

Appendix A

Leader Attributes and Core Leader Competencies

A-1. The core leader competencies stem directly from the Army definition of leadership:

Leadership is influencing people by providing purpose, motivation, and direction while operating to accomplish the mission and improve the organization.

A-2. The definition contains three basic goals: to lead others, to develop the organization and its individual members, and to accomplish the mission. These goals are extensions of the Army's strategic goal of remaining relevant and ready through effective leadership. The leadership requirements model outlines the attributes and competencies Army leaders develop to meet these goals. (See figure A-1.)

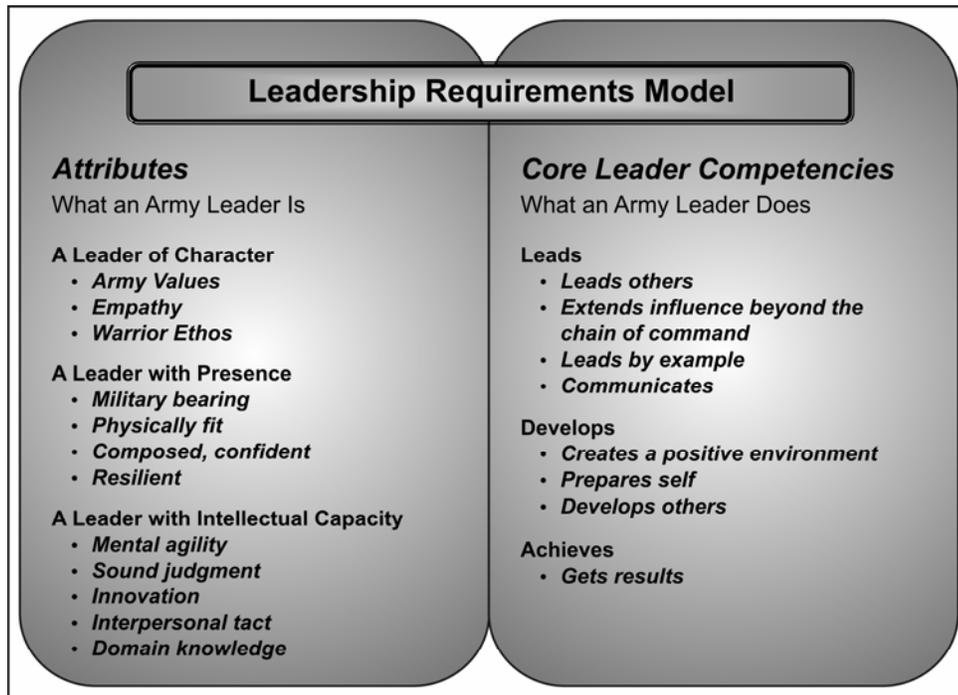


Figure A-1. The Army leadership requirements model

CORE LEADER COMPETENCIES

A-3. The core leader competencies emphasize the roles, functions, and activities of what leaders do. The following discussions and figures provide additional detail on component categories and actions that help convey what each competency involves. The action-based competencies do not include attributes of character (for example, enthusiasm, cooperativeness, flexibility), which are described separately.

LEADS

A-4. Leading is all about influencing others. Leaders and commanders set goals and establish a vision, and then must motivate or influence others to pursue the goals. Leaders influence others in one of two ways. Either the leader and followers communicate directly, or the leader provides an example through everyday actions. The key to effective communication is to come to a common or shared understanding. Leading by example is a powerful way to influence others and is the reason leadership starts with a foundation of the Army Values and the Warrior Ethos. Serving as a role model requires a leader to display character, confidence, and competence to inspire others to succeed. Influencing outside the normal chain of command is a new way to view leadership responsibilities. Leaders have many occasions in joint, interagency, intergovernmental, and multinational situations to lead through diplomacy, negotiation, conflict resolution, and consensus building. To support these functions, leaders need to build trust inside and outside the traditional lines of authority and need to understand their sphere, means, and limits of influence. (Figures A-2 through A-5 identify the first four competencies and associated components and actions.)

<p>Leads Others Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence is focused on compelling others to go beyond their individual interests and to work for the common good.</p>	
<p>Establishes and imparts clear intent and purpose</p>	<ul style="list-style-type: none"> • Determines goals or objectives. • Determines the course of action necessary to reach objectives and fulfill mission requirements. • Restates the higher headquarters' mission in terms appropriate to the organization. • Communicates instructions, orders, and directives to subordinates. • Ensures subordinates understand and accept direction. • Empowers and delegates authority to subordinates. • Focuses on the most important aspects of a situation.
<p>Uses appropriate influence techniques to energize others</p>	<ul style="list-style-type: none"> • Uses techniques ranging from compliance to commitment (pressure, legitimate requests, exchange, personal appeals, collaboration, rational persuasion, apprising, inspiration, participation, and relationship building).
<p>Conveys the significance of the work</p>	<ul style="list-style-type: none"> • Inspires, encourages, and guides others toward mission accomplishment. • When appropriate, explains how tasks support the mission and how missions support organizational objectives. • Emphasizes the importance of organizational goals.
<p>Maintains and enforces high professional standards</p>	<ul style="list-style-type: none"> • Reinforces the importance and role of standards. • Performs individual and collective tasks to standard. • Recognizes and takes responsibility for poor performance and addresses it appropriately.
<p>Balances requirements of mission with welfare of followers</p>	<ul style="list-style-type: none"> • Assesses and routinely monitors the impact of mission fulfillment on mental, physical, and emotional attributes of subordinates. • Monitors morale, physical condition, and safety of subordinates. • Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.
<p>Creates and promulgates vision of the future</p>	<ul style="list-style-type: none"> • Interprets data about the future environment, tasks, and missions. • Forecasts probable situations and outcomes and formulates strategies to prepare for them. • Communicates to others a need for greater understanding of the future environment, challenges, and objectives.

Figure A-2. Competency of *leads others* and associated components and actions

<p><i>Extends Influence Beyond the Chain of Command</i> Leaders need to influence beyond their direct lines of authority and beyond chains of command. This influence may extend to joint, interagency, intergovernmental, multinational, and other groups. In these situations, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination.</p>	
<p>Understands sphere of influence, means of influence, and limits of influence</p>	<ul style="list-style-type: none"> • Assesses situations, missions, and assignments to determine the parties involved in decision making, decision support, and possible interference or resistance.
<p>Builds trust</p>	<ul style="list-style-type: none"> • Is firm, fair, and respectful to gain trust. • Identifies areas of commonality. • Engages other members in activities and objectives. • Follows through on actions related to expectations of others. • Keeps people informed of actions and results.
<p>Negotiates for understanding, builds consensus, and resolves conflict</p>	<ul style="list-style-type: none"> • Leverages trust to establish agreements and courses of action. • Clarifies the situation. • Identifies individual and group positions and needs. • Identifies roles and resources. • Facilitates understanding of conflicting positions. • Generates and facilitates generation of possible solutions. • Gains cooperation or support when working with others.
<p>Builds and maintains alliances</p>	<ul style="list-style-type: none"> • Establishes contact and interacts with others who share common interests, such as development, reaching goals, and giving advice. • Maintains friendships, business associations, interest groups, and support networks. • Influences perceptions about the organization. • Understands the value of and learns from partnerships, associations, and other cooperative alliances.

Figure A-3. Competency of *extends influence beyond the chain of command* and associated components and actions

<p>Leads By Example</p> <p>Leaders constantly serve as role models for others. Leaders will always be viewed as the example, so they must maintain standards and provide examples of effectiveness through all their actions. All Army leaders should model the Army Values. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.</p>	
<p>Displays character by modeling the Army Values consistently through actions, attitudes, and communications</p>	<ul style="list-style-type: none"> • Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, physical fitness and health, and ethics. • Fosters an ethical climate. • Shows good moral judgment and behavior. • Completes individual and unit tasks to standard, on time, and within the commander's intent. • Is punctual and meets deadlines. • Demonstrates determination, persistence, and patience.
<p>Exemplifies the Warrior Ethos</p>	<ul style="list-style-type: none"> • Removes or fights through obstacles, difficulties, and hardships to accomplish the mission. • Demonstrates the will to succeed. • Demonstrates physical and emotional courage. • Communicates how the Warrior Ethos is demonstrated.
<p>Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners</p>	<ul style="list-style-type: none"> • Demonstrates enthusiasm for task completion and, if necessary, methods of accomplishing assigned tasks. • Is available to assist peers and subordinates. • Shares hardships with subordinates. • Participates in team tasks and missions without being asked.
<p>Leads with confidence in adverse situations</p>	<ul style="list-style-type: none"> • Provides leader presence at the right time and place. • Displays self-control, composure, and positive attitude, especially under adverse conditions. • Is resilient. • Remains decisive after discovering a mistake. • Acts in the absence of guidance. • Does not show discouragement when facing setbacks. • Remains positive when the situation becomes confusing or changes. • Encourages subordinates when they show signs of weakness.
<p>Demonstrates technical and tactical knowledge and skills</p>	<ul style="list-style-type: none"> • Meets mission standards, protects resources, and accomplishes the mission with available resources using technical and tactical skills. • Displays appropriate knowledge of equipment, procedures, and methods.
<p>Understands the importance of conceptual skills and models them to others</p>	<ul style="list-style-type: none"> • Displays comfort working in open systems. • Makes logical assumptions in the absence of facts. • Identifies critical issues to use as a guide in making decisions and taking 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 and logical reasoning.
<p>Seeks and is open to diverse ideas and points of view</p>	<ul style="list-style-type: none"> • Encourages respectful, honest communications among staff and decision makers. • Explores alternative explanations and approaches for accomplishing tasks. • Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems. • Uses knowledgeable sources and subject matter experts. • Recognizes and discourages individuals seeking to gain favor from tacit agreement.

Figure A-4. Competency of *leads by example* and associated components and actions

<p>Communicates Leaders communicate effectively 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.</p>	
<p>Listens actively</p>	<ul style="list-style-type: none"> • Listens and watches attentively. • Makes appropriate notes. • Tunes into content, emotion, and urgency. • Uses verbal and nonverbal means to reinforce with the speaker that you are paying attention. • Reflects on new information before expressing views.
<p>Determines information-sharing strategies</p>	<ul style="list-style-type: none"> • Shares necessary information with others and subordinates. • Protects confidential information. • Coordinates plans with higher, lower, and adjacent individuals and affected organizations. • Keeps higher and lower headquarters, superiors, and subordinates informed.
<p>Employs engaging communication techniques</p>	<ul style="list-style-type: none"> • States goals to energize others to adopt and act on them. • Speaks enthusiastically and maintains listeners' interest and involvement. • Makes appropriate eye contact when speaking. • Uses gestures that are appropriate but not distracting. • Uses visual aids as needed. • Acts to determine, recognize, and resolve misunderstandings.
<p>Conveys thoughts and ideas to ensure shared understanding</p>	<ul style="list-style-type: none"> • Expresses thoughts and ideas clearly to individuals and groups. • Uses correct grammar and doctrinally correct phrases. • Recognizes potential miscommunication. • Uses appropriate means for communicating a message. • Communicates clearly and concisely up, down, across, and outside the organization. • Clarifies when there is some question about goals, tasks, plans, performance expectations, and role responsibilities.
<p>Presents recommendations so others understand advantages</p>	<ul style="list-style-type: none"> • Uses logic and relevant facts in dialogue. • Keeps conversations on track. • Expresses well-thoughtout and well-organized ideas.
<p>Is sensitive to cultural factors in communication</p>	<ul style="list-style-type: none"> • Maintains awareness of communication customs, expressions, actions, or behaviors. • Demonstrates respect for others.

Figure A-5. Competency of *communicates* and associated components and actions

DEVELOPS

A-5. Developing the organization, the second category, involves three competencies: creating a positive environment in which the organization can flourish, preparing oneself, and developing other leaders. The environment is shaped by leaders taking actions to foster working together, encouraging initiative and personal acknowledgment of responsibility, setting and maintaining realistic expectations, and demonstrating care for people—the number one resource of leaders. Preparing self involves getting set for mission accomplishment, expanding and maintaining knowledge in such dynamic topic areas as cultural and geopolitical affairs, and being self-aware. Developing others is a directed responsibility of commanders. Leaders develop others through coaching, counseling, and mentoring—each with a different set of implied processes. Leaders also build teams and organizations through direct interaction, resource management, and providing for future capabilities. (Figures A-6 through A-8 [pages A-6 through A-8] identify the three developmental competencies and associated components and actions.)

<i>Creates a Positive Environment</i>	
<p>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.</p>	
Fosters teamwork, cohesion, cooperation, and loyalty	<ul style="list-style-type: none"> • Encourages people to work together effectively. • Promotes teamwork and team achievement to build trust. • Draws attention to the consequences of poor coordination. • Acknowledges and rewards successful team coordination. • Integrates new members into the unit quickly.
Encourages subordinates to exercise initiative, accept responsibility, and take ownership	<ul style="list-style-type: none"> • Involves others in decisions and keeps them informed of consequences that affect them. • Allocates responsibility for performance. • Guides subordinate leaders in thinking through problems for themselves. • Allocates decision making to the lowest appropriate level. • Acts to expand and enhance subordinate's competence and self-confidence. • Rewards initiative.
Creates a learning environment	<ul style="list-style-type: none"> • Uses effective assessment and training methods. • Encourages leaders and their subordinates to reach their full potential. • Motivates others to develop themselves. • Expresses the value of interacting with others and seeking counsel. • Stimulates innovative and critical thinking in others. • Seeks new approaches to problems.
Encourages open and candid communications	<ul style="list-style-type: none"> • Shows others how to accomplish tasks while remaining respectful, resolute, and focused. • Communicates a positive attitude to encourage others and improve morale. • Reinforces the expression of contrary and minority viewpoints. • Displays appropriate reactions to new or conflicting information or opinions. • Guards against groupthink.
Encourages fairness and inclusiveness	<ul style="list-style-type: none"> • Provides accurate evaluations and assessments. • Supports equal opportunity. • Prevents all forms of harassment. • Encourages learning about and leveraging diversity.
Expresses and demonstrates care for people and their well-being	<ul style="list-style-type: none"> • Encourages subordinates and peers to express candid opinions. • Ensures that subordinates and their families are provided for, including their health, welfare, and development. • Stands up for subordinates. • Routinely monitors morale and encourages honest feedback.
Anticipates people's on-the-job needs	<ul style="list-style-type: none"> • Recognizes and monitors subordinate's needs and reactions. • Shows concern for the impact of tasks and missions on subordinate morale.
Sets and maintains high expectations for individuals and teams	<ul style="list-style-type: none"> • Clearly articulates expectations. • Creates a climate that expects good performance, recognizes superior performance, and does not accept poor performance. • Challenges others to match the leader's example.
Accepts reasonable setbacks and failures	<ul style="list-style-type: none"> • Communicates the difference between maintaining professional standards and a zero-defects mentality. • Expresses the importance of being competent and motivated but recognizes the occurrence of failure. • Emphasizes learning from one's mistakes.

Figure A-6. Competency of *creates a positive environment* and associated components and actions

<p>Prepares Self 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.</p>	
<p>Maintains mental and physical health and well-being</p>	<ul style="list-style-type: none"> • Recognizes imbalance or inappropriateness of one's own actions. • Removes emotions from decision making. • Applies logic and reason to make decisions or 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.
<p>Maintains self awareness: employs self understanding, and recognizes impact on others</p>	<ul style="list-style-type: none"> • Evaluates one's strengths and weaknesses. • Learns from mistakes and makes corrections, learns from experience. • Considers feedback on performance, outcomes associated with actions, and actions taken by others to achieve similar goals. • Seeks feedback on how others view one's own actions. • Routinely determines personal goals and makes progress toward them. • Develops capabilities where possible but accepts personal limitations. • Seeks opportunities where capabilities can be used appropriately. • Understands self-motivation under various task conditions.
<p>Evaluates and incorporates feedback from others</p>	<ul style="list-style-type: none"> • Determines areas in need of development. • Judges self with the help of feedback from others.
<p>Expands knowledge of technical, technological, and tactical areas</p>	<ul style="list-style-type: none"> • Keeps informed about developments and policy changes inside and outside the organization. • Seeks knowledge of systems, equipment, capabilities, and situations, particularly information technology systems.
<p>Expands conceptual and interpersonal capabilities</p>	<ul style="list-style-type: none"> • Understands the contribution of concentration, critical thinking (assimilation of information, discriminating relevant cues, question asking), imagination (decentering), and problem solving in different task conditions. • Learns new approaches to problem solving. • Applies lessons learned. • Filters unnecessary information efficiently. • Reserves time for self-development, reflection, and personal growth. • Considers possible motives behind conflicting information.
<p>Analyzes and organizes information to create knowledge</p>	<ul style="list-style-type: none"> • Reflects on what has been learned and organizes these insights for future application. • Considers source, quality or relevance, and criticality of information to improve understanding. • Identifies reliable sources of data and other resources related to acquiring knowledge. • Sets up systems or procedures to store knowledge for reuse.
<p>Maintains relevant cultural awareness</p>	<ul style="list-style-type: none"> • Learns about issues of language, values, customary behavior, ideas, beliefs, and patterns of thinking that influence others. • Learns about results of previous encounters when culture plays a role in mission success.
<p>Maintains relevant geopolitical awareness</p>	<ul style="list-style-type: none"> • Learns about relevant societies outside the United States experiencing unrest. • Recognizes Army influences on other countries, multinational partners, and enemies. • Understands the factors influencing conflict and peacekeeping, peace enforcing, and peacemaking missions.

Figure A-7. Competency of *prepares self* and associated components and actions

<p><i>Develops Others</i> 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.</p>	
<p>Assesses current developmental needs of others</p>	<ul style="list-style-type: none"> • Observes and monitors subordinates under different task conditions to establish strengths and weaknesses. • Notes changes in proficiency. • Evaluates subordinates in a fair and consistent manner.
<p>Fosters job development, job challenge, and job enrichment</p>	<ul style="list-style-type: none"> • Assesses tasks and subordinate motivation to consider methods of improving work assignments, when job enrichment would be useful, methods of cross-training on tasks, and methods of accomplishing missions. • Designs tasks to provide practice in areas of subordinate's weaknesses. • Designs ways to challenge subordinates and improve practice. • Encourages subordinates to improve processes.
<p>Counsels, coaches, and mentors</p>	<ul style="list-style-type: none"> • Improves subordinate's understanding and proficiency. • Uses experience and knowledge to improve future performance. • Counsels, coaches, and mentors subordinates, subordinate leaders, and others.
<p>Facilitates ongoing development</p>	<ul style="list-style-type: none"> • Maintains awareness of existing individual and organizational development programs and removes barriers to development. • Supports opportunities for self-development. • Arranges training opportunities as needed that help subordinates improve self-awareness, confidence, and competence.
<p>Supports institutional-based development</p>	<ul style="list-style-type: none"> • Encourages subordinates to pursue institutional learning opportunities. • Provides information about institutional training and career progression to subordinates. • Maintains resources related to development.
<p>Builds team or group skills and processes</p>	<ul style="list-style-type: none"> • Presents challenging assignments for team or group interaction. • Provides resources and support. • Sustains and improves the relationships among team or group members. • Provides realistic, mission-oriented training. • Provides feedback on team processes.

Figure A-8. Competency of *develops others* and associated components and actions

ACHIEVES

A-6. Achieving is the third competency goal. Ultimately, leaders exist to accomplish those endeavors that the Army has prescribed for them. Getting results, accomplishing the mission, and fulfilling goals and objectives are all ways to say that leaders exist at the discretion of the organization to achieve something of value. Leaders get results through the influence they provide in direction and priorities. They develop and execute plans and must consistently accomplish goals to a high ethical standard. (Figure A-9 identifies the eighth core leader competency and associated components and actions.)

<p>Gets Results</p> <p>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 supervising, managing, monitoring, and controlling of the work.</p>	
<p>Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups.</p>	<ul style="list-style-type: none"> • Uses planning to ensure each course of action achieves the desired outcome. • Organizes groups and teams to accomplish work. • Plans to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence. • Limits overspecification and micromanagement.
<p>Identifies and accounts for individual and group capabilities and commitment to task</p>	<ul style="list-style-type: none"> • Considers duty positions, capabilities, and developmental needs when assigning tasks. • Conducts initial assessments when beginning a new task or assuming a new position.
<p>Designates, clarifies, and deconflicts roles</p>	<ul style="list-style-type: none"> • Establishes and employs procedures for monitoring, coordinating, and regulating subordinates' actions and activities. • Mediates peer conflicts and disagreements.
<p>Identifies, contends for, allocates, and manages resources</p>	<ul style="list-style-type: none"> • Allocates adequate time for task completion. • Keeps track of people and equipment. • Allocates time to prepare and conduct rehearsals. • Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility. • Attracts, recognizes, and retains talent.
<p>Removes work barriers</p>	<ul style="list-style-type: none"> • Protects organization from unnecessary taskings and distractions. • Recognizes and resolves scheduling conflicts. • Overcomes other obstacles preventing full attention to accomplishing the mission.
<p>Recognizes and rewards good performance</p>	<ul style="list-style-type: none"> • Recognizes individual and team accomplishments; rewards them appropriately. • Credits subordinates for good performance. • Builds on successes. • Explores new reward systems and understands individual reward motivations.
<p>Seeks, recognizes, and takes advantage of opportunities to improve performance</p>	<ul style="list-style-type: none"> • Asks incisive questions. • Anticipates needs for action. • Analyzes activities to determine how desired end states are achieved or affected. • Acts to improve the organization's collective performance. • Envisions ways to improve. • Recommends best methods for accomplishing tasks. • Leverages information and communication technology to improve individual and group effectiveness. • Encourages staff to use creativity to solve problems
<p>Makes feedback part of work processes</p>	<ul style="list-style-type: none"> • Gives and seeks accurate and timely feedback. • Uses feedback to modify duties, tasks, procedures, requirements, and goals when appropriate. • Uses assessment techniques and evaluation tools (such as AARs) to identify lessons learned and facilitate consistent improvement. • Determines the appropriate setting and timing for feedback.
<p>Executes plans to accomplish the mission</p>	<ul style="list-style-type: none"> • Schedules activities to meet all commitments in critical performance areas. • Notifies peers and subordinates in advance when their support is required. • Keeps track of task assignments and suspenses. • Adjusts assignments, if necessary. • Attends to details.
<p>Identifies and adjusts to external influences on the mission or taskings and organization</p>	<ul style="list-style-type: none"> • Gathers and analyzes relevant information about changing situations. • Determines causes, effects, and contributing factors of problems. • Considers contingencies and their consequences. • Makes necessary, on-the-spot adjustments.

Figure A-9. Competency of *gets results* and associated components and actions

ATTRIBUTES

A-7. The core leader competencies are complemented by attributes that distinguish high performing leaders of character. Attributes are characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how an individual behaves in their environment. Attributes for Army leaders are aligned to identity, presence, and intellectual capacity. (See figures A-10 through A-12.)

<i>A Leader of Character (Identity)</i>	
Factors internal and central to a leader, that which makes up an individual's core.	
Army Values	<ul style="list-style-type: none"> • Values are the principles, standards, or qualities considered essential for successful leaders. • Values are fundamental to help people discern right from wrong in any situation. • The Army has set seven values that must be developed in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
Empathy	<ul style="list-style-type: none"> • The propensity to experience something from another person's point of view. • The ability to identify with and enter into another person's feelings and emotions. • The desire to care for and take care of Soldiers and others.
Warrior Ethos	<ul style="list-style-type: none"> • The shared sentiment internal to Soldiers that represents the spirit of the profession of arms.

Figure A-10. Attributes associated with a leader of character (identity)

<i>A Leader with Presence</i>	
How a leader is perceived by others based on the leader's outward appearance, demeanor, actions, and words.	
Military bearing	<ul style="list-style-type: none"> • Possessing a commanding presence. • Projecting a professional image of authority.
Physically fit	<ul style="list-style-type: none"> • Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
Confident	<ul style="list-style-type: none"> • Projecting self-confidence and certainty in the unit's ability to succeed in whatever it does. • Demonstrating composure and an outward calm through steady control over one's emotions.
Resilient	<ul style="list-style-type: none"> • Showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

Figure A-11. Attributes associated with a leader with presence

A Leader with Intellectual Capacity	
The mental resources or tendencies that shape a leaders' conceptual abilities and impact of effectiveness.	
Agility	<ul style="list-style-type: none"> • Flexibility of mind. • The tendency to anticipate or adapt to uncertain or changing situations; to think through second- and third-order effects when current decisions or actions are not producing the desired effects. • The ability to break out of mental "sets" or habitual thought patterns; to improvise when faced with conceptual impasses. • The ability to quickly apply multiple perspectives and approaches to assessment, conceptualization, and evaluation.
Judgment	<ul style="list-style-type: none"> • The capacity to assess situations or circumstances shrewdly and to draw sound conclusions. • The tendency to form sound opinions and make sensible decisions and reliable guesses. • The ability to make sound decisions when all facts are not available.
Innovative	<ul style="list-style-type: none"> • The tendency to introduce new ideas when then opportunity exists or in the face of challenging circumstances. • Creativity in the production of ideas and objects that are both novel or original and worthwhile or appropriate.
Interpersonal tact	<ul style="list-style-type: none"> • The capacity to understand interactions with others. • Being aware of how others see you and sensing how to interact with them effectively. • Consciousness of character and motives of others and how that affects interacting with them.
Domain knowledge	<ul style="list-style-type: none"> • Possessing facts, beliefs, and logical assumptions in relevant areas. • Technical knowledge—specialized information associated with a particular function or system. • Tactical knowledge—understanding military tactics related to securing a designated objective through military means. • Joint knowledge—understanding joint organizations, their procedures, and their roles in national defense. • Cultural and geopolitical knowledge—understanding cultural, geographic, and political differences and sensitivities.

Figure A-12. Attributes associated with a leader with intellectual capacity