a href="#">Designates, clarifies and deconflicts roles</a>	128
Prioritizes tasks for teams or groups	Gets Results	<a href="#">Prioritizes, organizes and coordinates taskings for teams or other organization structures/groups</a>	124
	Develops Others	<a href="#">Builds team or group skills and processes</a>	114
Accounts for differences in individual and group capabilities when assigning tasks or missions	Gets Results	<a href="#">Identifies and accounts for capabilities and commitment to task</a>	126
Removes or insulates subordinates from work barriers (e.g., distractions, schedule conflicts, unimportant tasks)	Gets Results	<a href="#">Removes work barriers</a>	132
Recognizes and rewards good performance	Gets Results	<a href="#">Recognizes and rewards good performance</a>	134
	Creates a Positive Environment	<a href="#">Sets and maintains high expectations for individuals and teams</a>	88
Adjusts to external influences on the mission and organization	Gets Results	<a href="#">Identifies and adjusts to external influences on the mission and organization</a>	142
	Extends Influence Beyond the Chain of Command	<a href="#">Negotiates, builds consensus and resolves conflict</a>	46

# Virtual Improvement Center Interactive Multimedia Instruction Web Addresses

The table below displays the web addresses for the VIC IMI lessons. Copy and paste the lesson address directly into your internet browser to access the instructional material.

Lesson Title	MSAF Website Address
The Leader's Role in Providing On-the-Job Learning and Support	<a href="https://msaf.army.mil/IMITraining/Lesson1/index.html">https://msaf.army.mil/IMITraining/Lesson1/index.html</a>
Making Influence Count	<a href="https://msaf.army.mil/IMITraining/Lesson2/index.html">https://msaf.army.mil/IMITraining/Lesson2/index.html</a>
Removing Work Barriers	<a href="https://msaf.army.mil/IMITraining/Lesson3/index.html">https://msaf.army.mil/IMITraining/Lesson3/index.html</a>
Accounting for Differences in Capabilities and Commitment	<a href="https://msaf.army.mil/IMITraining/Lesson4/index.html">https://msaf.army.mil/IMITraining/Lesson4/index.html</a>
Clarifying Roles	<a href="https://msaf.army.mil/IMITraining/Lesson5/index.html">https://msaf.army.mil/IMITraining/Lesson5/index.html</a>
Supporting the Developing Leader	<a href="https://msaf.army.mil/IMITraining/Lesson6/index.html">https://msaf.army.mil/IMITraining/Lesson6/index.html</a>
Creating and Supporting Challenging Job Assignments	<a href="https://msaf.army.mil/IMITraining/Lesson7/index.html">https://msaf.army.mil/IMITraining/Lesson7/index.html</a>
Extending Influence During Negotiation	<a href="https://msaf.army.mil/IMITraining/Lesson8/index.html">https://msaf.army.mil/IMITraining/Lesson8/index.html</a>
Motivating Through Rewards	<a href="https://msaf.army.mil/IMITraining/Lesson9/index.html">https://msaf.army.mil/IMITraining/Lesson9/index.html</a>
Creating and Promulgating a Vision of the Future	<a href="https://msaf.army.mil/IMITraining/Lesson10/index.html">https://msaf.army.mil/IMITraining/Lesson10/index.html</a>
Every Leader as a Coach	<a href="https://msaf.army.mil/IMITraining/Lesson11/index.html">https://msaf.army.mil/IMITraining/Lesson11/index.html</a>
Managing Conflict	<a href="https://msaf.army.mil/IMITraining/Lesson12/index.html">https://msaf.army.mil/IMITraining/Lesson12/index.html</a>
Seeking and Incorporating Diverse Ideas	<a href="https://msaf.army.mil/IMITraining/Lesson13/index.html">https://msaf.army.mil/IMITraining/Lesson13/index.html</a>
Achieving Shared Understanding	<a href="https://msaf.army.mil/IMITraining/Lesson14/index.html">https://msaf.army.mil/IMITraining/Lesson14/index.html</a>
The Art of Asking Questions	<a href="https://msaf.army.mil/IMITraining/Lesson15/index.html">https://msaf.army.mil/IMITraining/Lesson15/index.html</a>
Rapid Team Stand-up: How to Build Your Team ASAP	<a href="https://msaf.army.mil/IMITraining/Lesson16/index.html">https://msaf.army.mil/IMITraining/Lesson16/index.html</a>
Leadership Decision Making	<a href="https://msaf.army.mil/IMITraining/Lesson17/index.html">https://msaf.army.mil/IMITraining/Lesson17/index.html</a>
Being an Adaptable Leader in Times of Change	<a href="https://msaf.army.mil/IMITraining/Lesson18/index.html">https://msaf.army.mil/IMITraining/Lesson18/index.html</a>
Building Working Relationships Across Boundaries	<a href="https://msaf.army.mil/IMITraining/Lesson19/index.html">https://msaf.army.mil/IMITraining/Lesson19/index.html</a>
The Value of Self-Awareness	<a href="https://msaf.army.mil/IMITraining/Lesson20/index.html">https://msaf.army.mil/IMITraining/Lesson20/index.html</a>
Seeking and Delivering Face-to-Face Feedback	<a href="https://msaf.army.mil/IMITraining/Lesson21/index.html">https://msaf.army.mil/IMITraining/Lesson21/index.html</a>
Enabling Subordinates Using Mission-Focused Delegation	<a href="https://msaf.army.mil/IMITraining/Lesson22/index.html">https://msaf.army.mil/IMITraining/Lesson22/index.html</a>
Building Trust	<a href="https://msaf.army.mil/IMITraining/Lesson23/index.html">https://msaf.army.mil/IMITraining/Lesson23/index.html</a>
Navigating Contentious Conversations	<a href="https://msaf.army.mil/IMITraining/Lesson24/index.html">https://msaf.army.mil/IMITraining/Lesson24/index.html</a>
Beyond People Skills: Leveraging Your Understanding of Others	<a href="https://msaf.army.mil/IMITraining/Lesson25/html/index.html">https://msaf.army.mil/IMITraining/Lesson25/html/index.html</a>
The Leader as Follower	<a href="https://msaf.army.mil/IMITraining/Lesson26/index.html">https://msaf.army.mil/IMITraining/Lesson26/index.html</a>
Fostering Team Unity	<a href="https://msaf.army.mil/IMITraining/Lesson27/index.html">https://msaf.army.mil/IMITraining/Lesson27/index.html</a>
Managing Difficult Behavior	<a href="https://msaf.army.mil/IMITraining/Lesson28/index.html">https://msaf.army.mil/IMITraining/Lesson28/index.html</a>
Out of Time: Managing Competing Demands	<a href="https://msaf.army.mil/IMITraining/Lesson29/index.html">https://msaf.army.mil/IMITraining/Lesson29/index.html</a>
Library of 13 Counseling/Coaching Videos	<a href="https://msaf.army.mil/IMITraining/Counseling%20Videos/index.html">https://msaf.army.mil/IMITraining/Counseling%20Videos/index.html</a>
Leading the Success of Your Unit Event (Commander/Director)	<a href="https://msaf.army.mil/IMITraining/Lesson33/index.html">https://msaf.army.mil/IMITraining/Lesson33/index.html</a>
Supporting Your Unit Event (Unit POC)	<a href="https://msaf.army.mil/IMITraining/Lesson34/index.html">https://msaf.army.mil/IMITraining/Lesson34/index.html</a>
Overview: Fundamentals of Unit Leadership Development	<a href="https://msaf.army.mil/IMITraining/Lesson35/story_html5.html">https://msaf.army.mil/IMITraining/Lesson35/story_html5.html</a>
Fundamentals of Unit Leadership Development: Unit Leader Programs	<a href="https://msaf.army.mil/IMITraining/Lesson36/story_flash.html">https://msaf.army.mil/IMITraining/Lesson36/story_flash.html</a>

# Developmental Activity Form

Use the blank Developmental Activity form below to refine a development activity provided in this *LDI Guide* into a “development activity” that is customized for you. Refer [page 17](#) in this *LDI Guide* for additional instructions.

Competency and Component: Suggested Development Activity:	
Questions I Could Consider...	My Answer...
<b>Developmental Activity:</b> What do I want to do?	
<b>Desired Outcome:</b> What do I hope to achieve? How is this specific development activity tied to my broader goals?	
<b>Method:</b> What resources (people or other) do I need? How am I going to do this?	
<b>Time Available:</b> When will I do this?	
<b>Limits:</b> What factors will affect or hinder successful implementation of this activity?	
<b>Controls:</b> What can be done to minimize or control the factors that would hinder implementation of this activity?	
<b>Refined Developmental Activity:</b>	

# Individual Leadership Development Plan

Use the blank ILDP form below to plan your leader development. Refer [pages 18 - 22](#) in this *LDI Guide* for additional instructions. For more detailed information about planning your development refer to the Individual Development Planning Guide located on the Virtual Improvement Center at <https://msaf.army.mil/ReferenceDocuments/IDP%20Guide.Final.pdf>.

INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)		
<b>(1) Leader's Name:</b>		
<b>(2) Areas to Develop:</b>		<b>(3) Supported Leader Competencies:</b>
<b>(4) Desired Outcomes:</b>	<b>(5) Developmental Activities:</b>	<b>(6) Progress Indicators:</b>
<b>(7) Resources and Logistics Needed:</b>		
<b>Ref:</b> IFR, ADRP 6-22, Leader Development Improvement Guide, Virtual Improvement Center; <a href="https://msaf.army.mil">https://msaf.army.mil</a>		



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