U.S.ARMY

COMMANDER'S HANDBOOK FOR UNIT LEADER

DEVELOPMENT

For further information or to submit comments on this handbook, contact the Combined Arms Center—Center for Army Leadership at (913-758-3160 or http://usacac.army.mil/CAC2/CAL

UNIT LEADER DEVELOPMENT

Today's fast-paced, deployment-focused Army demands that a commander's first priority is a trained and ready unit. Leader development makes a substantial contribution to a unit's ability to train effectively and accomplish its mission. Yet commanders across the Army acknowledge the constant challenge to effectively implement unit leader development.
This handbook is designed to provide commanders with an efficient and effective way to develop leaders. The handbook supports this goal by:

- Translating Army leader feedback for developing leaders into quick applications
- Prioritizing leader development activities under conditions of limited resources
- Integrating unit leader development into already occurring day-to-day activities
- Integrating FM 6-22 leader attributes and competencies consistently across Army leader development doctrine

This handbook draws on the input of successful Army commanders and non-commissioned officers, recent Army leadership studies, research on effective practices from the private and public sectors, and applicable Army regulations and doctrine. An online and downloadable version of this handbook is available on the Center for Army Leadership's Army Knowledge Online (AKO) Web page. Any feedback on this handbook can also be sent to the Center for Army Leadership via the previously referenced Web page.

Commander's Handbook for Unit Leader Development Inegrates:
Doctrine, Experience, and Research

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Your efforts to implement unit leader development will yield better results if the focus is on methods that have already proven effective. Efficient implementation is achieved by integrating leader development into day-to-day activities, and by creating an expectation that every leader in your command implements the methods of this handbook with their subordinate leaders. Discover and recount sources of inspiration and motivation for investing in leader development. This handbook will help you and your leaders successfully meet the routine and extraordinary leadership challenges in your command.

Effective Methods of Unit Leader Development

Leaders develop from a combination of new challenges and experiences, new knowledge, and time for reflection. Leader development in the Army is a deliberate, continuous, sequential, and progressive process, grounded in Army values (FM 7-0). The result is Soldiers and civilians who are competent and confident leaders capable of decisive action. The operational (unit) assignment is the most effective setting for leader development. In leader development surveys, captains and majors ranked leading a unit along with personal examples and mentoring as the three most effective ways their leadership qualities are developed. The consensus among private sector leader development professionals is that a full 70 percent of leader development occurs on the job, 20 percent from other people (leaders, mentors), and 10 percent from training courses.

The organization and content of this handbook provide you with key principles, TTPs, and applications to implement the most effective methods of leader development.

UNIT LEADER DEVELOPMENT

SET CONDITIONS > PROVIDE FEEDBACK > INTEGRATE LEARNING > CREATE A LEGACY

- ***First*** – Set conditions for leader development. Personally model behaviors that encourage leader development, create an environment that encourages on-the-job learning, and get to know the leaders within your command.
- ***Second*** – Provide feedback on a leader's actions. Immediate, short bursts of feedback on actual leadership actions enhance leader development in operational assignments.
- ***Third*** – Integrate Learning. Leverage leaders who are role models in your unit. Encourage mentoring, training, reflection, and study. Learning from other leaders is one of the most effective and efficient methods of development.
- ***Fourth*** – Create a legacy. Modify job assignments to challenge leaders. Be deliberate about the selection and succession of leaders. Integrate leader development across day-to-day unit activities. Evaluate its effectiveness.

TTP

Ask the leaders in your unit to describe their most valuable leader development experience. Give them a few days to think about it before they respond. Have them briefly write the experience down or tell it to a group of their peers. Use their experiences to help prioritize your implementation.

Providing a first, second, third, and fourth priority reflects the fact that unit commanders are not always going to be able to implement every section of this handbook. Also, some methods of leader development provide a commander with more return in performance for less investment of resources.

Application

What are the most effective methods of leader development you have personally experienced, observed, or implemented in the past? List them here to remind you to make them a part of your command's unit leader development.

Efficient Implementation of Unit Leader Development

As the commander, you are by regulation held accountable for unit leader development. To implement it efficiently, however, you need to delegate specific responsibilities to others. Responsibility for leader development cuts across leader and staff roles. If left unclear, everyone and no one will take responsibility for it. Some examples of roles and responsibilities for unit leader development:

- Each leader implements the methods described in this handbook with his or her subordinate leaders.
- The most senior warrant officer, non-commissioned officer, and civilian leaders in your command take ownership for their cohorts' leader development.
- Personnel staff support leader selection, assignment, and succession.
- Operations staff plan and resource leader certification, training, and education.
- Each serving leader (as well as those who aspire to positions of leadership) takes responsibility for his or her own leader development.
- Executive officer/second in command oversees the effectiveness evaluation of unit leader development.

You will also need to clarify leader development roles and responsibilities with your higher commander, personnel and operations staff, and senior cohort leaders. These individuals will directly and indirectly impact the efficiency and effectiveness of unit leader development.

TTP

Read through the rest of this handbook before assigning and clarifying roles for leader development. Unit leader development that is integrated into day-to-day activities (the approach of this handbook) may be different from what you have experienced in the past. It may cause you to rethink the roles and responsibilities of individuals in your command.

Application:

Efficient implementation of unit leader development depends on a clear delineation of responsibilities across leaders and staff both within and outside of your command. Use the Unit Leader Development Roles and Responsibilities Worksheet to write out your notes on the responsibilities for leader development in your command.

RESPONSE | Unit Leader Development Roles & Responsibilities

Position	Roles & Responsibilities
Each Leader	*Set the conditions for leader development at the unit echelon. Observe, assess, and provide feedback to subordinate leaders. Train/hold subordinate leaders accountable for their leader development responsibilities. Identify role models from who other leaders will learn. Be a mentor. Integrate leader training, reflection, and study into day-to-day activities. Evaluate effectiveness of leader development. Take responsibility for own leader development: be self-aware, assess own actions, and adapt leader actions at own initiative. Create and implement an Individual Development Plan.*
Operations	*Plan and implement new leader orientation and certification. Designate leader role models for new leader orientation, certification, and ongoing training responsibilities.*
Personnel	*Provide qualified leaders for open leadership positions. Advise commander on leader selection criteria. Manage and track leader succession.*
Senior Cohort Leader (CSM/ 1SG/Sr. WO/ Sr. Civilian)	*Set the conditions for leader development across the cohort. Work with the commander and operations to implement leader training that is collectively needed by the cohort. Establish criteria for cohort role models. Nominate cohort role models to operations. Evaluate leader training. Advise commander and personnel staff on the selection, education and training, and appropriate career path succession of cohort leaders. Be a mentor.*
XO/COS/Second in Command	*Convenes Leader Development Council to synchronize leader development initiatives across command, cohort, and staff responsibilities. Develops, implements, and reports on the effectiveness of unit leader development. Be a mentor.*

Personal Inspiration for Unit Leader Development

The road to effective unit leader development is paved with good intentions. As a commander you may start out with a plan, but it can quickly be overcome by events. To maintain the momentum of unit leader development, identify sources of purpose, motivation, and inspiration to stay on task. For starters, the Army promotes three reasons for leader development:

1. To sustain and improve the immediate performance of your command. Better leaders translate into better performing teams and units, and better units accomplish their mission.
2. To improve the long- and short-term performance of the Army. Better prepared leaders will be better equipped to fulfill the Army's leadership needs in the future.
3. For the well-being of the individual leader. Leader development will let good leaders know that they are valued by the Army and fulfill their desire to expand their capabilities to meet their personal goals.

Beyond the Army's purpose statements, it is your personal experiences with leaders and leader development that provide inspiration:

- An exceptional leader, peer, or subordinate who deliberately puts you in challenging situations to grow and learn
- A leadership hardship that previous leader development experiences prepared you for
- A leader who did not value leader development and the negative consequences it had on leader and unit performance
- Leaders who, at their own initiative, took responsibility for their own development

TTP

Communicate frequently the purpose and reasons for leader development to your command. Pass on the stories of your personal experiences with leaders and leader development and why they are a source of inspiration for you.

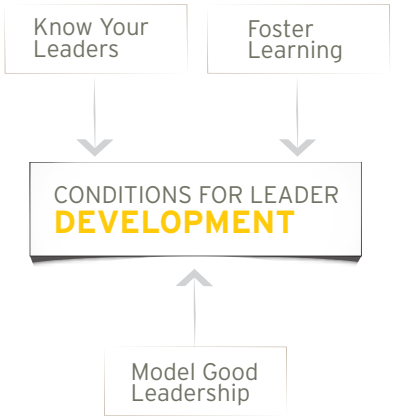
Application

Write out your sources of personal inspiration for investing in unit leader development. Use the notes to communicate them to others and remind yourself of the importance of unit leader development when events threaten its implementation.
(Blank application on page 47.)

ASPECT TWO | ENVIRONMENT

Set the Conditions.

One of the most effective and efficient ways to promote leader development throughout your command is to set the right conditions for it to occur. Experienced commanders say there are three key components to creating an environment that promotes leader development. The most important is that you, the commander, are a role model for leader development. Next, you should establish a climate that encourages leaders to take risks, grow, and develop on their own initiative. Third, get to know the leaders within your command as individuals with unique skills, abilities, backgrounds, and goals.



Setting the conditions for leader development is merely performing your job in ways that signal leaders and Soldiers throughout your command that leader development is highly important. It can have a big impact in return for minimal time and resource investment on your part.

Model Leadership That Encourages Development

Setting the example or being a role model for leader development is essential. Successful commanders identified the following observable leader acts to be what encourages leader development in others. Likewise, a commander who does not demonstrate these behaviors sends the message that leader development is not valued or important. What message are you sending throughout your command? Are you a leader:

- ***With empathy?*** Do you put yourself in the situations of others; relating to their challenges?
- ***Who is composed and confident?*** Do you speak openly about your leadership mistakes and lessons learned?
- ***Who promotes innovation?*** Can leaders debate with you, exchanging issues and challenging each others' perspectives?
- ***Who communicates?*** Do you actively listen to what others have to say?
- ***Who creates a positive environment?*** Do you enjoy being a leader and does your example motivate subordinate leaders to aspire to it?
- ***Who is constantly developing yourself?*** Are you observed engaged in learning? Are you prepared to meet mission challenges as they arise?
- ***Who knows and develops your subordinate leaders?*** Do you know their strengths, weaknesses, goals, and life activities that extend beyond the workday? Are you willing to serve as a teacher and mentor?

Successful commanders also noted that when these acts were not modeled by the commander, unit leader development was ineffective.

TTP

Be especially aware of how you react during times of crisis. Leader behavior at that time is remembered and sends a strong message about what you truly believe and value. Collect your thoughts before making off-the-cuff remarks. Ask yourself what you want less experienced leaders to learn from your reaction to a crisis. What do you want them to be like when they face a similar situation?

Application

Use this assessment tool to learn whether your behavior communicates support for leader development. Ask peers and subordinates to rate you or ask your command sergeant major or first sergeant to watch for these behaviors in you for a couple of weeks. Then ask them to report back on their findings. See FM 6-22 for more information on these leader attributes and competencies. *(Blank application on page 54.)*

SELF-ASSESMENT | Evaluate your behavior.

Place an X in the column that represents how often you engage in each behavior. Evaluate your behavior as accurately as you can.	*The last time I engaged in this was:*				
	Not Within the Past Year	Within the Past Year	Within the Past Quarter	Within the Past Month	Within the Past Week
Actions to Set the Example for Development					
Develops self and engages in learning					
Reinforces guidance given to others through own actions					
Does not expect others to do what s/he would not do					
Improves abilities to interact interpersonally					
Serves as a mentor to others outside the chain of command					
Is positive, encouraging, and realistically optimistic					
Actions to Develop Leaders					
Takes time to get to know and understand subordinates					
Inspires people to do their best					
Assesses strengths/developmental needs of subordinates					
Takes leaders aside and discusses lessons learned/feedback					
Reviews job performance with subordinates to assist in their growth					
Makes task and assignment decisions based in part on developmental needs					
Encourages subordinates to engage in self-study and training opportunities					
Actions to Create a Learning Environment					
Communicates an expectation of continuous learning					
Encourages open and candid communications					
Engages leaders in critical thinking, challenges them to shift perspective					
Speaks openly of own leadership mistakes and what s/he learned from them					
Accepts that leaders will make mistakes					
Fosters team work, cohesion, cooperation, and loyalty					
Sets/maintains high expectations for individuals and teams					
Encourages innovation and new ways of doing things					

Review the behaviors you have not exhibited recently and identify what has kept you from doing so more often.

Foster a Learning Environment for Development

Your unit's environment for learning communicates to leaders whether or not development is encouraged. Does your unit environment:

- ***Encourage learning?*** Do your leaders feel free to ask themselves what went right and wrong in planning and executing an operation? Is there tolerance for discussing mistakes?
- ***Promote learning from mistakes?*** When mistakes are made, do you focus on assigning blame, or on why the mistakes were made and how to reduce the likelihood of a reoccurrence?
- ***Encourage innovation?*** Are leaders restricted to operating strictly according to standing operating procedures? Are ideas from leaders dismissed in favor of tried and true practices?
- ***Allow for risk taking?*** Are you willing to accept the ups and downs in unit performance that come with trying new ideas?
- ***Encourage effective decisionmaking?*** Are leaders well informed when they make important decisions, and do they consider the relevant consequences for Soldiers and the mission?

TTP

Mistakes occur in all units and operating environments. Foster a learning environment by acknowledging that honest mistakes come with challenging missions. Tell your leaders about a time you took on a risky, challenging mission. Recount the mistakes you made in trying to accomplish it. Wrap up the discussion with what you learned from the experience.

Application

Use the Tiger Team Implementation tool to promote learning while generating innovative solutions to critical problems or opportunities. By rotating different leaders through the Tiger Team experience, you create agents of innovation and learning throughout your command. The unit commander's role is critical to the Tiger Team's success. You must be willing to let a free-roaming team work autonomously around stovepiped functions and the unit chain of command. And you must be comfortable with the risk that comes with implementing Tiger Team recommendations on the spot. If you are, the Tiger Team concept will encourage a climate of learning, development, and innovation across your command.

TIGER TEAM | Implementation Tool

Action	Notes/Guidance
ID problem/opportunity with critical mission/ Soldier impact	*IED explosions killing Soldiers and Civilians. AO is not secure.*
Brief chain of command on Tiger Team authority and process	*Bypasses chain of command; direct coordination authority; ID temporary replacements for Tiger Team.*
Select cross-functional team based on expertise, innovative thinking, and self-motivation	*WO Getty (EOD); SSG Banks (MP); MAJ Johns (CA); CPT Ryan (ALPHA Cmdr); CPL Wills (IN); WO Shaw (MI); Jim—InterAgency; MSG Blank (SF)*
Identify Tiger Team facilitator(s); clarify their roles/responsibilities.	*CPT Ryan (ALFHA), WO Getty (EOD) – meet with them 0800–0900 Cmdr's hooch.*
Isolate/protect Team from operational responsibilities	*CSM/ISG: Take off of duty rosters for next 40 hours. Allocate S-3 Plans facility to Tiger Team next 40 hours.*
Provide Team with reach-back capability/ access to knowledge	*SIGO: Equip with S-3 Plans; link to CALL; TACSAT; eight (8) laptops*
Authorize direct coordination with higher/ adjacent experts	*S-3: Message to higher, lower, adjacent, and supporting units*
Establish quick deadlines for results	*72-hour IPR. Recommendation(s) in 40 hours.*
Report directly to commander with solution	*Presentation initially to me followed by chain of command, higher Cdr.*
Facilitate solution implementation	*Appoint Lead Cdr/Staff for solution implementation. Provide lead with 4 Tiger Team members for an additional 40 hours to initiate implementation.*
AAR Tiger Team process	*Schedule AAR after weeks 1 and 2; S-3 facilitates and records. Invite outside experts consulted.*
Announce solutions, recognize Tiger Team members and supporting personnel. Officially disband.	*CDR/XO: At end of week 1 and week 2. Command and staff Meeting; visit each subordinate unit and personally disseminate.*

Note: The concept of a Tiger Team is taken from "'Adapt or Die': The Imperative for a Culture of Innovation in the United States Army," by BG David A. Fastabend and Mr. Robert H. Simpson. Introduction by General Peter J. Schoomaker, Chief of Staff, Army. Army, February 2004. *(Blank application on page 55.)*

Know Your Subordinate Leaders

For effective leader development, you need to build a relationship with each of your subordinate leaders as an individual. Learn and interact with them outside of their daily duty performance—get to know their backgrounds and experiences. You may discover special skills and experiences that can be used to support unique mission requirements. More generally, getting to know your leaders communicates that you have a genuine interest in them as unique persons. This builds confidence and generates trust. Trust is key to having candid talks with leaders about their development needs—the subject of the next section of this handbook.

TTP

There are boundaries to what you ought to know about the personal lives of the leaders in your command. Everyone has a private side to their lives that they would rather not share or have made public knowledge. To avoid crossing this line, do not ask direct questions about an individual's personal life. Merely interact with your leaders in varied on- and off-duty situations. You will get to know them, and just as important, they will get to know you!

Application

Use the Getting To Know tool to write down key information on each subordinate leader. For leaders with a number of blank entries, take action to get to know them better.

Getting to Know: *2LT Tenhoff, (PL-3rd platoon)*

Name of Subordinate

Use this note card to begin to get to know the subordinate leaders in your command. Use the blank space to take notes on items as you learn them. The notes will serve as convenient reminders. For items you do not know, consider learning them to better get to know this leader.

Professional goals and priorities:

Lead his platoon through a deployment. Learn how to deploy sniper teams. Wants to be a recon platoon leader.

Key challenges in current assignment:

Preparing Soldiers for deployment; inexperienced squad leaders.

Personal leadership strengths and development needs:

Strength – leads others; Need – develop others.

Satisfaction with work and the Army profession:

Somewhat frustrated with inexperienced subordinates.

Relationship with peers and subordinates:

Well liked by fellow junior officers; needs to build trusting relationships with NCOs and junior enlisted.

Feelings about boss and our work relationship:

Reluctant to admit mistakes and ask for help.

Previous assignments and career experiences:

None

Important family members:

Not married; close to parents and grandparents

Housing location and transportation to work:

Recently purchased house off-post; rides motorcycle to company area.

Unique skills (beyond military):

Need to find out

Main interests outside of work:

Big football fan; working on his Harley.

Personal stressors:

Has high performance expectations but subordinates not there yet. Worries too much about competing for recon plt job.

ASPECT THREE | ENHANCE

Provide feedback to subordinate leaders.

Your ability to provide feedback to your subordinate leaders will significantly contribute to their development. It will enhance and accelerate learning from the day-to-day work experience—the most valued and effective environment for leader development. Timely, accurate feedback should also translate into better leader performance, which will in turn have an impact on unit performance and mission success. Providing accurate feedback starts with planned observation and accurate assessment.

Planned Observation

The first step to having a legitimate role in your subordinates' leader development is to observe them. To make the most productive use of your time, plan to:

- See them challenged by a developmental need
- See them excel by applying a personal strength
- Observe their actions during critical times of unit performance
- See them reach their limits of strength and endurance
- Observe decisionmaking
- Observe their impact on subordinate leaders and Soldiers
- See them relaxed and available for conversation

TTP

Do not draw a lasting impression of a leader from a single observation. It usually takes multiple observations before a pattern of behavior emerges. Take time to gather information from others who are observing the same leader, as different people pay attention to different aspects of leadership.

Application

Use the Daily Leader Observation Planner, along with a unit training schedule, to identify the most productive times to observe how a leader acts and responds (behavior).

Daily Leader Observation Planner

DATE | *13 October*

Observation Window	Name of Leader	Situation to Observe
0100		
0200		
0300		
0400		
0500		
0600	*1 LT Conta*	*Leading unit PT*
0700		
0800		
0900		
1000	*MSG Hirst*	*Deployment brief to LTC Benzer*
1100		
1200		
1300		
1400		
1500		
1600	*SFC Dixon*	*Vehicle Inspections Standards*
1700		
1800		
1900		
2000	*MAJ Jones*	*Air Assault Go/No Decision*
2100		
2200		
2300	*CPT Alt*	*Raid on Suspected Cache*
2400		

(Blank application on page 59.)

Accurate Observation and Assessment

Next, employ an accurate way of taking leader observations and assessing them across your command. Effective commanders are constantly out observing training, participating in operations, and interacting with subordinate leaders and their units. Use the SOAR card (section application) to capture your observations and assessment. It is a quick, accurate, and complete way to take notes that makes for an effective feedback session.

- Situation/Conditions of the observation and assessment
- Observation of the leader behavior and its impact on the mission and/or Soldiers
- Associate the behavior with the Army Core Leader Competency Model (see FM 6 -22); Assess level of proficiency
- Reinforce the behavior through praise or correction; Recommended action agreed upon to sustain or improve leader performance

TTP

Ask the observed leader for a self-assessment before providing your views. Do this by first recounting back to the leader the first two parts of SOAR (Situation and Observation). Then ask the leader to provide an assessment and recommendation. This TTP reinforces three important leader development principles:

1) Leader self-assessment and self-awareness
2) Individual leader responsibility for leader development
3) Leader ownership of the recommendation

Application

Use SOAR to remind you what information to capture while observing a leader. By doing so, your feedback to the leader will be more accurate and action-oriented. Maintaining and reviewing SOAR cards are also great ways to prepare for a counseling session.

Daily Leader Observation Planner

Situation: Describe the situation/conditions of the assessment

2LT Tenhoff leads night convoy opns. LT supervises 4 NCOs and 18 enlisted Soldiers; 5 vehicles.

Observation: Describe behavior and impact on mission and/or Soldiers.

Well liked by fellow junior officers; needs to build trusting relationships with NCOs and junior enlisted.

Associate & Assess: Identify FM 6-22 competency (see page 19); assess proficiency.

Communicates—strength;
Leads by Example—development need
Gets Results—development need

Reinforce & Recommend: Note appropriate feedback, praise, or correction. Recommended action to sustain/improve leader behavior.

Reiterate strength as ensuring shared understanding.AAR the missed-turn incident. Recommend shadow of other convoy operations. Recommend AAR with NCOs to work better with them; learn when to ask for help.

(Blank application on page 59.)

Leadership Assessment

The Army possesses a number of tools and measures for unit readiness and performance. Quarterly training briefs are full of these metrics, and leaders generally receive continual feedback on their units' performance. This type of performance assessment and feedback, however, does not provide leaders with an assessment of their leadership behaviors. Leadership assessment:

- Speaks to the leader behaviors that contributed to the unit's performance
- Is part perception and reality, with reality best confirmed by multiple sources
- Is accomplished through two-way communication between leader and led
- Has a common language defined by the doctrinal language of FM 6-22, Army Leadership

TTP

Often you will not directly observe the leadership behavior of a subordinate leader, but will observe or receive a report of unit performance. Leader assessment in this situation requires you to communicate the performance indicator to the subordinate leader. Then, together, move the discussion to the causes of the unit performance. Ask the question, "What part did your leadership play in the performance of the unit?"

Application

Use the Group Discussion of Leader Competency Model to train your leaders in leadership assessment and the doctrinal language of FM 6-22, Army Leadership.

Group Discussion of Leader Competency Model

Learning from each other's experiences can be invaluable. The purpose of this discussion is to give leaders the opportunity to share their experiences in terms of the leader competencies.

Army Core Leader Competency Model (FM 6-22)

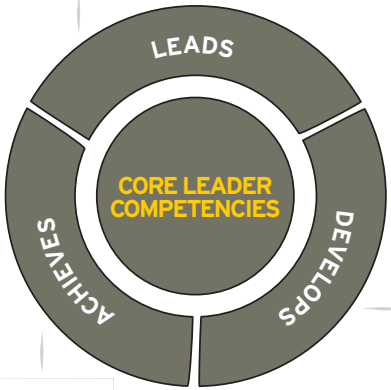
(Blank application on page 59.)

Leads Others
- Provide purpose, motivation, inspiration
- Enforce standards
- Balance mission and welfare of Soldiers

Leads by Example
- Display character
- Lead with confidence in adverse conditions
- Demonstrate competence

Extends Influence Beyond the Chain of Command
- Build trust outside lines of authority
- Understand sphere, means, and limits of influence
- Negotiate, build consensus, resolve conflict

Leads by Example
- Display character
- Lead with confidence in adverse conditions
- Demonstrate competence



Creates a Positive Environment
- Set the conditions for positive climate
- Build teamwork and cohesion
- Encourage initiative
- Demonstrate care for people

Prepares Self
- Be prepared for expected and unexpected challenges
- Expand knowledge
- Maintain self-awareness

Develops Leaders
- Assess developmental needs, Develop on the job.
- Support professional and personal growth
- Help people learn
- Counsel, coach, and mentor
- Build team skills and processes

Get Results
- Provide direction, guidance, and priorities
- Develop and execute plans
- Accomplish tasks consistently

Discussion Questions

Choose a competency and discuss the listed behaviors that support it. Describe a situation in which you or someone you observed demonstrated this competency well.

- What actions did they take?
- What was the outcome?
- Why do you consider this a good demonstration of the competency?

Describe a situation in which you or someone you observed did not demonstrate this competency well, but could have.

- What actions did they take?
- What was the outcome?
- What actions would have been more effective?

Feedback and Counseling

When experienced commanders were asked to reflect back on their own leader development, they placed high importance on day-to-day, two-way communication with their commander. As a result, they encourage serving commanders to do the same with their subordinates. Today's junior leaders also desire constructive feedback more frequently than junior leaders in the past. This means you will be less effective if you wait until there is time for a sit-down counseling session to provide feedback. To impact leaders, provide feedback as soon as possible after a leader behavior is observed by using the SOAR tool.

Day-to-day feedback also makes sitting down with subordinate leaders for developmental counseling much easier, as you and the subordinate leader will agree on the assessment of his or her strengths and developmental needs. Still, many leaders find it difficult to sit down with a subordinate leader and engage in developmental counseling. Appendix B, Counseling, FM 6-22 provides extensive guidelines on counseling. Courseware that covers Developmental Counseling is available from the Combined Arms Center website http://usacac.army.mil/CAC2/.

When a leader's developmental needs and strengths go without feedback:

- Team and unit performance will not be optimal.
- Others pick up the slack and grow to resent it; leave the unit.
- Leaders exert a great deal of energy with nothing to show for it.
- Leaders continue on a career path for which they are ill-suited.
- The developmental need continues and someone else has to deal with it.
- Soldiers are killed; missions fail.

Application

Day-to-day feedback is important to ensure improved leader and unit performance. Use the following "how to" example to guide your delivery of feedback.

How to Give Feedback in 60 Seconds or Less

Situation: Commander walks in on a patrol debriefing that one of his company commanders is conducting. There is a break in the debriefing. Commander approaches CPT Phillips outside the debriefing room.

Commander provides brief description of the situation: "Captain Phillips, I was in the back of the room a minute ago while you were debriefing 1st platoon. Let's talk for a minute."

Commander describes the leader behavior observed: "When I came in, Sergeant Jones was describing the suspects he had detained. His descriptions were very general. Yet when I looked over at you, you remained silent, kept looking at your watch, and scribbling notes in a notebook. Am I correct in what I saw?"

Answer by CPT Phillips: "Yes sir, you're right. I have an operations order with another patrol in 30 minutes. I was writing up my notes for that order instead of listening to Sergeant Jones."

Reply by Commander: "Jim, that kind of behavior is not the standard expected of the senior leader conducting a patrol debriefing. As the senior debriefer, you need to demonstrate active listening. If we don't hear what these young sergeants are telling us, we lose out on valuable intelligence. What should you be doing while Sergeant Jones is talking?"

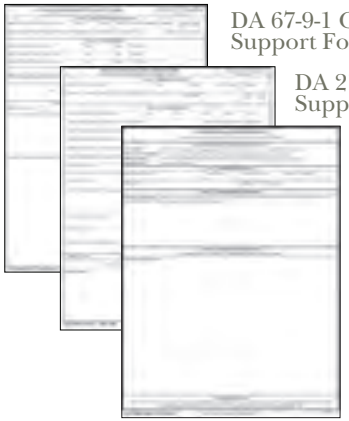
Answer by CPT Phillips: "Sir, I should put my notebook down and pay attention to what Sergeant Jones is saying."

Reply by Commander: "That's a good start. Also, ask a few questions to confirm what Sergeant Jones is saying and probe for more details. He said the suspects were not from the local area. You should have picked up on that. From the excitement in Sergeant Jones's voice, I think he knows the suspects are up to something, but he wasn't sure just what."

TTP

Providing feedback on every observed act or response (behavior) will overwhelm a subordinate leader. Focus your feedback on a few key behaviors that, if changed, will contribute the most to improved leader and unit performance. Having a focus for improvement will also motivate the subordinate leader to change.

SOAR: Multi-Purpose Counseling Tool



DA 67-9-1 OER Support Form

DA 2166-8-1 NCOER Support Form

DA 4856 Counseling Form

ASPECT FOUR | INTEGRATE LEARNING

Integrate learning into leaders' day-to-day activities.

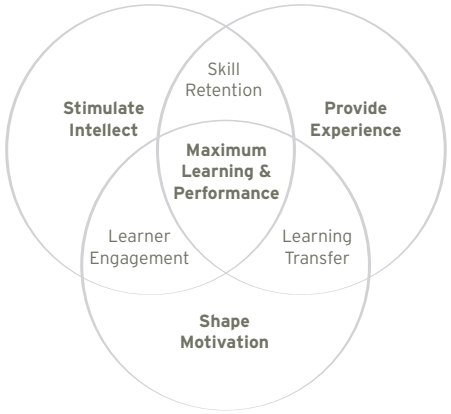
The previous two sections of this handbook helped you set the conditions for leader development and systematically observe, assess, and provide feedback to leaders in your command. This section focuses on ways to integrate learning into leaders' day-to-day activities. Because leaders vary in their skill and experience level, an effective and efficient way for them to learn is directly from those who are the standard setters (or role models) within your command. Leaders also learn through mentoring, training, reflection, and study. Each of these learning methods can be integrated alongside unit collective training.

To begin this section, we start with the overarching principles of learning required for leaders to actually learn from the methods described in this section.

Apply Learning Principles

Underlying all methods of learning are fundamental principles. Maximum learning will occur when you apply the principles of stimulating intellect, shaping learner motivation, and providing experience.

- ***Stimulate intellect:***
  - + With a setting conducive to learning (temperature, tempo)
  - + With the right learning media (e.g., role-playing, discussion, simulation)
  - + By challenging current capabilities
- ***Shape motivation:***
  - + With learning that will have an impact on leader/unit performance
  - + By integrating learner experiences into the learning
  - + By expecting learners to draw on an inner drive to learn
- ***Provide experience:***
  - + With repetition and practice across varying conditions
  - + Through interaction with role models and mentors
  - + From feedback and reflection
  - + By studying other leaders



TTP

In determining what your subordinate leaders need to learn, survey them on the top three skills in which they most need to become proficient to improve unit performance. In doing so, you will motivate them and increase their reception to the leader skills they need to learn.

The result will be maximum learning and performance with learners who are actively engaged in learning, quickly retain and recall information, and readily transfer learning to novel situations.

Application

Use this questionnaire to plan, conduct, and evaluate unit leader learning interventions. Provide your suggested improvements to the lead trainer or training operations.

Learning Principles Questionnaire

SUBJECT | *IED detection DTG 23 AUG 1400*

Stimulate Intellect	Assessment/How to improve learning
Is the tempo of learning maintaining learner attention?	*Shorten lecture*
Are the physical conditions (temperature, lighting) sufficient to maintain learner attention?	*Train in shade*
Are the learning media (role play, rehearse/practice, simulation, discussion, lecture) appropriate for the task to be learned?	*Add discussion*
Do the content and standard for learning challenge/stretch learners beyond their current level of skill and experience?	*Yes—o.k.*
Shape Motivation	
Is the learning highly relevant/will it have an impact on unit performance? On improving leaders for the larger Army?	*Yes—needed topic*
Are the experiences of leaders at the learning objective drawn upon?	*No—why not?*
Are leaders encouraged to bring up their experiences during the learning? Are these experiences integrated into the learning?	*No—discuss experiences*
Do leaders look forward to learning opportunities?	*Yes*
In spite of challenges/limitations, do leaders seek to make the best of a learning opportunity?	*Yes*
Are leaders dissatisfied with their present level of learning and always looking to improve and learn?	*Yes*
Provide Experience	
Does learning include sufficient repetition and practice?	*Increase repetition*
Are the conditions/situations of practice varied?	*Vary conditions*
Do the learning conditions replicate on-the-job conditions?	*Need more variety*
Are experts at the task (role models, mentors) employed to enhance learning?	*Use experienced leaders to assist*
Do leaders learn from feedback and reflection?	*Yes*
Does the learning draw on the study of previous leaders/historical examples?	*Incl. CPT Jones experience*
Does the learning include a test of the leader's level of learning?	*Yes*
Does the test employed fully and accurately assess leader learning?	*Vary conditions of test*

(Blank application on page 59.)

Leverage Leader Role Models Within Your Unit

Role models are those leaders who are the standard setters in your command. Their example of leadership is what you want other leaders to aspire to and replicate. A leader may also be a role model in terms of attribute or competency. For example, a leader within your command may be especially talented in an area of tactical domain knowledge.

Leveraging role models for leader development is an efficient use of time and resources. They are an ever-present resource right within your command. Start out by identifying role models for each key position (company commander, platoon sergeant). You may also want to identify role models possessing special skills that other leaders need to master. Resource your role models with a strong "second in charge" to free them up for the added responsibilities you are giving them. Create opportunities for less experienced leaders to interact with unit role models. For example, assign:

- A role model to new leaders for their reception and integration
- A role model to coach a leader in a skill for which s/he has special expertise
- Role models to run unit leader certification
- An inexperienced leader to shadow a role model for a period of time

TTP

The 5-Minute Job Shadow
Pull a subordinate leader into your office and share a part of your work that will make them a better leader. To make the most of the experience:

- Communicate the situation, decision, or issue
- Convey the importance of acting appropriately or making the right decision
- Describe possible consequences, second- and third-order effects
- Discuss your decision/actions and reasoning behind them

Application

Use the Leverage Role Model tool to identify how you will employ role models by leadership position and area of expertise.

LEAVERAGE ROLE MODEL | *Squad Leaders (SL)*

Name	Ways to Leverage RM	Support to Provide RM
SSG Ways	*Certify new SL on combat patrols*	*Take off of duty roster*
SSG Rogers	*Have incoming SL shadow him during pre-combat checks*	*Extend his Sqd's precombat check time to allow for learning*
SSG Ricks	*Provide welcome briefing to all new SL – communicate performance expectations*	*List on NCOER as additional duty*

(Blank application on page 59.)

Foster Mentorship in Your Command

Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience; it is characterized by mutual trust and respect (AR 600-100). The basic idea is to get leaders with more experience to pass that experience on to less experienced leaders. Commanders should encourage leaders to participate in mentorship, yet stay true to mentoring being a voluntary experience. Refrain from appointing mentors or formally matching leaders with mentors. The mentoring relationship is one in which the participants self-select each other.

Foster mentorship by:

- Educating the role models within your command on the responsibilities of a mentor
- Educating the less experienced leaders on their responsibilities toward a mentor
- Being a mentor, and participating in role model mentoring
- Inviting more experienced leaders to visit your unit and share their experiences
- Encouraging learning from Web-based sources

TTP

More senior, experienced leaders will visit your unit from time to time. Work in time for them to meet with a group of less experienced leaders. Provide some structure to this group mentoring experience by having the less experienced leaders generate questions in advance. Communicate your intent to the more experienced leaders and provide them with the questions.

Application

Use the "Be a Mentor" checklist to encourage the formation of mentoring relationships.

BE A MENTOR

	✓	Key Roles and Responsibilities
Provides		Candid feedback about perceived strengths and developmental needs
		Encouragement and motivation
		Advice on dealing with roadblocks
		Guidance on setting goals and periodically reviews progress
Shares		Experiences that contributed to his/her own success
		An understanding of the Army, its mission, and formal and informal operating processes
Encourages		More efficient and productive performance
		Appropriate training and developmental opportunities
		Sense of self-awareness, self-confidence, and adaptability
Serves		As a confidant, counselor, guide, and adviser
		As a sounding board for career development ideas/opportunities
		As a resource for enhancing personal and professional attributes

**Derived from DA PAM 690-46 Mentoring for Civilian Members of the Force*

Potential Mentees

Name	Current Position
Rob Williams	*Plt Ldr*
Steve Stanford	*A Co XO*
Melissa Jennings	*S-2*

Note: Circle the individuals you end up mentoring

Planned Action for Becoming a Mentor / Maintaining Mentoring Relationship

Identify own experience areas
Set up initial meetings with candidates
Assess match between my expertise and their needs
Assess work demands and time for mentoring
Follow up with candidates – commit to one mentoring relationship
Refer other candidates to potential mentors

(Blank application on page 64.)

Training/Professional Development

Officer and NCO professional development (OPD/NCOPD) is the bringing together of a command's leaders for a specific developmental purpose. Leaders responding to Army-wide surveys repeatedly report that training and professional development for officers and NCOs are inconsistently applied. One reason is that an effective OPD/NCOPD program means different things to different leaders. Five common applications of OPD/NCOPD include:

1. Mission-essential leader task training when a common need exists across the command
2. Orientation/education sessions required by the Army (e.g., Equal Opportunity, Safety)
3. Cohesion-building activities that foster esprit de corps (e.g., a dining in; sports)
4. Opportunities for the commander/CSM to personally emphasize key guidance to all leaders
5. Education sessions on leader career path topics (assignments, schooling, promotions)

All of these applications fulfill the training and development needs of the leaders within your command. To implement OPD/NCOPD effectively, invoke the following guidelines:

- Link training and professional development to the three Army purposes for leader development (see Personal Inspiration for Unit Leader Development).
- Clearly communicate purpose and relevance.
- Gather all leaders together only when doing so is the most effective learning method.
- Consider all five applications as integral to OPD/NCOPD.

TTP

To provide leaders with an in-depth perspective on a mission-essential task for your command (e.g., security patrol, convoy operations), lead the task yourself and have your subordinate leaders perform the roles of Soldiers. You and they will be much more effective at supervising it, having practiced executing the task at the Soldier level yourselves.

Application

Identify the purpose and method by which you will implement the five applications of an OPD/NCOPD program within your command.

Purpose and Method for Training and Professional Development

Application	Purpose	Method
Leader Mission Essential Task List Training	*Increase IED Detection Reporting Procedures*	*OPD Update SOP*
Mandatory Army Training Requirements	*EEO Risk Assessment*	*Unit Training Bn Level OPD*
Build Leader Cohesion/Esprit De Corps	*NCO & Officer Cohesion Esprit De Corps*	*Softball Game Dining Out*
Issue Command Guidance	*Accidental Discharge Mid-Tour Leave Policy*	*NCOPD Memo*
Leader Career Path Education	*Changes to NCOES NCO Promotion Board*	*OPD & NCOPD Existing SOP*

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Reflect

To help leaders learn from their on-the-job experiences, provide opportunities for them to pause, reflect, and process the experience for what was learned. Reflecting on an experience:

- Keeps leaders from repeating the same mistakes
- Takes into consideration second-order effects in future decisionmaking
- Helps leaders to link their actions with the resulting impact on unit performance

TTP

Leaders are often the busiest people in the unit; their working environment can be chaotic and filled with noise and activity. See to it that there are times and places for leaders to go to contemplate and reflect in relative quiet, such as a room or quiet place within your area of operation.

Application

Use the guidelines for the Personal After Action Review (AAR) and Reflective Journaling to implement and encourage reflection in your command.

Personal AAR

A personal AAR is an in-depth self-assessment of how leadership contributes to task and unit performance. Leaders should conduct their own personal AARs after a task is complete, or even while it is playing out, by asking themselves:

1. What happened and what were the consequences?
2. How were my leader actions supposed to influence the situation?
3. What were the direct results/consequences of my leader actions?
4. How did my actions benefit/hinder unit mission accomplishment?
5. How should I change my leader actions for better results next time?
6. What did I learn?

A good time to encourage personal AARs is following the unit AAR process. The unit AAR will clarify for the leader "what happened" and accurately assess mission accomplishment. Commanders can reinforce personal AARs by:

- Walking less experienced leaders through the personal AAR
- Asking leaders what they learned from their personal AARs
- Telling subordinate leaders the outcome of their personal AARs

Reflective Journaling

A journal may be used to track and record the occurrence, actions, and outcomes of various situations. Reflective journaling goes beyond a personal AAR to include periodic entries on self-awareness of personal strengths, weaknesses, values, feelings and perceptions, and questions and ideas about leadership situations. A leader may track his/her successes and lessons learned by documenting specific tasks that were led, what actions were taken, the outcome of those actions, and what was learned. The journal may then be used as a reference for leaders as they pass along lessons learned to others. Key leader references may also be recorded in the journal.

Sample reflective journaling questions include:

1. What is the best thing that happened today/this week?
2. What is the most difficult/satisfying part of my work? Why?
3. What do I think is my most valuable/valued contribution?
4. What compliments/criticisms have I received lately? What did I learn from them?
5. What did I learn as a result of a recent disappointment or failure?
6. How do recent experiences connect to my long-term goals?
7. What risks have I taken (or avoided taking) lately?

Individual leaders should decide whether to share their journal's content with their immediate leader or others. Commanders can reinforce reflective journaling by:

- Carrying a journal and being seen writing
- Citing lessons learned while referring to journal entries
- Providing time for a leader to reflect and write down his/her lessons learned
- Providing leaders with a journal and a personal note encouraging them to use it
- Asking leaders to write or recount a story of a key leader challenge and use the stories to pass on lessons learned to less experienced leaders

Study

Leader development in your command should require each leader to seek out sources of knowledge and opportunities to grow and learn *at his/her own initiative*. If your personal involvement and unit resources were always prerequisites for leader development, it would be a limited effort indeed. Set an expectation that leaders are to spend time to grow and learn on their own. Leaders within your command should be the originators of unique ways of studying their chosen profession and identifying ways to improve the unit.

TTP

Encourage subordinate leaders of the same position or similar rank to form a community-of-practice group that fosters excellence. Provide the groups reach-back capability to Web-based forums. Provide each group with an opportunity to present recommendations for new methods to your command leadership team.

Application

A command reading program is one way to foster self-study. Yet recent survey results indicate commanders must make the reading relevant, provide a purpose, and follow up. Use the following study tool to relate readings specifically to leadership and leader development. The study tool format can be used to present a short lesson on leadership to other members of the command.

Book/Article/Reference	*We were Soldiers Once and Young*
Name of Leader	*LTC Hal Moore*
Position	*Battalion Commander*
Describe the leader's environment/ situation.	*Vietnam. Helicoptered Battalion into LZ X-Ray. Attacked by overwhelming number of North Vietnam Regulars. Cut off from reinforcements. Formed perimeter defense of the LZ.*
Who was the leader leading?	*1/7th Cav Battalion. Officers, NCOs, Soldiers of his battalion. Well trained but this was their first encounter with NV Regulars.*
How did the leader attempt to influence the situation/ people? (Use FM 6-22 Leadership Requirements Model language)	*Warrior Ethos – never quit; never give up; personal stamina. Tactical – kept enemy off balance with counterattacks and shifting of forces; maintained integrity of LZ to permit resupply and evac of wounded. Lead by example–took personal risk to circulate among the front lines. Personally engaged enemy.*
What were the positive and negative outcomes?	*The rest of his unit followed his example; persisted; maintained LZ in spite of overwhelming odds. Destroyed numerous enemy. 1/7 Cav eventually extracted from LZ.*
What were the leader's strengths and development needs?	*Strengths – Warrior Ethos; Tactical Expertise; Innovative.*
What lessons from this leader's experience can we apply immediately and/or down the road?	*Train hard and realistically. Lead the way when there is uncertainty and high risk. Be smart—use innovative tactics.*

(Blank application on page 66.)

Whom you select for key positions of leadership and how you shape the responsibilities of those jobs will have implications for leader development far beyond your time in command. Your integration of leader development efforts into a cohesive, integrated plan will establish operating norms that last well after your departure. Taking leader development to this level requires an investment on your part, but will leave a lasting legacy of trained and ready leaders for the Army of tomorrow.

Create Challenging Job Experiences

All Army job assignments inherently provide a degree of developmental challenge. Leader development will happen in your command even if you do nothing at all. Development can be dramatically increased, however, by creating the right challenges in a job for a particular leader. As a result:

- The full potential of the leader will be realized and applied to unit performance.
- Inexperienced leaders will not be put in jobs where the demands all but guarantee failure.
- Ill-equipped leaders will be supported, sustaining unit performance.
- The challenges will propel leaders to accomplish more than they thought possible, building confidence.

Some missions or circumstances may not offer key developmental opportunities. You may need to shape job responsibilities to allow a leader to enhance his/her leadership skills. Be sure to take into consideration unit mission demands before changing a leader's job requirements.

Be deliberate about who within your command is placed in special missions and assignments. Experienced leaders implicitly know the defining tasks for a leader early in an assignment. Be deliberate about identifying these tasks and ensuring each leader gains experience in them. You may also be forced to assign leaders to jobs for which they do not have the requisite skills and experience. Here, too, you should consider modifying the job and/or providing support.

Do not assume that each leader develops within the same timeframe. Be willing to adjust the amount of time each leader stays in a position while weighing the impact on:
- Unit performance
- Stability of the leadership team
- Adjacent-unit, higher, and Army leadership needs
- The leader's well-being and personal growth

Bring your supporting Human Resources Command (HRC) staff into these discussions as your decisions have implications beyond your command.

TTP

In determining what your subordinate leaders need to learn, survey them on the top three skills in which they most need to become proficient to improve unit performance. In doing so, you will motivate them and increase their reception to the leader skills they need to learn.

Application

Use the Assignment Demands Assessment tool to assess the readiness of a leader for key job demands. Use this tool to add job demands for purposes of leader development. If the leader has no experience in the demand, identify the support s/he will need to maintain unit performance.

Name of Leader: *1LT Roberts*

Job Assignment: *Maintenance Officer*

ASSIGNMENT DEMANDS ASSESSMENT

Assignment Demands	Demand Part of this Job	Leader Ready for this Demand	Support Leader Needs to Succeed
Turn around: Unit/team has suffered a setback and is performing poorly.	*Yes*	*Yes*	*CSM/Mtr Sgt re-establish standards*
High Performance culture: Expectations of leaders are high.	*No*		
Innovation: Highly skilled team responsible for new ideas.	*No*		
Task Force/Matrix: Leaders must influence people over whom they have no authority.	*Yes*	*?*	*XO coaches on 'how to'*
Cross-Cultural Situation: Differing cultures must be influenced to achieve mission success.	*No*		
Staff Assignment – Direct: Executes systems, procedures, and policies in support of unit.	*Yes*	*Ability—yes; exp.—no*	*Shadow Best Maint officer in Division*
Staff Assignment – Operational/Strategic: Designs and executes systems, procedures, and policies.	*No*		
Confront Poor Performance: Need to improve or replace subordinates.	*Yes*	*No*	*XO coaches on 'how to'*
Achieve Results: Definable, demanding performance measures.	*Yes*	*?*	*WO teaches maintenance indicators*
Additional Assignment Demands: *Technical Experience*	*Yes*	*Some experience*	*Certify in inspection procedures*

Adapted from: McCall, M.W. Jr., M.M. Lombardo, A.M. Morrison. The Lessons of Experience: How Successful Executives Develop on the Job. New York: The Free Press, 1988.

(Blank application on page 59.)

Sharpen Leader Selection

Foster an attitude within your unit that leadership positions are not necessarily automatic appointments—that it is a privilege to serve in a leadership position and not an entitlement. To do so, work with your supporting HRC staff, higher, adjacent, and subordinate commanders to create a pool of qualified applicants.

Next, complete a systematic review of their qualifications. The more essential the leadership position, the more thorough the selection process should be. Start by identifying criteria for the job and use the least time-intensive screening methods first. Each step in the screening/selection process should narrow the field of acceptable candidates:

- Conduct a career file review —identify prerequisite experiences and training; review files and rate candidates against career indicators.
- Obtain references/recommendations on the leader from trusted sources.
- Conduct structured interviews with the other candidates for the position; structure the interviews to assess values, attributes, and how the leader would respond to various key situations.
- Sample actual job capabilities by having the final candidates conduct a task that demonstrates their qualifications for the job (e.g., lead a patrol, lead a convoy).

If creating a pool of qualified candidates is not possible, revert to the Assignment Demands Assessment tool in the previous section to modify the job or provide support to available candidates.

TTP

Take the leadership team into consideration when selecting leaders. For example, pair a technically strong warrant officer with a tactically strong officer. Pair a strong operations officer with an intelligence officer willing to challenge the operational plan by forcefully presenting the enemy point of view. Pair an experienced NCO with an inexperienced lieutenant.

Application

Use the Leadership Selection Guidance tool to identify the key qualifications for selecting leaders for key positions within your command.

Leadership Selection Guidance

Position to be Filled: *Company XO*

Fill by (Date): *6/30/10* Stays in the job through (Date): *6/30/11*

Check the boxes for selection processes to use in the evaluation of candidates for this position. Then identify key requirements.

☑ Leader Requirements (write in guidance as to what is important for this leadership position)

Requirements Model Attributes (refer to FM 6-22)

Leader of Character: _____

Leader of Presence: *Display of Confidence is essential*

Leader with Intellectual Capacity: *Interpersonal tact under stress*

Leadership Requirements Model Core Competencies

Leads: *Builds trust outside lines of authority*

Develops: _____

Achieves: *Provide direction, guidance, priorities*

☑ Previous Leadership Experience/Training/Education (from Officer Record Brief ORB/DA Form 2-1)

Work Experience: *PLT Ldr*

Training/Certifications: _____

Education:

☑ Performance Assessment & Reference Check

Previous OER/NCOER performance needed for success in this position:

_____

Previous Supervisor Recommendation: *obtain from CPT Zak*

Previous Senior Rater Recommendation: *obtain from LTC Smith*

☐ Sample Job Capabilities

Task to assess: _____ Proficiency level needed: _____

FOR KEY LEADERSHIP POSITIONS, CONDUCT DELIBERATE SELECTION.

Forcast potential position openings → Identify key leader characteristics → Build a pool of candidates → Use selection tools to screen out applicants → Select approved candidates

Plan Leader Succession

Plan the systematic replacement of leaders within your unit so that trained and qualified leaders are ready to assume vacancies, proven leaders move on to positions of greater responsibility, and marginal leaders are given opportunities to improve where high performance is not critical.

Understanding the Army's projected career paths and timing for leader branches and specialties within your command is an important factor in succession planning. Moving leaders into and out of positions should be a factor of:

- Unit performance. Keeping leaders in positions long enough so that their stability promotes high unit performance.
- Army need. Providing experienced leadership back to the Army to fulfill its requirements.
- Individual leader well-being. Determining when the leader has achieved growth/development goals and is ready to take on new responsibilities and challenges.

Work with your HRC to accurately predict leader gains and losses to the unit. Be sure to:

- Account for leader needs for career and job-specific training prior to job assumption.
- Assess leaders during their initial assignments to drive subsequent job assignments.
- Leverage leader vacancies that are due to schooling, special assignment, or leave as leader development opportunities; assign less experienced leaders temporarily to the vacancies.

TTP

Identify the key leadership positions in your command for which you should conduct and manage succession planning. Chart the timing and sequencing of leaders into and out of leadership positions in your unit. Account for prerequisite schooling and plan primary and alternate candidates for each position.

Application

Use the Individual Plan for Leader Advancement tool to identify and assess a leader's current job compared to an anticipated job. This will help to identify gaps in the leader's skill and experience for the planned succession.

Individual Plan for Leader Advancement

Name: *CPT Rollins* Date: *Dec 10*

Current Position: *Assistant S-3*

Key Roles/Responsibilities

Responsibilities of this level/position (P=Proficient; A=Adequate; D=Development Area)

Plan Training	*P*
Delegate	*D*
Write Operations Order	*A*

Leader with Intellectual Capacity: *Interpersonal tact under stress*

Plan/Actions to Address Development Areas:

Plan and Execute Unit Rehearsals

Plan and Execute Air Assault Operation

Next or Potential Position: *Company commander*

Additional (New) Responsibilities

Responsibilities added at this level (P=Proficient; A=Adequate; D=Development Area)

Lead by Example—Tactical skills	*D*
Lead Others—Balance mission and Welfare of Soldiers	*D*

Plan/Actions to Prepare Leader for This Position:

Send on Observer Controller Tasking

Assign Role Model—B Company Cdr

Shadow B Co Cdr during Tactical Operations

Shadow CSM when checking on Soldiers

(Blank application on page 71.)

Implement Leader Development

The ideas, TTPs, and applications provided in this handbook enable you to immediately implement unit leader development in your command:

- ***Setting the conditions*** for leader development is done by being the example, fostering a positive climate, and getting to know your subordinate leaders.
- ***Providing feedback*** derived from careful observation and assessment of your subordinate leaders significantly contributes to their development.
- ***Integrating learning*** to maximize performance in leader development is done by stimulating intellect, shaping motivation, and providing experience.
- ***Creating a legacy*** requires creating challenging job assignments and selecting and assigning the right leaders to positions.

Additional considerations important to implementing leader development in your command include:

- Identifying where, within the training and HRC processes of your command, you can implement the methods for leader development described in this handbook
- Training and educating your subordinate leaders in the methods of this handbook—you need them to implement leader development with their subordinate leaders as well

TTP

Unit leader development will not primarily consist of separate activities that are listed on your training schedule as OPD or NCOPD. Rather, you and your subordinate leaders will be adjusting your day-to-day activities to:

- Provide observation, assessment, and feedback
- Leverage role models
- Foster mentorship
- Integrate reflection and study
- Create demanding job assignments
- Deliberately select leaders
- Plan the succession of leaders
- On occasion, identify the purpose and method by which you will implement the five applications of an OPD/NCOPD program

Application

The diagram below will assist you in understanding where, within your daily activities, the methods of this handbook can be integrated and applied. It aligns the elements of FM 7-1, Leader Development Action Plan (LDAP) with the ***Commander's Handbook for Unit Leader Development*** methods of leader development.

Leader Development Action Pan

SET THE CONDITIONS

Key Elements of LDAP	Phases of LDAP	Commander's Handbook Methods
Record review	Reception & Integration	Sharpen leader selection
Initial interview		Purpose, opportunity, roles & responsibilities, create challenging jobs
In-process / introduction		Know your subordinate leaders
Unit certification program		Leverage role models, train
Identify strengths & weaknesses		Systematic observation and assessment, feedback and counseling
Complete unit certification	Basic Competency Training	Reflect, study, leverage role models, train
Meet duty standards		Leadership assessment, systematic observation and assessment
Establish relationships		Leverage role models; foster mentoring
Prioritize training needs		Systematic observation and assessment, create challenging job experiences, train
Identify additional skills		Plan leader succession
Draft developmental needs		Feedback and counseling
Develop sustainment plan	Leader Development & Training Sustainment	Reflect, study, leverage role models, train
Develop training plan		Leadership assessment, systematic observation and assessment
Plan for future development		Leverage role models; foster mentoring
Create self-development program		Systematic observation and assessment, create challenging job experiences, train
Evaluate Leader Development		

Evaluate the Effectiveness of Leader Development

Developing a set of formal and informal indicators that accurately assess the "health" of unit leader development in your command is essential.

Informal/Day-to-Day Indicators

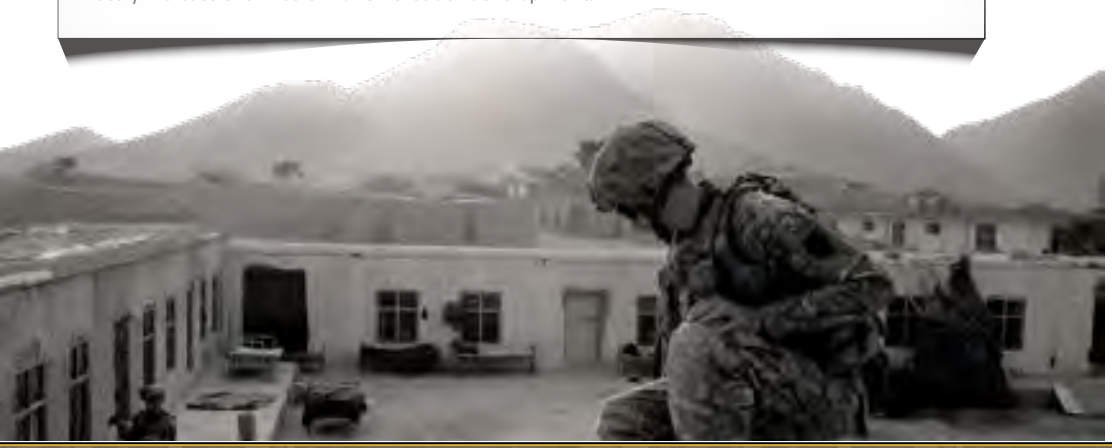
- Leaders approach you to discuss their strengths and development needs.
- Quality leaders contact you about joining your unit.
- Leaders seek to stay in your unit as long as possible.
- Higher/adjacent commands inquire about adding leaders from your unit to their pool of applicants for key leader positions.
- Soldier comments about their leaders are generally positive.
- Leaders across your unit support one another and see themselves as a cohesive group.
- Leaders try new ideas and tactics to improve performance.

Formal Periodic Metrics

- More than one highly qualified candidate for each key leader position.
- Surveys of subordinates indicate they would follow their leader into combat.
- Unit performance is high.
- Leaders in a position to leave the Army while under your command choose to stay.
- Command climate surveys indicate good morale and climate.

TTP

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). Refine the measures to those that most accurately indicate the "health" of unit leader development.



Application

Use the Command Unit Leader Development Scorecard to evaluate leader development in your Command.

COMMAND UNIT LEADER DEVELOPMENT SCORECARD

Indicators of the Health of Unit Leader Development	Status (Green, Amber, or Red)	Action Needed
A subordinate leader shared a challenge they are experiencing with you	*Red*	*Share a personal challenge with them*
Leader(s) expressed interest in joining your unit	*Green*	*Follow up with HRC*
Leader(s) expressed a desire to stay in your unit	*Amber*	*1 – yes; 1 – no; talk w/Chain of Cmd*
Other units requested a leader from your unit	*Green*	*Co Cdr selected - General's Aide*
Unsolicited Soldier comments about their leaders	*Amber*	*Talk with CSM about unit ldrs*
A new idea/innovation was implemented in your command	*Red*	*Execute an Action Learning Sequence*
All key leader positions are filled/occupied	*Amber*	*Review succession plan for 1stSgts*
Multiple qualified candidates competed for last leadership position vacancy	*Amber*	*Talk w/CSM to increase PSG candidates*
Last leader with option to leave the Army was retained	*Amber*	*Interview CPTs on career intentions*
Unit leader changes have little or no detrimental effect on unit performance	*Green*	*Sustain job shadow*
Initial performance of new leaders is high	*Green*	*Sustain role models running certification*
Overall unit performance is high; no sub-unit is a consistent low performer	*Amber*	*Increase unit visits to HHC*
Leaders and their units demonstrate lessons learned; few repeat mistakes	*Green*	*Sustain personal AARs*

Notes:
- *An amber or red indicator rating suggests that you further investigate the indicator. The cause of the indicator may or may not be related to unit leader development.*
- *Be careful not to react to just one occurrence of the indicator. Look for trends over time and those indicators that occur frequently.*

(Blank application on page 73.)

BLANK APPLICATIONS

Filled in by: _____ Date: _____

Application

What are the most effective methods of leader development you have personally experienced, observed, or implemented in the past? List them here to remind you to make them a part of your command's unit leader development.

Filled in by: _____ Date: _____

Unit Leader Development Roles and Responsibilities

Efficient implementation of unit leader development depends on a clear delineation of responsibilities across leaders and staff both within and outside of your command. Use the Unit Leader Development Roles and Responsibilities Worksheet to write out your notes on the responsibilities for leader development in your command.

Position	Roles & Responsibilities

Filled in by: _____ Date: _____

Application

Write out your sources of personal inspiration for investing in unit leader development. Use the notes to communicate them to others and remind yourself of the importance of unit leader development when events threaten its implementation.

Filled in by: _____ Date: _____

Leadership That Encourages Development

Use this assessment tool to learn whether your behavior communicates support for leader development. Ask peers and subordinates to rate you or ask your command sergeant major or first sergeant to watch for these behaviors in you for a couple of weeks. Then ask them to report back on their findings. See FM 6-22 for more information on these leader attributes and competencies.

SELF-ASSESMENT | Evaluate your behavior.

Place an X in the column that represents how often you engage in each behavior. Evaluate your behavior as accurately as you can.	*The last time I engaged in this was:*				
	Not Within the Past Year	Within the Past Year	Within the Past Quarter	Within the Past Month	Within the Past Week
Actions to Set the Example for Development					
Develops self and engages in learning					
Reinforces guidance given to others through own actions					
Does not expect others to do what s/he would not do					
Improves abilities to interact interpersonally					
Serves as a mentor to others outside the chain of command					
Is positive, encouraging, and realistically optimistic					
Actions to Develop Leaders					
Takes time to get to know and understand subordinates					
Inspires people to do their best					
Assesses strengths/developmental needs of subordinates					
Takes leaders aside and discusses lessons learned/feedback					
Reviews job performance with subordinates to assist in their growth					
Makes task and assignment decisions based in part on developmental needs					
Encourages subordinates to engage in self-study and training opportunities					
Actions to Create a Learning Environment					
Communicates an expectation of continuous learning					
Encourages open and candid communications					
Engages leaders in critical thinking, challenges them to shift perspective					
Speaks openly of own leadership mistakes and what s/he learned from them					
Accepts that leaders will make mistakes					
Fosters team work, cohesion, cooperation, and loyalty					
Sets/maintains high expectations for individuals and teams					
Encourages innovation and new ways of doing things					

Filled in by: _____ Date: _____

Tiger Team Implementation Tool

Use the Tiger Team Implementation tool to promote learning while generating innovative solutions to critical problems or opportunities. By rotating different leaders through the Tiger Team experience, you create agents of innovation and learning throughout your command. The unit commander's role is critical to the Tiger Team's success. You must be willing to let a free-roaming team work autonomously around stovepiped functions and the unit chain of command. And you must be comfortable with the risk that comes with implementing Tiger Team recommendations on the spot. If you are, the Tiger Team concept will encourage a climate of learning, development, and innovation across your command.

Action	Notes/Guidance
ID problem/opportunity with critical mission/ Soldier impact	
Brief chain of command on Tiger Team authority and process	
Select cross-functional team based on expertise, innovative thinking, and self-motivation	
Identify Tiger Team facilitator(s); clarify their roles/responsibilities.	
Isolate/protect Team from operational responsibilities	
Provide Team with reach-back capability/ access to knowledge	
Authorize direct coordination with higher/ adjacent experts	
Establish quick deadlines for results	
Report directly to commander with solution	
Facilitate solution implementation	
AAR Tiger Team process	
Announce solutions, recognize Tiger Team members and supporting personnel. Officially disband.	

Filled in by: _____ Date: _____

Getting to Know Tool

Use the Getting To Know tool to write down key information on each subordinate leader. For leaders with a number of blank entries, take action to get to know them better.

Getting to Know: _____

Name of Subordinate

Use this note card to begin to get to know the subordinate leaders in your command. Use the blank space to take notes on items as you learn them. The notes will serve as convenient reminders. For items you do not know, consider learning them to better get to know this leader.

Professional goals and priorities:

Key challenges in current assignment:

Personal leadership strengths and development needs:

Satisfaction with work and the Army profession:

Relationship with peers and subordinates:

Feelings about boss and our work relationship:

Previous assignments and career experiences:

Important family members:

Housing location and transportation to work:

Unique skills (beyond military):

Main interests outside of work:

Personal stressors:

Filled in by: _____ Date: _____

Daily Leader Observation Planner

Use the Daily Leader Observation Planner, along with a unit training schedule, to identify the most productive times to observe how a leader acts and responds (behavior).

DATE |

Observation Window	Name of Leader	Situation to Observe
0100		
0200		
0300		
0400		
0500		
0600		
0700		
0800		
0900		
1000		
1100		
1200		
1300		
1400		
1500		
1600		
1700		
1800		
1900		
2000		
2100		
2200		
2300		
2400		

Filled in by: _____ Date: _____

SOAR Observation & Assessment Tool

Use SOAR to remind you what information to capture while observing a leader. By doing so, your feedback to the leader will be more accurate and action-oriented. Maintaining and reviewing SOAR cards are also a great way to prepare for a counseling session.

Situation: Describe the situation/conditions of the assessment

Observation: Describe behavior and impact on mission and/or Soldiers.

Associate & Assess: Identify FM 6-22 competency (see page 19); assess proficiency.

Reinforce & Recommend: Note appropriate feedback, praise, or correction. Recommended action to sustain/improve leader behavior.

Filled in by: _____ Date: _____

Group Discussion of Leader Competency Model

Use the Group Discussion of Leader Competency Model to train your leaders in leadership assessment and the doctrinal language of FM 6-22, Army Leadership. Learning from each other's experiences can be invaluable. The purpose of this discussion is to give leaders the opportunity to share their experiences in terms of the leader competencies.

Discussion Questions

Choose a competency and discuss the listed behaviors that support it. Describe a situation in which you or someone you observed demonstrated this competency well.

- What actions did they take?
- What was the outcome?
- Why do you consider this a good demonstration of the competency?

Describe a situation in which you or someone you observed did not demonstrate this competency well, but could have.

- What actions did they take?
- What was the outcome?
- What actions would have been more effective?

Filled in by: _____ Date: _____

Learning Principles Questionnaire

Use this questionnaire to plan, conduct, and evaluate unit leader learning interventions. Provide your suggested improvements to the lead trainer or training operations.

Learning Principles Questionnaire

SUBJECT	
Stimulate Intellect	Assessment/How to improve learning
Is the tempo of learning maintaining learner attention?	
Are the physical conditions (temperature, lighting) sufficient to maintain learner attention?	
Are the learning media (role play, rehearse/practice, simulation, discussion, lecture) appropriate for the task to be learned?	
Do the content and standard for learning challenge/stretch learners beyond their current level of skill and experience?	
Shape Motivation	
Is the learning highly relevant/will it have an impact on unit performance? On improving leaders for the larger Army?	
Are the experiences of leaders at the learning objective drawn upon?	
Are leaders encouraged to bring up their experiences during the learning? Are these experiences integrated into the learning?	
Do leaders look forward to learning opportunities?	
In spite of challenges/limitations, do leaders seek to make the best of a learning opportunity?	
Are leaders dissatisfied with their present level of learning and always looking to improve and learn?	
Provide Experience	
Does learning include sufficient repetition and practice?	
Are the conditions/situations of practice varied?	
Do the learning conditions replicate on-the-job conditions?	
Are experts at the task (role models, mentors) employed to enhance learning?	
Do leaders learn from feedback and reflection?	
Does the learning draw on the study of previous leaders/historical examples?	
Does the learning include a test of the leader's level of learning?	
Does the test employed fully and accurately assess leader learning?	

Filled in by: _____ Date: _____

Learning Principles Questionaire

Use the Leverage Role Model tool to identify how you will employ role models by leadership position and area of expertise.

LEAVERAGE ROLE MODEL

Name	Ways to Leverage RM	Support to Provide RM

Filled in by: _____ Date: _____

Be a Mentor

Use the "Be a Mentor" checklist to encourage the formation of mentoring relationships.

BE A MENTOR

	✓	Key Roles and Responsibilities
Provides		Candid feedback about perceived strengths and developmental needs
		Encouragement and motivation
		Advice on dealing with roadblocks
		Guidance on setting goals and periodically reviews progress
Shares		Experiences that contributed to his/her own success
		An understanding of the Army, its mission, and formal and informal operating processes
Encourages		More efficient and productive performance
		Appropriate training and developmental opportunities
		Sense of self-awareness, self-confidence, and adaptability
Serves		As a confidant, counselor, guide, and adviser
		As a sounding board for career development ideas/opportunities
		As a resource for enhancing personal and professional attributes

Potential Mentees	
Name	Current Position

Note: Circle the individuals you end up mentoring

Planned Action for Becoming a Mentor / Maintaining Mentoring Relationship

Filled in by: _____ Date: _____

Purpose and Method for Training and Professional Development

Identify the purpose and method by which you will implement the five applications of an OPD/NCOPD program within your command.

Application	Purpose	Method
Leader Mission Essential Task List Training		
Mandatory Army Training Requirements		
Build Leader Cohesion/Esprit De Corps		
Issue Command Guidance		
Leader Career Path Education		

Filled in by: _____ Date: _____

Study Tool

A command reading program is one way to foster self-study. Yet recent survey results indicate commanders must make the reading relevant, provide a purpose, and follow up. Use the following study tool to relate readings specifically to leadership and leader development. The study tool format can be used to present a short lesson on leadership to other members of the command.

Book/Article/Reference	
Name of Leader	
Position	
Describe the leader's environment/ situation.	
Who was the leader leading?	
How did the leader attempt to influence the situation/ people? (Use FM 6-22 Leadership Requirements Model language)	
What were the positive and negative outcomes?	
What were the leader's strengths and development needs?	
What lessons from this leader's experience can we apply immediately and/or down the road?	

Filled in by: _____ Date: _____

Assignment Demands Assessment

Use the Assignment Demands Assessment tool to assess the readiness of a leader for key job demands. Use this tool to add job demands for purposes of leader development. If the leader has no experience in the demand, identify the support s/he will need to maintain unit performance.

Name of Leader: _____

Job Assignment: _____

ASSIGNMENT DEMANDS ASSESSMENT

Assignment Demands	Demand Part of this Job	Leader Ready for this Demand	Support Leader Needs to Succeed
Turn around: Unit/team has suffered a setback and is performing poorly.			
High Performance culture: Expectations of leaders are high.			
Innovation: Highly skilled team responsible for new ideas.			
Task Force/Matrix: Leaders must influence people over whom they have no authority.			
Cross-Cultural Situation: Differing cultures must be influenced to achieve mission success.			
Staff Assignment – Direct: Executes systems, procedures, and policies in support of unit.			
Staff Assignment – Operational/Strategic: Designs and executes systems, procedures, and policies.			
Confront Poor Performance: Need to improve or replace subordinates.			
Achieve Results: Definable, demanding performance measures.			
Additional Assignment Demands: *Technical Experience*			

Adapted from: McCall, M.W. Jr., M.M. Lombardo, A.M. Morrison. The Lessons of Experience: How Successful Executives Develop on the Job. New York: The Free Press, 1988.

Filled in by: _____ Date: _____

Leadership Selection Guidance

Use the Leadership Selection Guidance tool to identify the key qualifications for selecting leaders for key positions within your command.

Position to be Filled: _____

Fill by (Date): _____ Stays in the job through (Date): _____

Check the boxes for selection processes to use in the evaluation of candidates for this position. Then identify key requirements.

☐ Leader Requirements (write in guidance as to what is important for this leadership position)

Requirements Model Attributes (refer to FM 6-22)

Leader of Character: _____

Leader of Presence: _____

Leader with Intellectual Capacity: _____

Leadership Requirements Model Core Competencies

Leads: _____

Develops: _____

Achieves: _____

☐ Previous Leadership Experience/Training/Education (from Officer Record Brief ORB/DA Form 2-1)

Work Experience: _____

Training/Certifications: _____

Education:

☐ Performance Assessment & Reference Check

Previous OER/NCOER performance needed for success in this position:

_____

Previous Supervisor Recommendation: _____

Previous Senior Rater Recommendation: _____

☐ Sample Job Capabilities

Task to assess: _____ Proficiency level needed: _____

Filled in by: _____ Date: _____

Individual Plan for Leader Advancement

Name: _____ Date: _____

Current Position: _____

Key Roles/Responsibilities

Responsibilities of this level/position (P=Proficient; A=Adequate; D=Development Area)

_____ _____

_____ _____

_____ _____

Leader with Intellectual Capacity: _____

Plan/Actions to Address Development Areas:

_____

_____

_____

_____

_____

Next or Potential Position: _____

Additional (New) Responsibilities

Responsibilities added at this level (P=Proficient; A=Adequate; D=Development Area)

_____ _____

_____ _____

_____ _____

Plan/Actions to Prepare Leader for This Position:

_____

_____

_____

_____

Filled in by: _____ Date: _____

Leader Development Action Pan

The diagram below will assist you in understanding where, within your daily activities, the methods of this handbook can be integrated and applied. It aligns the elements of FM 7-1, Leader Development Action Plan (LDAP) with the ***Commander's Handbook for Unit Leader Development*** methods of leader development.

SET THE CONDITIONS

Key Elements of LDAP	Phases of LDAP	Commander's Handbook Methods
Record review	Reception & Integration	Sharpen leader selection
Initial interview		Purpose, opportunity, roles & responsibilities, create challenging jobs
In-process / introduction		Know your subordinate leaders
Unit certification program		Leverage role models, train
Identify strengths & weaknesses		Systematic observation and assessment, feed-back and counseling
Complete unit certification	Basic Competency Training	Reflect, study, leverage role models, train
Meet duty standards		Leadership assessment, systematic observa-tion and assessment
Establish relationships		Leverage role models; foster mentoring
Prioritize training needs		Systematic observation and assessment, create challenging job experiences, train
Identify additional skills		Plan leader succession
Draft developmental needs		Feedback and counseling
Develop sustainment plan	Leader Development & Training Sustainment	Reflect, study, leverage role models, train
Develop training plan		Leadership assessment, systematic observa-tion and assessment
Plan for future development		Leverage role models; foster mentoring
Create self-development program		Systematic observation and assessment, create challenging job experiences, train
Evaluate Leader Development		

Filled in by: _____ Date: _____

Use the Command Unit Leader Development Scorecard to evaluate leader development in your Command.

COMMAND UNIT LEADER DEVELOPMENT SCORECARD

Indicators of the Health of Unit Leader Development	Status (Green, Amber, or Red)	Action Needed
A subordinate leader shared a challenge they are experiencing with you		
Leader(s) expressed interest in joining your unit		
Leader(s) expressed a desire to stay in your unit		
Other units requested a leader from your unit		
Unsolicited Soldier comments about their leaders		
A new idea/innovation was implemented in your command		
All key leader positions are filled/occupied		
Multiple qualified candidates competed for last leadership position vacancy		
Last leader with option to leave the Army was retained		
Unit leader changes have little or no detrimental effect on unit performance		
Initial performance of new leaders is high		
Overall unit performance is high; no sub-unit is a consistent low performer		
Leaders and their units demonstrate lessons learned; few repeat mistakes		

Notes:
- *An amber or red indicator rating suggests that you further investigate the indicator. The cause of the indicator may or may not be related to unit leader development.*
- *Be careful not to react to just one occurrence of the indicator. Look for trends over time and those indicators that occur frequently.*

For further information or to submit comments on this handbook, contact the Combined Arms Center—Center for Army Leadership at (913-758-3160 or http://usacac.army.mil/CAC2/CAL

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