



Virtual Improvement Center (VIC) Catalog: A Guide to Leadership Development Materials

September 2012



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INTRODUCTION

The Center for Army Leadership (CAL) is the Combined Arms Center's lead for leader development. CAL's mission is to conduct leadership and leader development research, studies, analysis, assessment and evaluation; provide the Army leadership and leader development doctrine, products and services; develop and maintain the Army Leader Development Strategy and annexes; and manage the Army Leader Development Program. As part of its mission CAL has produced numerous developmental materials and a Virtual Improvement Center (VIC) to easily deliver high quality leader development training to all Army leaders. This document describes the VIC and the leader development materials located therein. The VIC can be viewed at the following website: <https://msaf.army.mil/My360/VIC/Default.aspx>.

The VIC serves as a web-portal that Army leaders can use to easily access the vast and high quality leader development resources that the Army provides. The VIC connects Army leaders to specific leader development resources and also allows leaders to browse resources to target a specific leader development need.

VIC learning materials are regularly reviewed. Improvements are made, non-working links are removed, and new materials are added. The VIC website has the current set of materials, while this catalog is current as of the cover date. If you have questions about accessing any of the materials or have suggestions for new ones, please send an email to usarmy.leavenworth.cac.mbx.center-for-army-leadership@mail.mil.

There are two categories of materials that can be found on the VIC. First, CAL has developed several leader development materials to address specific Army leader competencies described in ADRP 6-22. Second, CAL has identified leader development materials that were created by other organizations. These materials are described and organized on the VIC according to the ADRP 6-22 leadership requirements model. Multi-Source Assessment and Feedback also uses the leadership requirements model so development plans and actions can easily be aligned to specific leadership competencies. Leaders can use the VIC to find materials that will help develop them in accordance with Army doctrine.

FEATURED TRAINING MATERIALS

The featured training materials are highly interactive in nature and leverage the most effective learning methods to deliver training suitable for Army leaders. These materials have been created by CAL to develop specific leader behaviors and competencies. CAL has used all of the resources at its disposal to develop training for the most highly requested leader development topics, while also focusing on materials that address the most common leader development needs. CAL has used retired and active duty Soldiers and their subject matter expertise to develop materials that are both in line with doctrine and relevant to today's leaders.

The following featured training materials utilize mixed learning media such as video instruction, checks on learning, and fully interactive user gameplay. The featured training materials are organized into two groups: Interactive Media Instruction (IMI) and Simulations. The IMI use visual and audio instruction, coupled with interactive lessons such as case studies and scenario-based learning. The simulations utilize fully immersive environments where leaders must make decisions and complete missions. The simulations feature open environments where the learner is taught how to use the game controls and the user interface and then they are free to roam through the simulation wherein they will encounter choices and decisions that they must make.

INTERACTIVE MEDIA INSTRUCTION

The titles of the IMI instruction are presented below along with the competencies that they were designed to develop. This section provides an overview of each of the materials, including learning objectives and examples of interactive learning methods used in each material.

	IMI Material	Leader Competency	Pg #
LEAD	<u>Creating and Promulgating a Vision of the Future</u>	Leads Others	5
	<u>Making Influence Count</u>	Extends Influence Beyond the Chain of Command	6
	<u>Leadership Decision Making</u>	Leads by Example; Prepares Self	7
	<u>Seeking and Incorporating Diverse Ideas</u>	Leads by Example	8
	<u>Being an Adaptable Leader in Times of Change</u>	Leads by Example	9
	<u>Building Working Relationships Across Boundaries</u>	Communicates; Extending Influence Beyond the Chain of Command; Prepares Self	10
	<u>Extending Influence During Negotiation</u>	Extends Influence Beyond the Chain of Command	11
	<u>Achieving Shared Understanding</u>	Communicates; Leads Others; Leads by Example	12
	<u>Enabling Subordinates Using Mission-Focused Delegation</u>	Leads Others; Develops Others	13
	<u>Building Trust</u>	Builds Trust; Extends Influence Beyond the Chain of Command; Creates a Positive Environment; Prepares Self	14
	<u>Fostering Team Unity</u>	Creates a Positive Environment; Develops Others; Gets Results	15
<u>Managing Difficult Behavior</u>	Extends Influence Beyond the Chain of Command; Leads by Example; Communicates	16	
DEVELOP	<u>Managing Conflict</u>	Creates a Positive Environment; Prepares Self; Leads by Example	17
	<u>The Leader's Role in Providing On-the-Job Learning and Support</u>	Creates a Positive Environment	18
	<u>The Art of Asking Questions</u>	Creates a Positive Environment; Prepares Self; Leads by Example	19
	<u>The Value of Self-Awareness</u>	Prepares Self	20
	<u>Supporting the Developing Leader</u>	Develops Others	21
	<u>Every Leader as a Coach</u>	Develops Others; Communicates	22
	<u>Creating and Supporting Challenging Job Assignments</u>	Develops Others	23
	<u>Rapid Team Stand-up: How to Build Your Team ASAP</u>	Develops Others	24
<u>Seeking and Delivering Face-to-Face Feedback</u>	Communicates; Creates a Positive Environment; Prepares Self; Gets Results	25	

	IMI Material	Leader Competency	Pg #
ACHIEVE	Removing Work Barriers	Gets Results	26
	Accounting for Differences in Capabilities and Commitment	Gets Results	27
	Clarifying Roles	Gets Results	28
	Motivating Through Rewards	Gets Results	29
	Beyond People Skills: Leveraging Your Understanding of Others	Leads Others; Leads by Example; Communicates; Prepares Self	30
	Navigating Contentious Conversations	Extend Influence Beyond the Chain of Command; Communicates; Prepares Self; Creates a Positive Environment	31
	Leader as Follower	Extends Influence Beyond the Chain of Command; Communicates; Creates a Positive Environment	32
	Out of Time: Managing Competing Demands	Creates a Positive Environment; Gets Results	33

Creating and Promulgating a Vision of the Future

Link to training:

<https://msaf.army.mil/IMITraining/Lesson10/index.html>

Overview: Creating and promulgating a vision of the future helps leaders to more effectively execute their mission. Leaders who are able to instill their vision in their subordinates can avoid common leader missteps such as micromanagement by giving their subordinates the vision and guidance they need to act. When leaders are successful at communicating their vision, their subordinates can act in accordance with that vision, with mission command, and without over relying on direct orders. This allows subordinates the freedom to make decisions on their own and execute in real time using their judgment and their leader's vision as guidance. Enhancing your ability to create and promulgate your vision will allow you to provide clearer guidance and give subordinates more autonomy and responsibility to accomplish the mission.

In this lesson you will learn what vision is and what it is not. The lesson describes how vision provides long-term guidance for the organization as well as how it serves to guide day-to-day actions and decisions of Soldiers. Multiple practical examples are used to describe vision, why it is important to you, and how you can better create and promulgate your vision. Lastly, an interactive role play exercise will let you apply what you've learned and test your ability to create and promulgate your vision.

Learning Objectives

- Describe your understanding of vision
- Identify the key features of a vision
- Describe the leadership utility of vision
- Given a scenario, create a vision that is appropriate for your unit
- Adapt a vision statement for delivery to different audiences
- Identify methods for communicating the vision to others
- Apply vision to guide unit decisions
- Given a change in situation, revise the vision to match the new circumstances

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Feedback on consequences of decisions and actions
- "Ask the Expert" support for learners, which provides additional instruction to learners should they want help (pictured)

The screenshot shows the interface of the 'Creating and Promulgating a Vision of the Future' training module. At the top, it features the title 'CREATING AND PROMULGATING A VISION OF THE FUTURE' and 'CENTER FOR ARMY LEADERSHIP'. Navigation options include 'WELCOME', 'TOPIC MENU', 'GLOSSARY', 'HELP', and 'EXIT'. The current topic is 'CREATING, COMMUNICATING, AND APPLYING A VISION'. The main content area is titled 'Interpret the Vision' and contains a scenario: '2LT Roberts knows that, as a leader, it is important that he has a clear understanding of the vision provided by COL. Scott. In his role, he must be able to:'. Below this, there are two bullet points: 'Restate the vision using his own language.' and 'Describe what it means for the unit in the context of the larger organization.' A text prompt says: 'Select the "Ask the Expert" button for guidance on how to deal with a situation where no high level vision is provided.' A button labeled 'ASK THE EXPERT' is visible, along with a small icon of a person with a checkmark. On the right side, there is a video vignette showing three soldiers in a field. At the bottom, there are navigation controls including 'CC', a refresh icon, and left/right arrows. A footer note reads: 'Select the Ask the Expert button. When finished, select Next to continue.'

Making Influence Count

Link to training:

<https://msaf.army.mil/IMITraining/Lesson2/index.html>

Overview: The nature of Army operations makes it essential for leaders at all levels to be able to influence outside of their chain of command. This lesson will teach you the importance of extending influence in the current operational environment. You will become more self-aware of your goals and able to achieve those goals as the lesson provides information on understanding your own interests, assessing your target of influence, and building rapport with your target. The lesson will teach you how to effectively gather information about the ultimate priorities and goals of those you are influencing to improve communication and enhance the effectiveness of your influence.

The lesson will provide you with numerous influencing techniques that may be new to you or allow you to learn more about how you can go about influencing others. These influencing techniques will broaden the tools that you have in your toolkit for influencing others. Perhaps you have a tendency to rely heavily on one influence technique, by learning about other techniques and how to apply them you will find multiple techniques that could work for you in your everyday life and missions. Lastly, you'll be shown how to determine whether or not your attempts at influencing others are effective, so you can adjust how you are influencing to be more successful.

Learning Objectives

- Describe the importance of extending influence outside the chain of command
- Compare and contrast different influence techniques
- Identify factors for building trust with someone outside of your chain of command
- Identify steps for understanding your target of influence
- Describe how to build rapport with someone you have just met
- Describe strategies for building your power
- Describe methods for evaluating the effectiveness of a leader's influence

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed
- "Ask the Expert" support for learners, which provides additional instruction to learners should they want help

Leadership Decision Making

Link to training:

<https://msaf.army.mil/IMITraining/Lesson17/index.html>

Overview: Decision making is critical to effective leadership. Army leaders regularly deal with situations that are complex or chaotic. Leaders are often in a position of having to make tough decisions, this lesson covers specific techniques to enhance decision making in difficult circumstances, as well as, how one's perception or interpretation of information influences decision making.

For the purposes of the lesson, we define complex situations as those in which a correct answer is very difficult to determine. These situations contain "unknown unknowns." This is especially true of most environments that leaders confront as Army leaders try to blend warfighting with stability operations and efforts with unified action partners. These situations require a more experimental mode of decision making; the leader must watch for patterns of information to emerge. Detailed scenarios and a case study are used to allow the learner a chance to practice applying various techniques associated with decision making.

Learning Objectives

- Define leadership decision making
- Explain how leader perception or interpretation of information influences decision making
- Given a scenario, choose appropriate and effective techniques for making decisions in both chaotic and complex situations

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Feedback on consequences of decisions and actions

LEADERSHIP DECISION MAKING
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

TECHNIQUES TO ENHANCE DECISION MAKING

Influence of Leader Perception and Interpretation
Decision making is often influenced by our perceptions and interpretations. Knowing what to look out for can help you avoid some of the pitfalls of these very human phenomena. Some questions to ask yourself are:

- What are your key assumptions?
- How confident are you in your assumptions?
- Could your assumptions have changed over time? ✓
- Could anything undermine your assumptions?
- If your assumptions are wrong, what's the impact?
- Are you attributing causal assumptions based on your perception of others?

Could your assumptions have changed over time?
An Example

When SGT Johnson transferred into Alpha Company, 24th Combined Arms Battalion, 1st Heavy Brigade Combat Team, SGT Franklin got concerned. He thought about going to the platoon sergeant to let him know about SGT Johnson's past history. SGT Franklin served with SGT Johnson when they were both PVTs in Headquarters and Headquarters Company, 5th Brigade Combat Team. Back then, SGT Johnson was hard to get along with. He was intense, introverted, and seemed to be angry most of the time. But just before SGT Franklin was going to go see the SFC, he had an opportunity to sit down and catch up with SGT Johnson. During their conversation, he discovered that SGT Johnson had

Select each button to learn more. When finished, select Next to continue.

CC

Seeking and Incorporating Diverse Ideas

Link to training:

<https://msaf.army.mil/IMITraining/Lesson13/index.html>

Overview: Seeking and incorporating diverse ideas is a means for learning, problem solving, and sharing meaning. You will benefit from seeking and incorporating diverse ideas because doing so allows you to think creatively and go outside of your perspective to learn something new. This behavior leads to open communication and a learning environment within the unit. It also shows your subordinates that you are willing to listen and that you are willing to use the best ideas.

This lesson describes why it is important to incorporate ideas from subordinates, peers, and superiors. Further, you will be shown the mental ruts that leaders can fall victim to. Then you will learn strategies for creating a climate that encourages subordinates to share new and creative ideas and approaches. Lastly, you will learn how to determine when you should or should not incorporate the ideas of others and how to make such determinations. This lesson utilizes multiple exercises, scenarios, checks on learning, and other forms of interactive instruction to enhance learning.

Learning Objectives

- Explain the importance of incorporating diverse ideas
- Explain how creativity facilitates the generation of diverse ideas
- Identify methods to enhance your willingness to accept input from your subordinates and other leaders
- Utilize multiple strategies to create a climate that facilitates the generation of diverse ideas
- Determine when it is feasible and appropriate to incorporate the diverse ideas of your subordinates
- Given a scenario, choose appropriate and effective methods for encouraging your subordinates to generate and share diverse ideas
- Given a scenario, evaluate ideas presented by your subordinates to determine whether or not they should be implemented

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed
- “Voices from the field” module which includes realistic practical examples
- Feedback on consequences of decisions and actions

SEEKING AND INCORPORATING DIVERSE IDEAS
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

WHY INCORPORATE DIVERSE IDEAS?

Fostering Creativity: The Diverse Idea Generator
Think about what a leader can best do to encourage his or her Soldiers to be creative. Select each image to learn more, then select all of the appropriate responses. When satisfied with your choices, select the Submit button. If you'd like to start over, select the Reset button.

How do 1LT Henry and SGT Fernandez encourage their subordinates to engage in creative thought, and how does that thought relate to generating diverse ideas?

A. 1LT Henry encourages subordinates to provide multiple ideas for how to solve a problem, leading them to build off of those ideas and get creative.

B. 1LT Henry requires his subordinates to generate and submit new ideas and makes positive ratings and comments on their OERs and NCOERs contingent upon them doing so.

C. SGT Fernandez encourages her subordinates to be curious and seek out new ideas; she is willing to underwrite prudent and well-planned risks.

D. 1LT Henry demonstrates that AARs are the main venue by which subordinates should be encouraged to get creative and generate new ideas.

RESET SUBMIT

Select each image, then answer the question. When finished, select Next to continue.

Being an Adaptable Leader in Times of Change

Link to training:

<https://msaf.army.mil/IMITraining/Lesson18/index.html>

Overview: ADRP 6-22 states “Like self-awareness, adaptability takes effort. To become adaptable, leaders must challenge previously held ideas and assumptions by seeking out novel and unfamiliar situations. Leaders who remain safely inside their comfort zone provided by their current level of education, training, and experience will never learn to recognize change or understand inevitable changes in their environment..” As such, it is crucial that leaders understand these changes and are able to adapt and manage them effectively. Additionally, leaders need to be able to assist members of their unit with recognizing these changes and build consensus as they occur.

Learning Objectives

- Define the role of adaptable Army leaders in times of change
- Given a scenario, compare individuals’ perceptions and reactions to change
- Apply the three-party framework of change implementation to a given scenario
- Apply appropriate techniques for helping Soldiers adapt to change based on their reactions

This lesson uses practical exercises and interactive scenarios to teach you the following topics:

1. Importance of dealing with change,
2. How people react to change,
3. How a leader successfully implements change,
4. How to translate change for individuals.

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- “Voices from the field” module which includes realistic practical examples (pictured)
- Feedback on consequences of decisions and actions

Building Working Relationships Across Boundaries

Link to training:

<https://msaf.army.mil/IMITraining/Lesson19/index.html>

Overview: Given the nature of current operations, it is essential that Army leaders are prepared to build and develop relationships with a host of individuals, teams, and organizations from diverse backgrounds. Building effective working relationships is complex and requires leaders to communicate across interpersonal and intercultural boundaries. Although the differences between and among individuals and groups may be real, it is just as likely that they are perceived based on prior experience, assumptions, or stereotypes. Leaders must be able to break down stereotypes and overcome differences in order to form effective working relationships.

Leaders must be prepared to recognize the potential challenges to building effective relationships. Leaders also must be ready to address these challenges, primarily through being aware of the social dynamics that affect situations, enhancing the development of trust and respect, and recognizing the influence of personal beliefs, attitudes, and perspectives on their perceptions of others during relationship building. This lesson uses practical exercises and interactive scenarios to teach you the following topics which will improve your ability to build working relationships across boundaries:

1. From barriers to boundaries to benefits: An introduction to working relationships
2. Honing your social awareness
3. Building trust and respect
4. Bridging boundaries: How to realize diverse talent and leverage its benefits

Learning Objectives

- Explain the importance of building positive working relationships across interpersonal and intergroup boundaries
- Characterize your and others' group identities with regard to their influence on working relationships
- Employ strategies to enhance your awareness in social situations
- Describe how building mutual respect and trust facilitates interaction and effective collaboration
- Given a scenario, utilize methods to build trust among groups and the individuals within those groups
- Given a scenario, employ methods to promote a shared intergroup understanding of common goals and a need to cooperate

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed
- Feedback on the consequences of decisions and actions

Extending Influence During Negotiation

Link to training:

<https://msaf.army.mil/IMITraining/Lesson8/index.html>

Overview: Whether in a command meeting or communicating with host nation leaders, negotiation skills are an integral part of succeeding as a leader in today's Army. The art of negotiation is an advanced level of communication that requires leaders to leverage their knowledge and negotiation techniques to achieve desired outcomes. This lesson will teach you about negotiation and the general conditions for negotiation. It will also help you identify why negotiations fail and how to avoid the circumstances that lead to a breakdown in negotiations. You will also learn how to apply negotiation techniques, deal with emotions, avoid pitfalls, and negotiation stages that will help you better organize and execute negotiations.

Using practical examples and interactive scenarios you will practice how to deal with resistance in a negotiation. Multiple strategies are discussed to better help you overcome resistance. Also see the simulation involving negotiations (page 37).

Learning Objectives

- Identify reasons that negotiations typically fail
- Describe steps for planning and conducting a negotiation
- Describe successful negotiation techniques
- Identify the stages of negotiation
- Utilize techniques for dealing with resistance

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making
- "Voices from the field" module which includes realistic practical examples. (pictured)
- "Ask the Expert" support for learners, which provides additional instruction to learners should they want help
- Online notepad for recording learning which can be printed and reviewed

EXTENDING INFLUENCE DURING NEGOTIATION
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

CHARACTERISTICS OF NEGOTIATION

Conditions of Negotiation
Certain conditions must be present in order for negotiation to occur:

- Two or more parties are involved.
- There is a conflict of interest.
- Each party believes that they can achieve a better outcome than what the other side is offering.
- The parties would rather search for an agreement than fight, give in, break off an agreement completely, or go to a third party.

VOICES FROM THE FIELD

My friend accompanied me on a quest to purchase a new car. I arrived at the first dealership and looked around for about an hour before I decided upon the perfect car that was priced at \$30,000. Noticing my interest in the car, the salesman approached me and said, "I can give this to you for \$29,000, but this deal will only be good today." I was only prepared to spend \$27,000, so I suggested that my friend and I look around some more. This prompted the salesman to inform me that he could go as low as \$28,500, but I said I'd have to think about it.

My friend and I then drove to another dealership where we found the same car with the same sales for \$28,500.

Select each Soldier to learn more. When finished, select Next to continue.

CC

Achieving Shared Understanding

Link to training:

<https://msaf.army.mil/IMITraining/Lesson14/index.html>

Overview: Achieving a shared understanding is the goal of communication. This lesson will improve your communication so that your thoughts, ideas, vision, and orders are understood. ADRP 6-22 identifies several benefits of achieving a shared understanding. Sharing information builds trust because a leader's thinking and decision making processes are transparent to others. Sharing information also allows others to make better, more informed decisions. Other benefits include clearer understanding of your vision and intent, relieving stress that comes from not having enough information, and controlling rumors that can spread in the absence of information.

This lesson will teach you what it means to achieve shared understanding and how you can go about doing so. You will learn specific techniques for achieving a shared understanding, cultural factors to consider, and how to evaluate the effectiveness of your attempt to achieve shared understanding. The lesson uses many scenarios, incorporating learner interaction, allowing the learner to explore different paths and decisions. This lesson makes use of several scenarios, but does thread one scenario about a battlefield report throughout the lesson. The lesson also asks you to think about other examples to apply the techniques to achieve a shared understanding and how to be mindful of other cultures when attempting to achieve a shared understanding.

Learning Objectives

- Compare and contrast the benefits and consequences resulting from achieving or not achieving a shared understanding
- Given a scenario, employ techniques for achieving a shared understanding
- Given a scenario, apply techniques to address cultural factors that may impede a shared understanding
- Given a scenario, assess the achievement of shared understanding

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- "Voices from the field" module which includes realistic practical examples

Enabling Subordinates Using Mission-Focused Delegation

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: As today's operational environment becomes more complex and uncertain, the need for mission-focused delegation has become increasingly important. ADRP 6-22 states that it is imperative that Army leaders learn to use delegation successfully by empowering their subordinates to become agile and adaptive leaders. In this lesson you will be able to assess your comfort level with delegation. You will learn the difference between mission-focused delegation and regular delegation, as well as what tasks are suitable for delegating and how you can benefit from effectively delegating.

This lesson incorporates threaded scenarios to allow you to practice and learn more about delegation. Through these exercises you will learn the steps involved with mission-focused delegation and what to do before, during, and after delegation. Lastly, you will be provided a job aid that will help you transition what you've learned and more effectively delegate in the real world.

Learning Objectives

- Describe how leaders use delegation to enable their subordinates
- Identify the personal, unit, and organizational benefits of delegation
- Determine the types of responsibilities that should be delegated to enable subordinates
- Assess the conditions and circumstances to determine if a responsibility should be delegated
- Given a scenario, apply delegation techniques appropriately to enable a subordinate and achieve an objective or goal
- Given a scenario, apply techniques for appropriately managing delegation to achieve an objective or goal

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations (pictured)
- Mini assessment of delegation to provide a baseline understanding of your abilities
- Feedback on consequences of decisions and actions.
- "Voices from the field" module which includes realistic practical examples
- Online notepad for recording learning which can be printed and reviewed
- Printable Job Aid that learners can use on the job to improve their skills

The screenshot shows a web-based training interface. At the top, the title is "ENABLING SUBORDINATES USING MISSION-FOCUSED DELEGATION" with the "CENTER FOR ARMY LEADERSHIP" logo. Navigation buttons include "WELCOME", "TOPIC MENU", "Reset all vars debug only", "TOPIC PROGRESS", "GLOSSARY", "HELP", and "EXIT". The current topic is "UNDERSTANDING DELEGATION AND ITS IMPORTANCE", with a page number "Review Only Page L22T01045". The main content area is titled "LTC Elliston's Approach to Delegation" and includes the instruction "Read the case study below to learn more about one battalion commander's approach to delegation." Below this is a video player showing a soldier welding a rebar frame, with a tooltip that reads "A Soldier welds a rebar frame for a construction project." To the right of the video is a text box titled "LTC Elliston's Mission" containing a paragraph about the 893d Engineering Battalion's new role as a route clearance unit. A "Flip Page" button is at the bottom right of the text box. At the bottom of the interface, there is a control bar with the instruction "Select the Flip Page button to learn more. When finished, select select Next to continue." and navigation buttons including "CC", a refresh icon, and left/right arrows.

Building Trust

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: Trust between individuals is essential for effective teamwork and group action. ADRP 6-22 describes how leaders must establish trust to be effective leaders, “Leaders build trust to mediate relationships and encourage commitment among followers. Trust starts from respect among people and grows from common experiences and shared understanding.” This lesson will help you to better understand trust, who’s involved in trust, and the distinction between different types or bases of trust. The lesson will describe techniques to build trust and you will be able to practice the techniques in realistic scenarios. You will learn how to assess trust in others and new ways to figure out if someone else is trustworthy. These topics will help to broaden your knowledge of trust and give you effective strategies to better earn and build trusting relationships with others.

Learning Objectives

- Differentiate between category-based trust and person-based trust
- Recognize the importance of building category-based trust and person-based trust
- Evaluate personal approach to building trust
- Understand techniques for building trust

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Feedback on consequences of decisions and actions.
- “Voices from the field” module which includes realistic practical examples.
- Printable Job Aid that learners can use on the job to improve their skills (pictured)

The screenshot shows the 'BUILDING TRUST' interface from the Center for Army Leadership. The header includes 'WELCOME', 'TOPIC MENU', 'Reset all vars debug only', 'TOPIC PROGRESS', 'GLOSSARY', 'HELP', and 'EXIT'. The main content area is titled 'EARNING AND BUILDING TRUST' and 'Review Only Page L23T02110'. The current section is 'The Pattern of Trust', which explains that building trust requires a pattern of behavior and provides two assessment questions: 'ARE YOU TAKING STEPS TO BUILD TRUST?' (with a video thumbnail of a soldier in a field) and 'DO OTHERS RECOGNIZE YOU AS TRUSTWORTHY?' (with a video thumbnail of soldiers talking). Below these is an 'ASSESSMENT QUESTIONS JOB AID' icon. The footer contains the instruction 'Select each button to learn more. When finished, select Next to continue.' and navigation controls including a 'CC' icon and arrows.

Fostering Team Unity

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: Teamwork, team unity, and unit cohesion are some of the most important concepts to effective leadership and achieving mission success. As a leader, it is your responsibility to build effective teams that display cohesion and unity so they are ready for the challenges that they will face. This lesson will teach you the characteristics of effective teams and how you can recognize those characteristics within your team. You will also learn about dysfunctional team behaviors and how to diagnose dysfunction. In the lesson you will use multiple case studies and interactive exercises to develop your skills and achieve team unity and minimize team dysfunction.

Learning Objectives

- Recognition of factors that create effective teams
- Identification of the characteristics of effective team leaders
- Mitigation of unhealthy and dysfunctional behaviors in teams

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- “Voices from the field” module which includes realistic practical examples. (pictured)
- Feedback on consequences of decisions and actions
- Printable Job Aid that learners can use on the job to improve their skills

FOSTERING TEAM UNITY
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU [Reset all vars debug only](#) TOPIC PROGRESS GLOSSARY HELP EXIT

CHARACTERISTICS EXHIBITED IN EFFECTIVE TEAMS Review Only Page

Benefits of an Effective Team
SGT Claude and CPT Martin took steps to be a more effective leader, which made their teams more effective. Select SGT Claude and CPT Martin to learn about the benefits of fostering an effective team.

VOICES FROM THE FIELD

Select each Soldier to learn more. When finished, select Next to continue.

Managing Difficult Behavior

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: In any occupation, leaders will need to interact with people who demonstrate difficult behavior that negatively impacts unit morale and performance. This lesson will teach you how to recognize and differentiate difficult behavior, as well as, provide you with techniques that you can use to deal with and overcome difficult behavior. The lesson discusses what motivates people to be difficult and describes the benefits of taking action to resolve issues. Lastly, the lesson discusses how you can deal with subordinates and superiors who are difficult. Multiple scenarios and interactive exercises are used to allow you to practice dealing with difficult behaviors.

Learning Objectives

- Identify the benefits of dealing with difficult behaviors
- Identify whether an individual displays difficult behaviors
- Identify the general framework for dealing effectively with difficult behaviors
- Given a scenario, apply the techniques for dealing with a subordinate with difficult behavior
- Given a scenario, apply the techniques for dealing with a superior with difficult behavior

Examples of Interactive Learning

- Scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Feedback on consequences of decisions and actions.
- Online notepad for recording learning which can be printed and reviewed
- Printable Job Aid that learners can use on the job to improve their skills

The screenshot shows the 'MANAGING DIFFICULT BEHAVIOR' interface from the Center for Army Leadership. The main title is 'DIFFICULT BEHAVIOR: WHAT IT MEANS AND HOW TO DEAL WITH IT'. The current section is a 'Knowledge Check: Identifying Difficult Behavior'. It includes a 'notepad' with a photo of soldiers and text describing CPT Moore's situation with two platoon leaders, 1LT Henry and 1LT Morales. Below the notepad is a multiple-choice question: 'Which of CPT Moore's platoon leaders is displaying difficult behavior?' with four options (A, B, C, D). A 'SUBMIT' button is visible. The interface also features navigation arrows, a progress bar, and a 'TOPIC MENU'.

Managing Conflict

Link to training: <https://msaf.army.mil/IMITraining/Lesson12/index.html>

Overview: Managing conflict is a necessary skill employed by leaders on an everyday basis. This lesson will help you to identify conflict and apply different strategies to appropriately deal with conflict. Whether managing conflict among others or with yourself and someone else, the ability to communicate to resolve conflict collaboratively will help you to move past conflicts and succeed in your mission. While effective communication is the first step to minimizing conflict, conflict will assuredly arise. For this reason, demonstrating the ability to manage and resolve conflict is essential to effective leadership.

This lesson will teach you about different types of conflict, how to choose an approach to dealing with conflict, and how to use an interest-based, collaborative approach to resolving conflict. The lesson contains multiple examples of conflict in an Army context. You will be challenged to identify the root causes of conflict which will help you in identifying the causes of conflict in real life. Throughout the latter half of the lesson, you will apply conflict resolution techniques and receive feedback specific to your choice of action.

Learning Objectives

- Distinguish when to use different approaches to conflict management
- Apply various techniques to determine the root cause of a conflict
- Utilize various communication techniques to resolve conflict collaboratively

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations (pictured)
- Assessment of conflict management style and feedback

MANAGING CONFLICT
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

RESOLVING CONFLICT COLLABORATIVELY

Step 5: Generating Ideas on How to Resolve the Conflict

After reframing the conflict so both sides have an interest in creating a satisfying resolution, you should generate ideas on how to resolve the conflict. There are several techniques for generating ideas on how to resolve the conflict and draw the other party toward a solution.

Find Similarities

Offer a Choice

Select each button to learn more. When finished, select Next to continue.

CC

The Leader's Role in Providing On-the-Job Learning and Support

Link to training:

<https://msaf.army.mil/IMITraining/Lesson1/index.html>

Overview: This lesson will help you get the most from what you do every day. Every experience is an opportunity for learning. This lesson will help you learn all that you can on-the-job and develop faster so you're better prepared for the unexpected. Because on-the-job learning is a frequently used, cost effective, and universally applicable means for developing your leaders, this lesson will immediately impact the effectiveness of your unit.

This lesson will teach you the characteristics and benefits of a learning environment, as well as the qualities a leader should demonstrate to create or maintain a learning environment. Then, you'll be given multiple opportunities to practice creating an environment that is conducive to on-the-job learning. These exercises will help you better assign tasks and provide the support that is necessary for others to complete those tasks.

What you learn in this lesson can be applied to mentor others and will show others that you are genuinely interested in helping them develop professionally. ADRP 6-22 cites several important activities of leaders who create positive learning environments, such as “adopting new techniques and procedures that get the job done more efficiently or effectively” and “[ensuring that] opportunities for training and education are actively identified and supported.” In addition, it provides guidance on the qualities of a good leader in this environment such as “[not being] afraid to challenge how they and their organizations operate,” “making it a priority to improve their Soldiers and civilians,” and “[supporting] a willing attitude of learning to deal with change”

Learning Objectives

- Identify the characteristics of a learning environment
- Describe the benefits of a learning environment
- Describe the role of a leader in creating a learning environment
- Identify tactics for accepting reasonable setbacks and failures
- Given a mock scenario, build an environment conducive to learning
- Describe methods for capitalizing on developmental opportunities while still meeting the needs of the mission
- Given a scenario, select the appropriate individual for a task given the nature of the mission and his/her on-the-job needs

Examples of Interactive Learning

- Narrated scenario using stories and vignettes
- Role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed (pictured)
- Checks on learning

The screenshot shows a web-based training interface. At the top, it reads "THE LEADER'S ROLE IN PROVIDING ON-THE-JOB LEARNING AND SUPPORT" and "CENTER FOR ARMY LEADERSHIP". Navigation links include "WELCOME", "TOPIC MENU", "GLOSSARY", "HELP", and "EXIT". The current topic is "BASICS OF A LEARNING ENVIRONMENT". The main content area is titled "Identifying Learning Environment Benefits" and contains the text: "There are multiple benefits to a learning environment that make the investment of creating and fostering one worthwhile to you, your unit, and the Army. Select the images to hear the experiences of CPT Martin and COL Gillin again. Take a few minutes to document the benefits of the learning environments onto your notepad." Below this text are two portrait images: "CPT MARTIN" (with a green checkmark) and "COL GILLIN". To the right is a notepad area with the prompt: "What are the benefits of these learning environments? Type your response here." At the bottom of the notepad are "RESET" and "PRINT NOTES" buttons. A footer at the very bottom of the interface reads: "Select each image to learn more, then type your response onto the notepad. When finished, select Next to continue." There are also "CC" and navigation arrows at the bottom right.

The Art of Asking Questions

Link to training:

<https://msaf.army.mil/IMITraining/Lesson15/index.html>

Overview: Questions are an essential part of gathering, understanding, and using information. Question-asking pertains to leadership in two ways: Asking yourself introspective questions and using questions to lead others. As a leader, you can use questioning to help guide others' thinking and to facilitate effective group performance. This lesson seeks to enlighten Army leaders about the power of questions. This lesson provides useful processes, strategies, and tips for asking the right questions of yourself and others.

Scenarios are used throughout the lesson to demonstrate how question-asking can help you think critically and encourage critical thinking in others. Further, you will learn through interactive role playing and practical exercises how to ask different types of questions and ask powerful questions that will get the information you need.

Learning Objectives

- Identify the importance of asking questions
- Apply the question asking process in a given scenario
- Analyze the responses to questions for the amount of helpful information they provide
- Effectively use questions to obtain desired information in a given scenario
- Given a scenario, correct the questioning errors that were made

Examples of Interactive Learning

- Initial assessment of learners knowledge and abilities.
- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- “Voices from the field” module which includes realistic practical examples (pictured)

THE ART OF ASKING QUESTIONS
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

INTROSPECTIVE QUESTIONING AND QUESTIONING OTHERS

Introspective Questioning: Questions That Help You Think

Introspective questioning is a valuable tool because it can help you interpret information from various sources by allowing you to:

- Stay focused and relate to a larger purpose.
- Think through implications.
- Have an impact that shifts perspectives.
- Surface underlying assumptions.
- Realize and account for potential biases.
- Understand and think critically.

VOICES FROM THE FIELD

Select each Soldier to learn more. When finished, select Next to continue.

CC

The Value of Self-Awareness

Link to training:

<https://msaf.army.mil/IMITraining/Lesson20/index.html>

Overview: This lesson explores the importance of self-awareness along with strategies and techniques for becoming more self-aware and adjusting your behavior in response to feedback. The Army Self-Development Handbook states that self-awareness facilitates many social interactions, but is especially critical for leadership, in terms of the leader's own development, the leader's interactions with others, and the leader's ability to adapt to changing situations. As a leader you need to know what you excel at and what you need to improve on. Self-awareness allows leaders to identify their strengths and developmental needs and optimize these strengths while addressing their developmental needs. Self-aware leaders are able to more accurately gauge their impact on others because they understand how others see them. Leaders who do not possess self-awareness are not capable of getting the most out of their subordinates because they lack an understanding of what they can do to better lead them. Finally, as a self-aware leader you will be better able to adapt to changing situations. A leader must know where he or she is at to know how to change in response to a situation.

This lesson provides practical exercises, interactive scenarios, and a mini-assessment to allow learners to evaluate and improve their self-awareness. You will learn about what it takes to be a self-aware leader as well as strategies and techniques to improve your self-awareness. Also, you will learn how to use your self-awareness to accurately identify your leader development needs.

Learning Objectives

- Identify the characteristics of a self-aware leader
- Utilize strategies and techniques to build a plan for determining your self-awareness
- Recognize how to use self-awareness information to target development activities and enhance your leadership capabilities

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Mini assessment of self-awareness to provide a baseline understanding of your abilities (pictured)
- Feedback on consequences of decisions and actions

THE VALUE OF SELF-AWARENESS
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU TOPIC PROGRESS GLOSSARY HELP EXIT

DETERMINING YOUR SELF-AWARENESS

Answer These Reflective Questions
Reflect on these questions and note how often these situations have happened to you. When finished, select the Submit button.

QUESTION	Never	Almost Never	Sometimes	Almost Always	Always
How frequently do your self-assessment ratings and comments diverge with others' in formal performance reviews?	<input type="radio"/>				
How often are you taken aback by the informal comments you receive from others regarding your performance, skills, or demeanor?	<input type="radio"/>				
How often do you receive unexpected feedback on your leadership (be it from a subordinate, peer, or superior) during an after action review?	<input type="radio"/>				
How often are you surprised by feedback from a spouse/significant other, friend, or family member about your actions?	<input type="radio"/>				
How frequently do others react to you in a way that is unexpected?	<input type="radio"/>				

Complete the exercise. When finished, select Next to continue.

SUBMIT

Supporting the Developing Leader

Link to training:

<https://msaf.army.mil/IMITraining/Lesson6/index.html>

Overview: A leader's ability to develop their subordinates affects their subordinate's morale, the ability of the Army to achieve its mission, and the overall quality of the Army's leadership culture. Consistently, leaders have identified the ability to develop others as the leader competency most in need of development. This lesson covers both basic fundamentals of developing others and more advanced methods for doing so.

The lesson will teach you the benefits of developing subordinate leaders and encourages a long-term view of developing subordinates – in terms of both goals for development and benefits of development. This instruction will add to your personal leadership style and philosophy. You will be able to understand the various effects that leader development has.

This lesson describes how to know and effectively assess subordinate performance. You will be shown how to assess your subordinates' individual development, as well as the developmental climate of the organization. This lesson addresses counseling, coaching, and mentoring and describes different types of feedback, as well as how to use communication skills to deliver feedback. The instruction and examples provided will allow you to pinpoint and improve the specific behaviors of counseling, coaching, and mentoring. The instruction will take similar concepts and break them down so you can understand differences. Lastly, you will learn about the Individual Development Plan (IDP) process and IDP form. You will be given an opportunity to go through an IDP in an exercise that takes the IDP from "more paperwork" to a plan of action for success in your subordinates' careers.

Learning Objectives

- List the benefits of investing time and resources into developmental activities
- Identify methods for establishing a developmental climate
- Identify methods for gathering information from your subordinates
- Distinguish between counseling, coaching, and mentoring
- Describe key communication skills used to provide developmental feedback
- Given a scenario, guide an individual through creating a developmental plan
- Given an Individual Development Plan, determine how to support it as a leader
- Identify the proper tools for surveying development progress and evaluating the efficiency and effectiveness of an individual's development
- Identify the proper tools for surveying development progress and evaluating the "health" of a developmental climate

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed
- Feedback on consequences of decisions and actions

SUPPORTING THE DEVELOPING LEADER
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

ESTABLISHING A DEVELOPMENTAL CLIMATE

Failing to Focus on Development: The Consequences
In those cases where leaders do not focus on their subordinates' developmental needs or do not establish a developmental climate, individual, unit, and Army performance can suffer.

Sub-Optimal Unit Performance	
Resentment	
Departure from Unit	✓
Unprepared and Ill-Advised Future Leaders	
Unaddressed Developmental Needs	✓

Unaddressed Developmental Needs

An Example: One CO liked to use the "sink or swim" method of development with new lieutenants. He would give them a challenging job without much guidance and see if they could pull it off. Recently, the CO gave one of the new 1LTs responsibilities for a night live fire maneuver range. One squad got too far ahead of the others before the LT realized what was happening, leading to several Soldiers taking bullet rounds in the leg.

Select each link to learn more. When finished, select Next to continue.

CC

Every Leader as a Coach

Link to training:

<https://msaf.army.mil/IMITraining/Lesson11/index.html>

Overview: Army doctrine states that any Soldier can be a coach regardless of their rank as long as they have the necessary skills or expertise. Coaching is a means for leaders to develop, build relationships, and demonstrate care and concern for their subordinates. This lesson will help you to become a better coach by using real strategies to more effectively coach others. The Army has recognized the benefits of coaching stating that it can enhance and influence maturity, self-awareness, adaptability, and conceptual and team-building skills in all leaders. The development of these skills is critical to leader, unit, and Army success. Therefore, coaching is a skill that all leaders should learn for the benefit of their subordinates and others.

Learning Objectives

- Distinguish coaching from mentoring and counseling
- Identify where coaching happens
- Given a scenario, identify the positive consequences associated with investing time in coaching
- Describe characteristics that enable coaching
- Identify coaching pitfalls in a given scenario
- Apply coaching techniques to a given scenario

This lesson describes what you will need to do to be an effective coach. The lesson describes what coaching it is and what it is not. You will learn when and how to coach and there are several practical exercises and interactive activities to ensure comprehension.

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed
- Coach's Playbook to provide support for learners. It provides quick reference to learners should they need it. (pictured)
- Feedback on consequences of decisions and actions

EVERY LEADER AS A COACH
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

PUTTING COACHING INTO PRACTICE

Coach's Playbook
Important information about facilitating learning, communicating effectively, and providing feedback is documented in your playbook. Select each tab to learn more.

Facilitating Learning:
A key element to coaching individuals is facilitating learning. There are many proven methods that exist to help you in the transfer of knowledge and skills. The methods below are but a few of the many methods that exist. Some methods go by several different names. Select each link to learn more.

- [Chaining](#)
- [Crawl-Walk-Run](#)
- [Shadowing](#)
- [Whole-Part-Whole](#)
- [Practice Regiment](#)

Facilitating Learning
Communicating Effectively
Providing Feedback

Select each tab to learn more. When finished, select Next to continue.

CC

Creating and Supporting Challenging Job Assignments

Link to training:

<https://msaf.army.mil/IMITraining/Lesson7/index.html>

Overview: Being able to create and support challenging job assignments for you subordinates is one of the most effective ways for supporting their development. You will learn what makes a job assignment developmental, specifically, that it is challenging and requires an increase in responsibilities or duties. By the end of the lesson you will be able to identify the importance of creating challenging job assignments, methods for doing so, and be able to identify ways to support the development of an individual with a challenging job.

Learning Objectives

- Identify the importance of creating job challenge
- Identify methods for creating a challenging job
- Given a scenario, identify ways to support an individual in a challenging job

After the lesson, you will be able to return to your unit and increase the capability of your subordinates simply by putting additional thought into how to develop challenging job assignments for them. One of the main concerns about providing challenging job assignments to subordinates is being able to accurately judge if they are ready. This lesson will show methods for doing so. Further, this lesson will teach you how to support your subordinates in their job assignments to ensure that the assignments are truly for their development, rather than trial by fire.

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Feedback on consequences of decisions and actions

The screenshot displays the user interface for the training module. At the top, the title 'CREATING AND SUPPORTING CHALLENGING JOB ASSIGNMENTS' is shown, along with the 'CENTER FOR ARMY LEADERSHIP' logo and navigation links for 'WELCOME', 'TOPIC MENU', 'GLOSSARY', 'HELP', and 'EXIT'. The main content area is titled 'MAKING A CHALLENGING JOB DEVELOPMENTAL' and presents a scenario: 'You are the Battalion Commander. You're a battalion commander who has identified CPT Martin, one of your most successful company commanders, to take the position of assistant operations (S-3) in three months. You need to develop CPT Martin for this position.' Below the text is a 'Strengths' section with a clipboard icon, containing the text: 'CPT Martin has been excellent at achieving results with the company, receiving top ratings on just about every rated performance measure. The company almost runs itself. He has a strong first sergeant and executive officer who take care of the details.' To the right of the text is a portrait of CPT Martin. A 'NOTEBOOK' icon is visible in the bottom right corner. At the bottom of the screen, there are control buttons for 'CC', a play/pause icon, and navigation arrows. A footer note reads: 'Select the Flip Page button to learn more. When finished, select Next to continue.'

Rapid Team Stand-up: How to Build Your Team ASAP

Link to training: <https://msaf.army.mil/IMITraining/Lesson16/index.html>

Overview: Not all teams have the luxury of time to work through problems and issues before they have to perform. Leaders of these teams must, therefore, understand the critical team skills that are necessary in order to quickly and effectively stand up such teams. The most significant relationship between rapid team stand up and leadership is the ability of leaders to build team or group skills and processes. Rapid team stand-up is one of the greater challenges confronting leaders because of the limited time available for developing trust and cohesion, establishing roles and expectations, and creating a shared understanding of goals and purpose. This lesson will teach you how to do all of these things under difficult constraints. However, this information is also applicable to the development of teams that are not under such constraints.

This lesson uses two interactive scenarios to teach you how to effectively build your team: Support Hurricane Recovery Efforts and Stand-up of a Mobile Training Team (MTT). Each scenario is designed to demonstrate how you can utilize the same strategies in different situations to build team trust and cohesion, clarify roles and responsibilities, and develop shared goals and expectations quickly. These scenarios were chosen to highlight the different types of rapidly formed teams that may be formed for multiple purposes across the Army.

Learning Objectives

- Identify the characteristics of a rapidly formed team
- Describe the importance of rapid team building in today's dynamic operating environment
- Apply strategies for building team trust and task cohesion
- Apply strategies for clarifying roles and responsibilities within the team
- Apply strategies for the collaborative development of team goals and expectations
- Synthesize subordinate input regarding team goals and expectations

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- "Voices from the field" module which includes realistic practical examples.
- Feedback on consequences of decisions and actions

Seeking and Delivering Face-to-Face Feedback

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

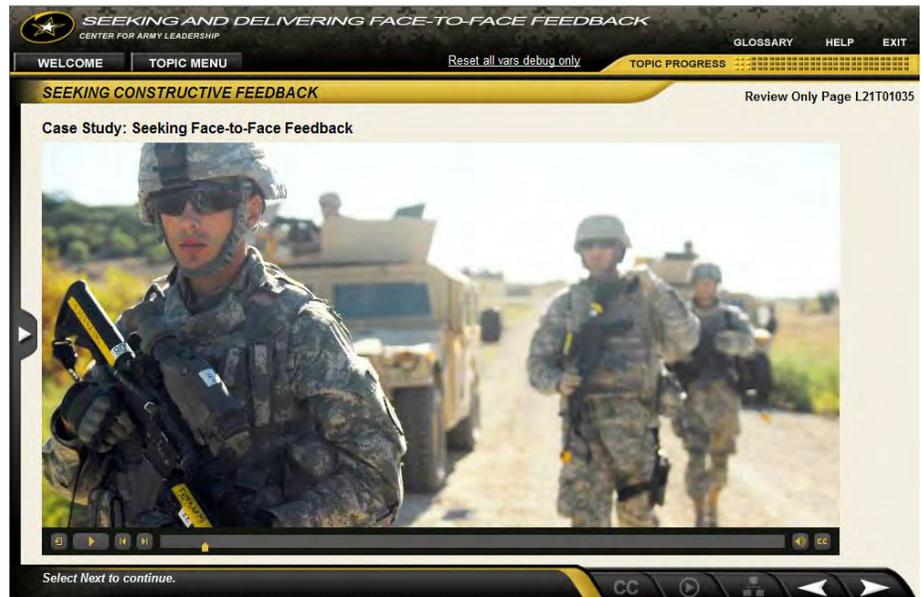
Overview: Feedback provides informative and evaluative messages that enable recipients to understand how their performance compares to expected standards, which facilitates improvement of their actions and behaviors. Feedback directs, motivates, and rewards behavior. Army leaders must understand both how to proactively seek constructive feedback and deliver corrective feedback to improve the performance of others. You will be able to use the information learned in this lesson to get the feedback that you want so you can more effectively achieve your mission. Further, the lesson will describe how you can deliver constructive feedback to others so you can more effectively deliver the messages that you need to send to subordinates so they can more effectively carry out their tasks.

Learning Objectives

- Determine when, from whom, and how to solicit feedback
- Demonstrate how to respond effectively to feedback
- Assess the feedback you receive.
- Identify strategies to effectively plan for and deliver corrective feedback
- Apply various strategies to effectively overcome a subordinate's resistance to feedback
- Demonstrate how to effectively follow up on feedback

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- "Voices from the field" module which includes realistic practical examples.
- Feedback on consequences of decisions and actions.
- Online notepad for recording learning which can be printed and reviewed



Removing Work Barriers

Link to training:

<https://msaf.army.mil/IMITraining/Lesson3/index.html>

Overview: This lesson will teach you how to remove work barriers in order to get the mission accomplished. ADRP 6-22 states that in order to remove work barriers you need to 1) Protect the organization from unnecessary taskings and distractions, 2) Recognize and resolve scheduling conflicts, and 3) Overcome other obstacles preventing full attention to accomplishing the mission. Work barriers can interrupt plans and delay or derail execution. The strategies presented in this lesson will teach you how to effectively remove work barriers. As a leader, the ability to remove work barriers is critical to your success because work barriers can block or harm your unit's success and morale.

Through interactive exercises you will learn how to identify work barriers. You will also learn how to analyze situations and develop creative solutions to mitigate barriers. Further, you will learn about common work barriers that Army leaders face in today's operational environment. The realities on the ground present many external factors that can keep you from accomplishing your mission. In the lesson, you will be given an opportunity to practice what you've learned in four realistic scenarios designed to challenge your knowledge of how to remove work barriers and improve your ability to execute your mission.

Learning Objectives

- Define "work barrier"
- Identify common work barriers
- Provide examples of causes of common work barriers
- Describe how to identify work barriers
- Explain a leader's role in effectively mitigating work barriers

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Feedback on consequences of decisions and actions

The screenshot shows the 'Removing Work Barriers' training interface. At the top, it features the title 'REMOVING WORK BARRIERS' and 'CENTER FOR ARMY LEADERSHIP'. Navigation options include 'WELCOME', 'TOPIC MENU', 'GLOSSARY', 'HELP', and 'EXIT'. The current topic is 'MITIGATING WORK BARRIERS'. The main content area is titled 'Complete the New School' and contains a video vignette of a soldier working on a piece of equipment. To the right of the video is a question: 'What are you going to do?' with three radio button options: 'Talk to other Platoon leaders about available Soldiers they might have that can help.', 'Follow your Company Commander's orders.', and 'Weigh your priorities and discuss with your Company Commander.' Below the question is a 'SUBMIT' button. At the bottom of the interface, there are two input fields labeled 'Type of Work Barrier' and 'Method of Identification', and a footer that says 'Answer the question to continue.' with navigation icons.

Accounting for Differences in Capabilities and Commitment

Link to training:

<https://msaf.army.mil/IMITraining/Lesson4/index.html>

Overview: Being able to select the right Soldier for the job is a fundamental of leadership and a leader's ability to do so effects the mission and reflects on that leader's overall quality. Good leaders recognize that their Soldiers are different from one another and account for the differences in capabilities and commitment of individuals and groups. The task at hand can be difficult given all of the responsibilities of leadership. Leaders have to know how to gather information that isn't always easy to get, such as a Soldiers ability to perform a specific task or their level of commitment. This lesson will provide you with and understanding of how individuals and groups differ regarding capabilities and commitment and how you can go about identifying the capabilities of individuals and groups.

After learning how to recognize commitment and capability in others you will be given the opportunity to practice what you've learned in realistic scenarios. In these scenarios you will be gathering information about Soldiers and then have the opportunity to assign them to various tasks.

Learning Objectives

- Questions to ask when assessing individuals' capabilities and commitment
- Methods for assessing individuals' capabilities and commitment
- Accounting for differences in individuals' capabilities and commitment when assigning work

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations (pictured)
- Feedback on consequences of decisions and actions

ACCOUNTING FOR DIFFERENCES IN CAPABILITIES AND COMMITMENT
CENTER FOR ARMY LEADERSHIP

WELCOME TOPIC MENU GLOSSARY HELP EXIT

TOPIC PROGRESS

ASSESSING INDIVIDUALS TO MATCH WORK REQUIREMENTS

Meet Your Individual Soldiers

PVT Loree

Name:
PVT Loree

Age:
21 years old

Gender:
Male

Time in Army:
18 months

Notes:
Although PVT Loree is relatively new to the Army and doesn't have much experience, he is enthusiastic about being a Soldier and serving his country. He is outgoing and eager to learn. He has approached me in the past about taking on additional taskings so that he can learn new skills.

Select each file folder to learn more. When finished, select Next to continue.

CC

Clarifying Roles

Link to training:

<https://msaf.army.mil/IMITraining/Lesson5/index.html>

Overview: Understanding one's role helps individuals to be able to know what they need to do to accomplish the mission and how they need to act in order for that to happen. As a leader, you've likely encountered situations where your subordinates' or peers' lack of clarity concerning their role has caused conflict among individuals or hampered the unit's ability to accomplish the mission. Clarifying roles is a way of communicating your intent or vision so you can improve mission execution.

This lesson will teach you how to effectively clarify roles, de-conflict roles, and manage role related-stressors. You will better understand roles in general and why clarifying roles is an important part of leadership behavior. Also, you will learn how to manage and reduce role-related stress found in organizations. This lesson will allow you to practice clarifying and managing roles through several realistic and interactive scenarios. This practice will help you to apply what you've learned so when you're in the real world you will be able to clarify and manage the roles of others.

Learning Objectives

- Explain the importance of clarifying roles
- Define "role" as it applies to the work of individuals and groups
- Describe types of role-related stressors
- Describe the adverse effects of role conflict on the performance of individuals and teams
- Analyze the work relationships, processes, and outcomes of individuals and teams to detect role stress
- Devise methods of managing role conflicts to increase effectiveness
- Evaluate and revise, if necessary, efforts to eliminate role stress among individuals or teams

Examples of Interactive Learning

- Pre-assessment to determine level of knowledge in the subject, including feedback to help guide learning (pictured)
- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations

The screenshot shows the 'Clarifying Roles' training interface. At the top, it says 'CLARIFYING ROLES CENTER FOR ARMY LEADERSHIP'. Below that are 'WELCOME' and 'TOPIC MENU' buttons. On the right, there are 'GLOSSARY', 'HELP', and 'EXIT' buttons. A 'TOPIC PROGRESS' indicator shows a bar with a percentage. The main content area is titled 'IMPORTANCE OF CLARIFYING ROLES: THE WHAT AND WHY'. Below the title, it says 'Importance of Clarifying Roles: The What and Why' and provides instructions: 'Select each image to learn about different problems each Soldier is experiencing. Next, select all of the appropriate responses, then select the Submit button. If you'd like to start over, select the Reset button.' The question is: 'Which of the following are examples of problems related to not having role clarity?'. There are three portrait images of soldiers: SGT FERNANDEZ, 1LT HENRY, and JASON EDWARDS. Below each image is a radio button and a label: 'A. SGT Fernandez', 'B. 1LT Henry', and 'C. Jason Edwards'. At the bottom, there are 'RESET' and 'SUBMIT' buttons. A footer at the very bottom says 'Answer the question. When finished, select Next to continue.' and has navigation icons for 'CC', 'Pause', and 'Next'.

Motivating Through Rewards

Link to training:

<https://msaf.army.mil/IMITraining/Lesson9/index.html>

Overview: In order to effectively lead others it helps to know about human motivation and how to apply that knowledge to more effectively motivate others. This lesson will help you get the most out of those you work with by helping you identify what motivates them which will allow you to respond with rewards that will work to maximize their potential. What you learn in this lesson can be used to help you motivate people and also you can use what you learn to teach others how to motivate more effectively.

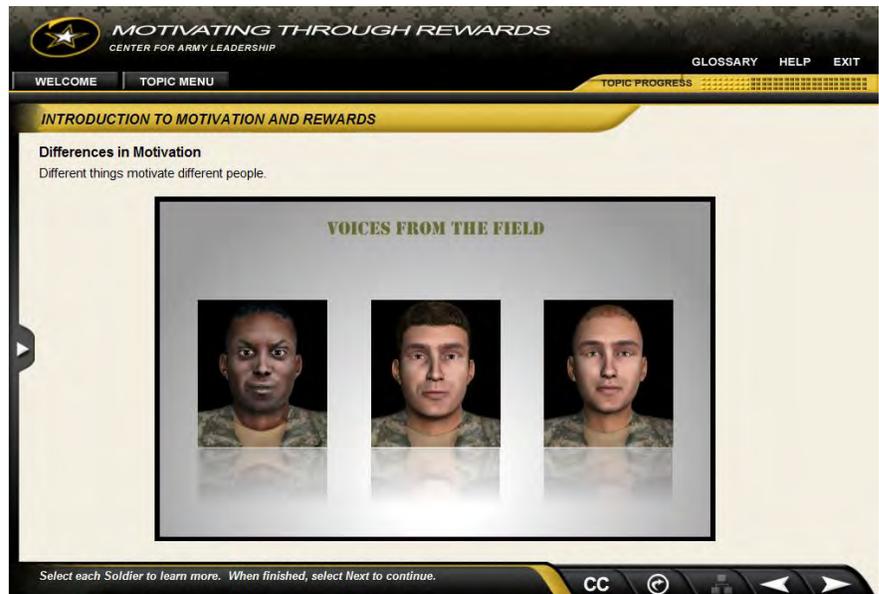
This lesson provides insightful instruction which better defines motivation and related topics concerning how to motivate others. While several techniques are presented for motivating others, the lesson reinforces the idea that leaders must adjust how they motivate because people are motivated by different things. You will learn how to shape expectations, account for common needs, and set goals for the people you are trying to motivate. The lesson provides instruction and practical examples to demonstrate different ways that you can use rewards to motivate others. There are several examples and interactive exercises that you will use to apply motivational techniques.

Learning Objectives

- Define motivation and rewards
- Describe the importance of utilizing both intrinsic and extrinsic rewards
- Describe the drawbacks or pitfalls of using rewards to influence behavior
- Devise rewards appropriate for individuals or teams and their accomplishments.

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Online notepad for recording learning which can be printed and reviewed
- “Ask the Expert” support for learners, which provides additional instruction to learners should they want help
- “Voices from the field” module which includes realistic practical examples (pictured)



Beyond People Skills: Leveraging Your Understanding of Others

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: Performance within the military context involves distinct roles and formal processes for accomplishing tasks. As a leader you need to effectively establish roles and processes that enact order and discipline and allow for efficient decision making and action in critical situations. Your decisions will affect the approach that your subordinates adopt which affects the quality of their relations with others and the general unit climate.

This lesson will provide information on how to understand the effect that interpersonal skills have on various outcomes. You will learn about characteristics that support effective relating to others such as being perceptive, adaptive, self-aware, and authentic. In the lesson, you will be challenged to think about how you see yourself and how others see you. You will learn how to develop an empathetic mindset and also about common errors and misconceptions concerning empathy. You will be given opportunities to demonstrate empathy and practice empathetic behaviors in multiple scenarios. Lastly, you will learn how to build a positive climate that emphasizes relating to others in an appropriate manner. The knowledge you gain in this lesson will help you to understand how you can better relate to others and how you can develop a more effective climate that will help you achieve success in your missions.

Learning Objectives

- Identify the characteristics of a self-aware leader
- Utilize strategies and techniques to build a plan for determining your self-awareness
- Recognize how to use self-awareness information to target development activities and enhance your leadership capabilities

Examples of Interactive Learning

- Scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- Mini assessment of empathy to provide a baseline understanding of your abilities
- Feedback on consequences of decisions and actions
- Printable Job Aid that learners can use on the job to improve their skills and abilities

BEYOND PEOPLE SKILLS: LEVERAGING YOUR UNDERSTANDING OF OTHERS
CENTER FOR ARMY LEADERSHIP

WELCOME | TOPIC MENU | Reset all vars debug only | TOPIC PROGRESS | GLOSSARY | HELP | EXIT

THE IMPORTANCE OF UNDERSTANDING OTHERS | Review Only Page L25T01025

Case Study 1: The Drill Sergeant's Dilemma

A private first class prepares to drop a mortar to launch at fixed targets during training.

Transitioning Off of the Trail
SFC Curry is a former drill sergeant who recently came off of the trail; he's now in a platoon sergeant position. During his three years as a drill sergeant, SFC Curry received top marks on his job performance. His platoons were the most well-trained and well-disciplined, regularly receiving Honor Platoon. Now that he's come off of the trail, he has been leading his regular Army platoon as he did his basic training platoon. He treats his Soldiers like trainees and makes them stand outside in formation instead of allowing them into the platoon office. As he says, "There's no need to reinvent the leadership wheel—people are people, whether they're trainees or Soldiers."

Flip Page

Select the Flip Page button to learn more. When finished, select select Next to continue.

CC

Navigating Contentious Conversations

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: Contentious conversations arise normally when working with others. Handled correctly you can remove unnecessary points of contention and use your communication skills to challenge others and yourself to come to well thought out decisions. In order to get the most out of conversations, Army leaders need to know how to communicate their thoughts and ideas effectively and deal with contention.

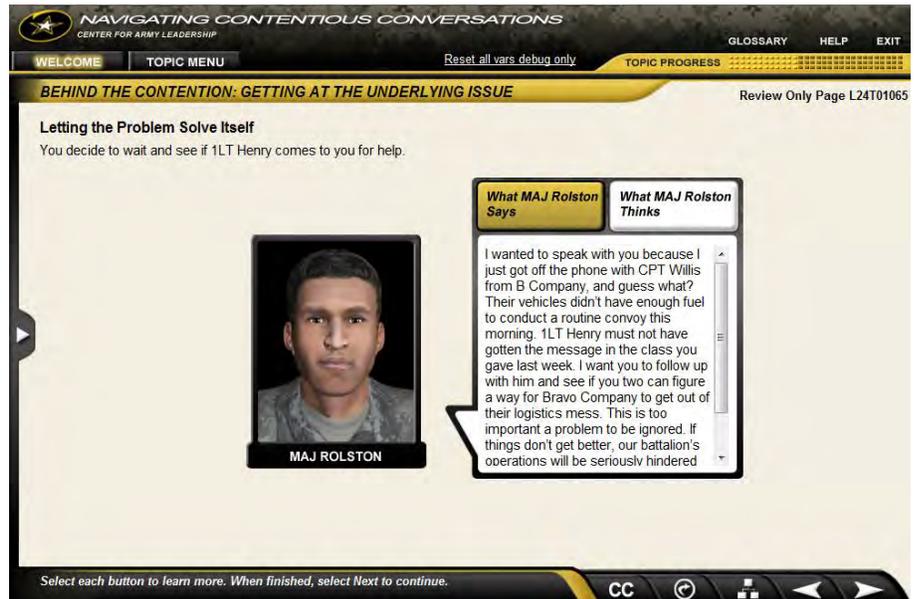
In this lesson you will learn how to seek out the underlying issues that are causing a conversation to be contentious. You will learn how to deal with harmful contentious issues that can impair communication. The lesson provides a job aid that you can use to help deal with contentious conversation. Also, this lesson will help you to execute successful problem solving sessions. You will learn how to prepare for a conversation that could be contentious. You will also learn different methods to address contentious conversations and navigate through them.

Learning Objectives

- Recognize the importance of addressing contentious conversations
- Analyze a contentious conversation to uncover the underlying issues
- Choose appropriate methods to address a contentious conversation
- Apply techniques to bring a contentious conversation to a positive conclusion through a simulated face-to-face engagement

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations (pictured)
- Feedback on consequences of decisions and actions.
- “Voices from the field” module which includes realistic practical examples.
- Printable Job Aid that learners can use on the job to improve their skills and abilities



Leader as Follower

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: In the Army, everyone is part of a chain of command. Just as you need to be the best leader you can be, you also have to work to be an effective follower. Part of leadership is being able to effectively follow those that lead you so that the guidance, vision, and orders you give to your subordinates are in line with your leaders' guidance, vision and orders. This lesson will help you to become a better follower or if you suggest the lesson to your subordinates it could help them to become better followers of you.

In this lesson you will learn how to take ownership and responsibility as a follower. The lesson addresses when you should communicate upwards and presents useful questions that you can ask yourself in order to determine whether or not something requires the attention of your senior leader. You will learn how to better approach senior leaders and be aware of the general constraints that you will need to take into consideration when doing so. Lastly, the lesson will describe the challenges to communicating effectively with senior leaders and present techniques that you can use to communicate assertively and respectfully with your senior leader.

Learning Objectives

- Recognize the responsibilities of a leader as a follower
- Demonstrate an awareness of when to communicate various types of issues to a senior
- Given a scenario, apply good judgment in choosing how to approach a senior with an issue
- Given a scenario, demonstrate techniques for communicating effectively as a follower in challenging situations

Examples of Interactive Learning

- Scenario using realistic and relevant Army stories and vignettes (pictured)
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations
- "Voices from the field" module which includes realistic practical examples.
- Feedback on consequences of decisions and actions
- Printable Job Aid that learners can use on the job to improve their skills

The screenshot shows the interface for 'THE LEADER AS FOLLOWER' by the Center for Army Leadership. The main content area is titled 'COMMUNICATING WITH YOUR SENIOR LEADERS' and features a section 'Presenting a Problem' with a scenario about CW2 Lin, an aviation maintenance technician. To the left is a video player showing a helicopter in flight. To the right is a 'Flip Page' containing 'CW2 Lin's Role' text. The interface includes a navigation bar with 'WELCOME', 'TOPIC MENU', and 'Reset all vars debug only', and a bottom control bar with 'CC', a refresh icon, and navigation arrows. A footer note reads: 'Select the Flip Page button to learn more. When finished, select Next to continue.'

Out of Time: Managing Competing Demands

Link to training:

<https://msaf.army.mil/My360/VIC/Default.aspx>

Overview: The United States Army and the environment it operates in, is fast-paced, and is in a state of constant change and transformation. As a leader you are continually confronted with challenging circumstances, such as short-notice taskings and tight training schedules. Given this environment, a leader's time management and prioritization skills are critical to both individual and organizational mission success. This lesson introduces time management techniques and how to overcome ineffective time management practices. You will take an assessment to look at and evaluate your time management. In the lesson you will learn the symptoms of poor time management and underlying causes. You will also be given an opportunity to reflect on any ineffective time management causes and be given solutions to address those causes.

Learning Objectives

- Differentiate between leaders' effective and ineffective time management practices
- Apply time management strategies to manage competing demands
- Analyze when it is appropriate to protect subordinates from over-commitment
- Demonstrate how to buffer subordinates when they do not have the capability or capacity to accomplish competing demands

This lesson will teach you how to proactively manage competing demands. You will learn key techniques of planning and prioritizing. You will be able to apply your abilities to plan and prioritize in a realistic scenario where you will play the role of a team leader in an infantry unit currently located in garrison that is scheduled to deploy in 90 days. The exercise will give you an opportunity to go through the planning process and you will have a helpful job aid that you can take with you to use in real world situations as well.

Examples of Interactive Learning

- Narrated scenario using realistic and relevant Army stories and vignettes
- Checks on learning
- Interactive role playing and decision making in realistic and relevant Army situations (pictured)
- Mini assessment of time management practices to provide a baseline understanding of your abilities
- Feedback on consequences of decisions and actions.
- Online notepad for recording learning which can be printed and reviewed
- Printable Job Aid that learners can use on the job to improve their skills
- "Voices from the field" module which includes realistic practical examples

In this lesson you will learn about buffering. Buffering is used when your superior has a task that needs to be accomplished and your subordinates lack the skills or resources to get the job done right. You will learn how you can use buffering to protect your subordinates when they are not up to a task.

TASK	ESTIMATED HOURS REQUIRED	NEED HELP MAKING YOUR ESTIMATE?
Plan and execute individual training events for cordon and search collective training event	0	?
Plan and execute rifle marksmanship training	0	?
Complete other day-to-day issues (leader development activities, appointments, maintenance procedures)	0	?
Plan and execute OPD training	0	?
Plan and execute company dining out event	0	?
Plan for and attend weekly maintenance meetings with battalion XO	0	?
YOUR ESTIMATE		↑ CALCULATE YOUR ESTIMATE ↓
TOTAL NUMBER OF WORKING HOURS FROM 1 APRIL – 1 MAY		160
		WHAT DOES YOUR ESTIMATE TELL YOU?

TRAINING SIMULATIONS

The simulations use realistic 3D environments to put leaders in situations where they will need to use their skills and abilities to succeed. The simulations use open environments to give the user total control over the learning experience. The titles of the simulations are presented below along with the competencies that they were designed to develop. The following section provides an overview of each of the materials.

	Simulation Material	Leader Competency	Pg #
LEAD	<u>Mission at Mubasi</u>	Leads Others; Leads by Example	35
	<u>Negotiation Simulation</u>	Extends Influence Beyond the Chain of Command; Communicates	37
DEVELOP	<u>Collect and Assess</u>	Develops Others	39
	<u>Command Team Cooperation and Appropriate Competition</u>	Develops Others	41
	<u>Counseling/Coaching Videos</u>	Develops Others	43
ACHIEVE	<u>Managing Demands and Work Barriers</u>	Gets Results	45

Mission at Mubasi

Overview: This simulation features the learner as an Army leader who must achieve an overall mission of increasing the stability and self-sufficiency of the village of Mubasi so that U.S. forces can successfully exit the country and redeploy. The learner plays the role of a Company Commander (CO) of a combined arms team (infantry, engineer, and logistics assets) who has been rapidly deployed to the country of Masi somewhere in continent of Africa. The learner must be prepared to make decisions with uncertain or ambiguous information and decisions with choices that are equally unappealing (i.e. there is no right answer). In doing so, the leader's decisions will have immediate and long term direct and indirect consequences for Soldiers and local villagers.

Success for the leader in this simulation is defined as being able to turn over to the local populace and its leadership responsibilities for security, a functioning economy and leadership/management of the town and its basic services functioning and intact. In doing so, the leader must ensure that stability and self sufficiency of the town and its surrounding area are maintained. The geopolitical situation demands that the exit of American forces occur as soon as possible to avoid the perception of the U.S. having imperialistic intentions. Thus, the time the leader takes to complete the mission is another measure of success. Finally, the leader must exercise force protection to minimize US casualties; maintaining Soldier morale and well-being in so doing.

In this simulation you will learn...

- How to weigh and balance the competing interests of others in order to make an effective decision when no "perfect solution" is possible.
- How to manage multiple resources, including natural resources, monetary funds, and Soldier's time to try and affect change and deal with complex problems.
- How to anticipate 2nd and 3rd order effects of decisions so that you take into account the short term and long term consequences to making a decision.
- How to apply critical thinking skills to make decisions and how to reflect on those decisions to learn from mistakes and establish an understanding of what has worked.

Examples of Simulation Gameplay

This picture below displays the user interface that the learner uses to navigate through the simulation. The interface provides information that describes the status of various outcomes important to the learner's success, the level of resources that the learner has to work with, and information about the tasks that the learner must complete on their journey.



This picture below displays the status relating to one of the outcomes in the simulation. The learner must monitor the status of various outcomes and use their leadership skills to manage complex interrelationships within the populace. Accomplishing the mission depends on the learner's ability to leverage resources and make the best possible decision when no clear best solution exists.



Negotiation Simulation

Overview: The negotiation simulator provides an interactive approach towards understanding and applying negotiation techniques. In the simulator, the learner is a Company Commander just arriving in the Middle Eastern country of Umeç. The learner is to be in charge of an area and work with the newly installed local government to build two administrative buildings – a central administration building to house the officials and their support staff and one to house a police station.

The area is primarily controlled by two local tribes, the Ruka and the Ahmar. The Ruka is the minority tribe in the area. They are distrustful of Americans and known to be violent. The learner's job is to get the leader of the Ruka tribe to give the new buildings his blessing. In order to do this, the learner must negotiate with the Ruka leader on four primary issues: location of the buildings, price of labor, price of material, and timeline for construction. In order to do this, the learner can probe for more information (uncover target interests), respond directly to dialog (responses reflect dealing with emotion and a variety of influence techniques), or make offers.

The learner also identifies a BATNA and can select to use it during the negotiation. In order to succeed, the learner must recognize differing priorities, identify Ruka interests, realize when he shares a goal with the Ruka, and successfully diffuse the negative emotions of the Ruka leader. The learner receives an after action report at the conclusion of the simulation impact on individual Soldier motivation. In this way the player starts to learn what motivates and de-motivates each Soldier.

In this simulation you will learn...

- How to apply communication skills, influencing techniques, and negotiation tactics during a negotiation process.
- The effects of applying various tactics and techniques during the negotiation process in an effort to understand when some tactics and techniques are appropriate and when they are not.
- How to negotiate when multiple parties display complex and deep rooted differences and interests.
- How to uncover interests and intentions of others by using influence and asking questions that will ultimately lead to a successful negotiation.
- How to communicate and ask questions using appropriate probes and statements such that underlying interests are uncovered.

Examples of Simulation Gameplay

The picture below displays the user interface that the learner will use to gather information to be successful during the negotiation. The learner will have to use their communication and listening skills to be able to gauge the emotions and interests of the person that they are negotiating with. They will use their skills and abilities to coax information from the other negotiation party in an effort to gain an advantage in the negotiation. Learners will have to use the correct influencing techniques and negotiation tactics to get the right information and give them the upper hand when it comes to the terms of the negotiation.



The picture below displays the user interface that learners will use to come to agreed upon terms in their negotiation. Armed with the knowledge they've gained, learners will have to set the terms in order to come to an agreement with the other party. Also, learners will have to remember and hold to their interests, weigh options, and identify where there is room for compromise and where they must stand strong in order to not betray their own interests.



Collect and Assess

The Collect and Assess training simulator provides an interactive approach towards understanding and applying leader observation, assessment and feedback techniques. In the simulator, the learner is a Company Commander who has a new lieutenant in his company. The company is about to deploy and the Company Commander needs to know more about the strengths and development needs of his new platoon leader. The learner is placed in a virtual installation with a unit area consisting of physical fitness grounds, company headquarters building, barracks and adjacent training areas.

The learner is able to freely move about the unit area, encountering other individuals along the way. By engaging people in conversation, the Captain learns more about the strengths and developmental needs of the Lieutenant. The Captain can choose to end the conversation or continue it as long as he likes. However, the Captain has other work to do and may be penalized for not keeping appointments and other daily work he has to accomplish. At the conclusion of each day, the Captain is able to review the clues he has obtained about the Lieutenant. After several days of interactions and clues, the Captain views all clues; sorting and confirming them as either a strength, developmental need, or irrelevant clues. If the player (Captain) has not obtained enough clues, then s/he is directed to go back out and learn more about the Lieutenant.

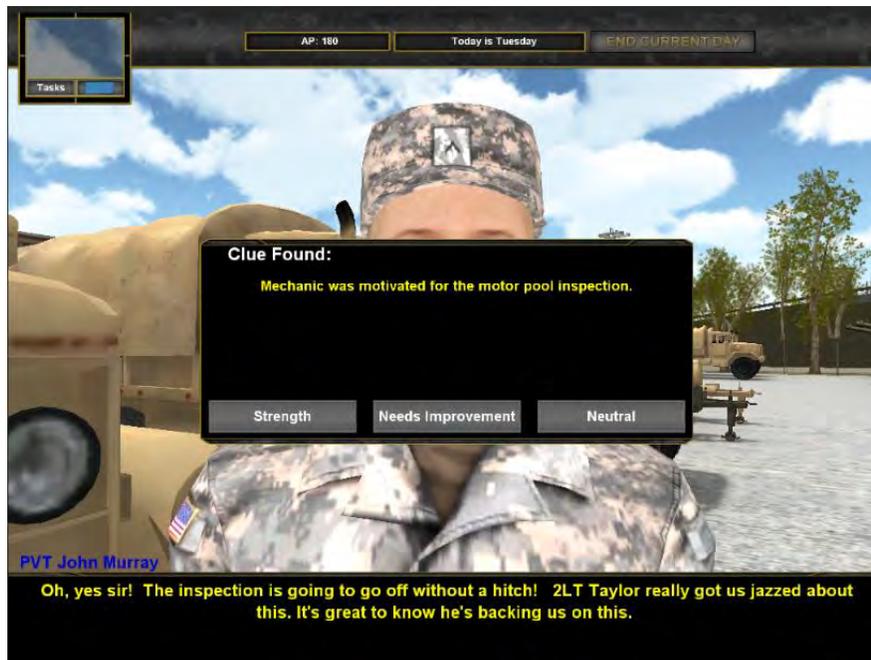
Once the player has obtained enough clues, they are able to proceed to an after action review and then observe a model feedback session between the Captain and the Lieutenant. Overall, the player learns about integrating the observation and assessment of their subordinates into day-to-day work activities; how to inquire about and identify leadership strengths and developmental needs in others, and confirm or validate strengths and developmental needs. Also, the player learns what constitutes good practices for delivering/communicating feedback.

In this simulation you will learn...

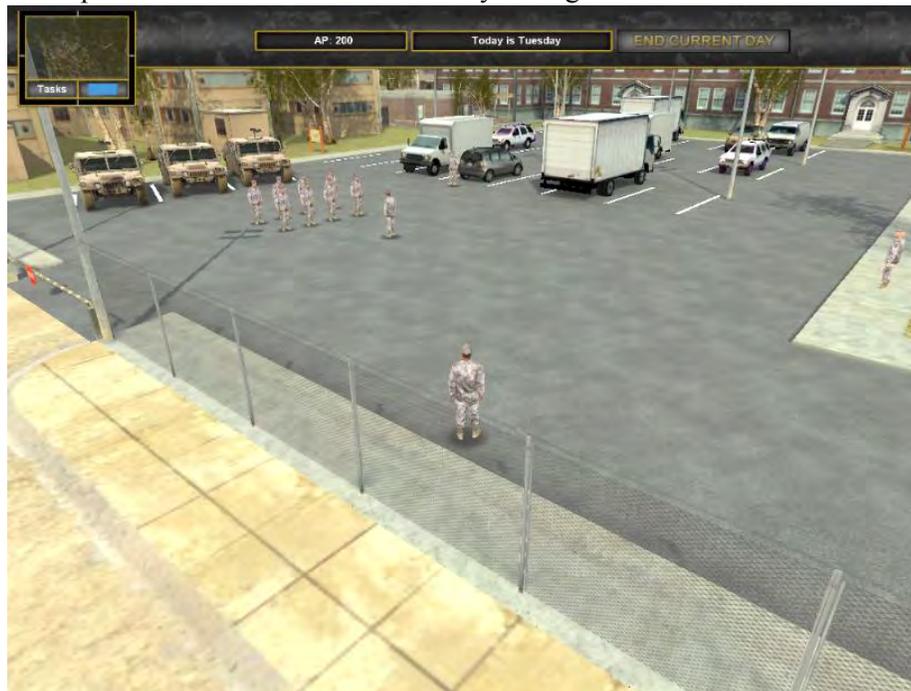
- How to observe performance of day-to-day work activities to form accurate perceptions of subordinate strengths and weaknesses.
- How to ask questions to assess developmental strengths and needs.
- How to prioritize time and balance subordinate assessment and development with other leadership responsibilities.
- How to sort through information in order to draw out what information you need and what is extraneous.
- How to use feedback to validate developmental strengths and needs.

Examples of Simulation Gameplay

The picture below gives an example how learners will gather information and discuss strengths and developmental needs. Learners will use clues in conversations to make observations of their subordinates.



The picture below depicts the 3D gameplay that will allow learners to walk freely through the simulation environment to gather information about the developmental strengths and needs of others. The user will be able to navigate their avatar through different environments, such as the mess hall and a PT exercise in order to observe the performance of others in real Army settings.



Command Team Cooperation and Appropriate Competition

Overview: The learner is placed into the role of CPT Anderson, a leader who was recently promoted to Company Commander (CO CDR) of Alpha Company. Alpha Company is part of Task Force Safe Haven, whose mission is to stabilize the Lansi region, a fictitious Sudan-type country, which borders becoming a failed state due to persistent rebel attacks and a major natural disaster.

The learner will be placed under some stress and will have to balance the competing demands of the CO mission, battalion mission (BN), and the various attitudes of player's fellow command team members. As in a realistic operation, the choices the player makes affects the missions of the fellow CO CDRs, thus a player decision may negatively or positively affect the perceptions of the player's peers. However, because many of the missions requires gaining the cooperation of the other command team members, determining strategies that ultimately are satisfactory to both the player, BN, and fellow CO CDRs missions are important for success in Lansi.

The player's history with fellow CO CDRs is an important aspect of Lansi. In each scenario, the player must determine how to best gain the cooperation of his fellow CO CDR, or compete healthily in a way which still leads to mission accomplishment. Whether the player is successful or unsuccessful in gaining cooperation has a carry-over effect to the next scenario with that peer. Players who damage their relationship with their fellow CO CDRs will have a more difficult time negotiating with them in the future, while improving the relationship has the opposite effect. As the player is presented with variety of realistic dilemmas relevant to the reconstruction and safeguard of the Lansi region, the player is presented with a series of tactics or strategies he or she may take to resolve the issue.

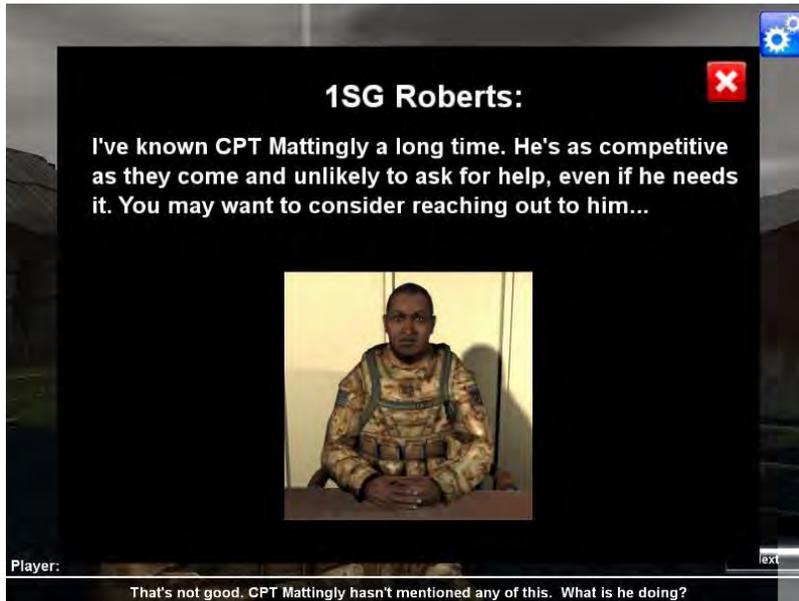
At the end of each scenario and mission, the learner participates in an interim After Action Review (AAR) with the BN CDR, LTC Shannon. LTC Shannon provides constructive feedback if the learner chooses an incorrect tactic, explaining why the tactic was wrong and what the optimal strategy would have been. A correct tactic solicits praise from LTC Shannon.

In this simulation you will learn...

- How to manage stress and balance competing demands in a realistic scenario
- How to make effective decisions that take into consideration the actions of others
- How and when to cooperate or compete with others to achieve mission success
- How to manage relationships to form strategic and tactical alliances
- How to use tactics and strategies to coordinate and manage others and achieve mission success
- How to use feedback to address unwanted outcomes and adjust tactics accordingly.

Examples of Simulation Gameplay

This picture below describes one of the other leaders that the learner must work with in order to achieve success in the mission. The learner must use the information they obtain to command teams effectively. Accomplishing the mission depends on the learner's ability to cooperate and compete with others all while managing resources to make the best possible decision when no clear best solution exists.



The following picture displays the user interface that the learner will use to manage resources and relationships. The company mission and battalion commander mission display the status of other actors mission accomplishment in the simulation so the learner can make decisions to help others to achieve success. The picture also displays how the learner will have to choose between various courses of action and make decisions in the simulation.



Library of 13 Counseling/Coaching Videos

Overview: These videos will provide you and your subordinates a view of what right looks like. The videos were designed using Army subject matter experts to generate realistic and practical content that will help to improve the effectiveness of Army counseling and coaching sessions. ADRP 6-22 states that counseling is a central component of leader development and is associated with a variety of different positive outcomes such as increased trust and improved performance. Within each video, the scenarios vary, as do the temperaments and ranks of the different characters. This way, the array of videos present a variety of effective techniques for dealing with different types of counseling (e.g., event, performance), and different personalities, such as a Soldier who is more accepting and understanding versus one who is not (i.e., resistant).



Center for Army Leadership

Points to Note

- ✓ Physical and verbal actions used by the Rater to create an effective counseling atmosphere.
- ✓ Systematic review of the NCOER.
- ✓ Methods and manner used to deal with the sergeant's objections and concerns.

 UNITED STATES ARMY COMBINED ARMS CENTER
Fort Leavenworth, Kansas

Before each scenario is presented, the video lists “Points to Note” which outlines aspects of the scenario to which the viewer should pay particular attention. These points include some of the ways in which the leader demonstrates effective counseling (see picture to the left).

Center for Army Leadership

Counseling Tips / AAR

- ✓ Rater put the sergeant at ease.
- ✓ Provided balanced feedback that included observed strengths as well as areas for development and improvement.
- ✓ Did not react defensively or argue when the sergeant voiced disagreement with the rating.

 UNITED STATES ARMY COMBINED ARMS CENTER
Fort Leavenworth, Kansas

At the end of each scenario, the video lists some of the demonstrated counseling tips as an after-action report (AAR). The screen shows the actions the leader in the video took that contributed to effective counseling (see picture to the left).

In the counseling and coaching videos you will learn...

- About what counseling is and about the related developmental practices of coaching and mentoring
- How to perform different types of counselings (e.g, performance, event, professional growth)
- About the pitfalls of developmental counseling and how you can avoid and overcome them
- How to use leader skills and abilities such as active listening and empathy to counsel effectively
- About the different approaches to developmental counseling and how you can implement them
- About the stages of the developmental counseling process and you will be able to practice each stage in the process

The following table displays all of the counseling videos, their intended audience, and a brief description of what the counseling/coaching session is about.

Simulation Name	Intended Audience	Description
OER Evaluation Counseling – Bn Cdr, Senior Rater to 1LT - Top Performer	Officer	This is a counseling session in which an Officer/1LT receives a good rating from a Senior Rater/BC and concurs with the rating.
OER Evaluation Counseling – Bn Cdr, Senior Rater to 1LT – Handling Ratee's Resistance	Officer	This is a counseling session in which an Officer/1LT receives a poor rating from a Senior Rater/BC and challenges the rating.
OER Evaluation Counseling – CPT Rater to 1LT – Mediocre Rating	Officer	This is a counseling session in which an Officer/1LT receives a poor rating from a Rater/CPT but concurs with the rating.
NCOER Evaluation Counseling – SSG Rater to SGT – Mediocre Rating	NCO	This is a counseling session in which an NCO/SGT receives a poor rating from a Rater/SSG but concurs with the rating.
NCOER Evaluation Counseling – CPT Rater to 1SG – Handling Ratee's Resistance	NCO	This is a counseling session in which an NCO/1SG receives a poor rating from a Rater/CPT and challenges the rating.
NCOER Evaluation Counseling – SSG Rater to SGT – Handling Ratee's Resistance	NCO	This is a counseling session in which an NCO/SGT receives a poor rating from a Rater/SSG and challenges the rating.
Event Counseling – CPT to LT – Handling Ratee's Resistance	Officer	This is a counseling session in which a Rater/CPT counsels an Officer/LT on poor performance and the Officer/LT challenges the counseling.
Event Counseling – SSG to SGT – Handling Ratee's Resistance	NCO	This is a counseling session in which a Rater/SSG counsels an NCO/SGT on poor performance and the NCO/SGT challenges the counseling.
Coaching for Improvement – LTC to CPT	Officer	This is a coaching session in which an Officer/CPT receives coaching for developmental improvement from an XO/Coach.
Coaching for Improvement – SSG to SGT	NCO	This is a coaching session in which an NCO/SGT receives coaching for developmental improvement from an SSG/Coach.
OER Initial Support Form Counseling – LTC to CPT	NCO	This is a formal OER counseling session in which an Rater/LTC provides counseling to an Officer/CPT.
NCOER Initial Support Form Counseling – SSG to SGT	NCO	This is a counseling session in which an NCO/SGT receives reception and integration counseling from a Rater/SSG.
NCOER Evaluation Counseling – SSG to SGT – Top Performer	NCO	This is a counseling session in which an NCO/SGT receives a good rating from a Rater/SSG and concurs with the rating.

Managing Demands and Work Barriers

Overview: This simulation features the learner as an Army leader who must manage his/her inbox, which is filled with multiple demands, work barriers, and scheduling conflicts, while preparing for a Convoy Operations exercise in two days. The learner plays the role of a Platoon Sergeant (PS) of 2nd Platoon, Alpha Company, Special Troops Battalion. The company was scheduled to deploy late autumn, but the LAD (Latest Arrival Date) has been moved up to early summer. This change has caused several exercises that were to be conducted in the summer prior to deployment to be moved up in the schedule. The company commander has tasked 2nd Platoon with acquiring the land, providing vehicles, arranging for pyrotechnic materials and providing a detail of Soldiers for Opposing Forces (OPFOR) for this exercise.

The simulation begins in the morning of Wednesday, 22 February with the learner at his/her desk reviewing emails in his/her inbox. The platoon is currently engaged in annual services at the Motor Pool, which is scheduled to end on Thursday – one day from the start of the simulation. Within the first few minutes of the simulation, the learner receives an email about the Convoy Operations exercise from the company commander that tells the learner the exercise will take place on Friday, 24 February and the tasks that 2nd Platoon must complete to prepare for the exercise.

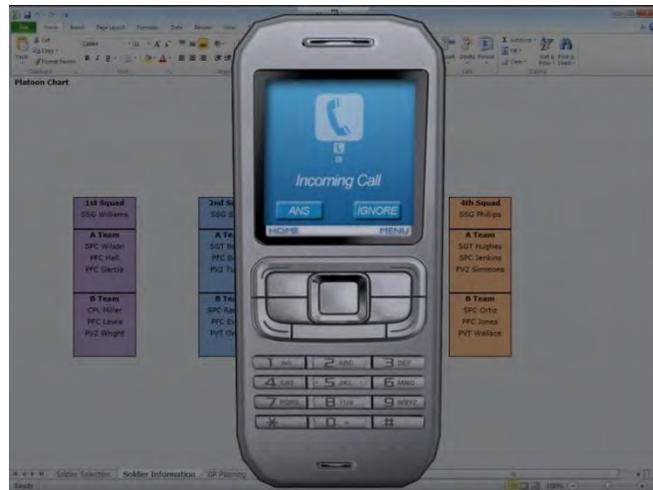
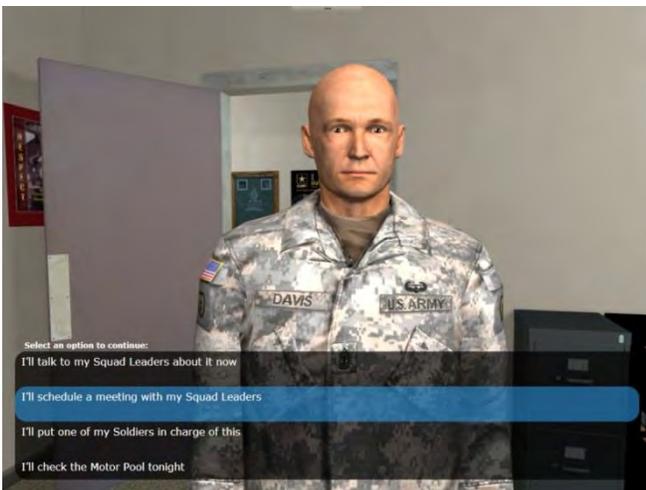
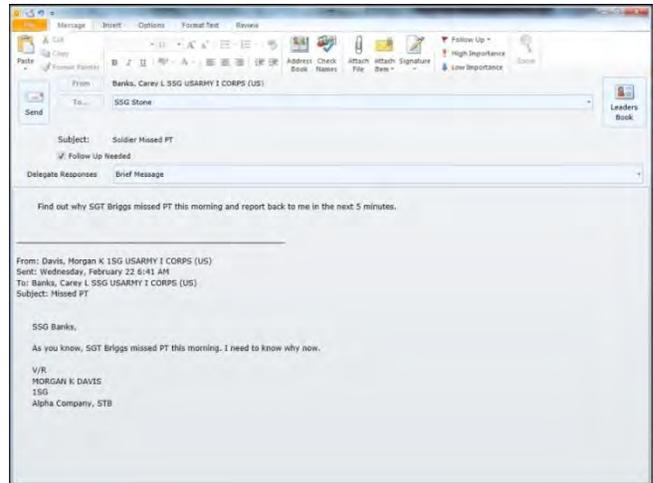
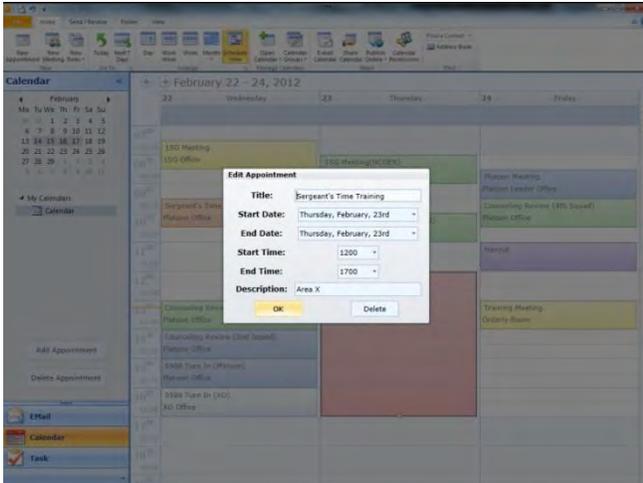
The learner's task is to address the items in his/her inbox, while supporting the Platoon Leader in preparing for the Convoy Operations exercise and addressing all other Platoon needs and commitments. Given the PS's schedule for the next three days, the learner only has 15 minutes each morning to review and attend to his/her inbox, and 15 minutes at the end of each day to catch back up on the inbox and prepare for the next day. In addition to receiving email messages in the inbox, the learner may receive text messages, phone calls and visitors.

In this simulation you will learn...

- How to decide what issues must be attended to and which should be ignored for a later time given the time constraints.
- How to recognize critical issues from non-critical issues and determine what immediate actions to take to address the critical issues within the time limit.
- How to determine the order of tasks for completing the mission
- How to resolve problems that arise, and make assignments.
- How to recognize schedule conflicts and determine whether to delegate, reschedule or otherwise address those conflicts.
- How to consider the individuals within his/her platoon and their capabilities for assignments.
- How to follow-up on assignments to ensure timely completion and recognize when and what should be communicated to others.

Examples of Simulation Gameplay

The following screenshots from the simulation display how you will have to use your abilities while supporting the Platoon Leader in preparing for the Convoy Operations exercise and address all other Platoon needs and commitments. You will use your abilities to plan and communicate in order to address pressing issues and prior commitments to effectively lead your platoon. You will have to demonstrate skill at multiple forms of communication and prioritize your time and your platoon's time effectively in order to succeed at the simulation.



OTHER TRAINING MATERIALS

The Virtual Improvement Center (VIC) is a one-stop-shop for leaders looking for learning materials to improve and build their leadership skills. It can be accessed here

<https://msaf.army.mil/My360/VIC/Default.aspx>

- All Army leaders can access and use the VIC to gain knowledge, skill, and practice in competencies associated with the ADRP 6-22 Leadership Requirements Model (LRM)
- Leaders participating in the Center for Army Leadership's (CAL) Multi-Source Assessment and Feedback (MSAF) program will find resources aligned with the areas their Individual Feedback Report (IFR) identifies for development.

Searching and Browsing Materials

The VIC contains links to improvement materials and training applications organized for easy search and access. While CAL has spent time to specifically develop resources, it also realizes that there are other leader development materials that are accessible via the internet and other Army sources. CAL continually updates the VIC with existing leadership training materials that are reviewed for relevancy to the ADRP 6-22 eight core competencies.

On the VIC, leaders can search and browse these materials by selecting the competency and behavior that they would like to develop. Leaders are provided with descriptions and links to these developmental materials to give them control over their developmental preferences, such as what they'd like to develop and how they would like to go about doing so. The VIC provides a variety of developmental materials which utilize various learning mediums, such as:

- Leadership activities
- Leadership stories
- Video training
- Job aides
- Army simulations
- Army distance learning courses

The following section provides a brief glimpse into a small subset of materials that CAL has found that are accessible through the VIC.

EXAMPLE TRAINING MATERIALS ON THE VIC

Title: Full Throttle

Direct Link to Material: <http://www.tradoc.army.mil/offdutyonguard/index.html>

Leader Development Competencies and Behavioral Components

- Leads by Example: Displays character by modeling the Army values consistently through actions, attitudes and communications; Exemplifies the warrior ethos

Description: Full throttle is a virtual experience interactive learning simulation (VEILS). This interactive simulation was created to establish and reinforce the appropriate attitudes and behaviors necessary for promoting off-duty safety among Soldiers. The program will also help enhance the consciousness level of young Soldiers about the decisions they make, give them practice in successfully intervening in the unsafe decisions of others, and model the traits necessary for functioning effectively in a variety of social environments where safety may be a concern. Learners can choose from three playable characters and deal with the issues of safety, speed, and alcohol when operating privately owned vehicles.

Title: Moral Combat

Direct Link to Material: <http://cape.army.mil/capeProducts.html>

Leader Development Competencies and Behavioral Components

- Leads by Example: Displays character by modeling the Army values consistently through actions, attitudes and communications; Exemplifies the warrior ethos

Description: The Center for the Army Profession and Ethic (CAPE) has transformed traditional Army ethics education by capitalizing on the popularity, existing aspects, and success of the America's Army game. CAPE has injected a series of challenging ethical scenarios into the existing maps, missions, and objectives presented in the America's Army game. The ethics version of the Army game, "Moral Combat" provides learners with a fun, entertaining experience while furthering ethical awareness. "Moral Combat" contains a training phase, which familiarizes learners with basic game play and two missions. In Mission 1, learners face multiple decision points as they execute a joint patrol with the Bekistan National Army (BNA). Learners will face multiple decision points as they conduct route clearance to secure a school for a meeting with the local Sheik in Mission 2.

Title: The High Ground

Direct Link to Material: <http://cape.army.mil/capeProducts.html>

Leader Development Competencies and Behavioral Components

- Leads by Example: Displays character by modeling the Army values consistently through actions, attitudes and communications; Exemplifies the warrior ethos

Description: The Center for the Army Profession and Ethic (CAPE) enhances learners' moral character development and encourages ethical conversation through its release of "The High Ground," an interactive, ethical decision-making video. In The High Ground learners can select a playable character and journey through a series of challenging ethical scenarios encountered before, during and after an Army unit's deployment to a combat zone. "The High Ground" confronts learners with real-time, ethical decision choices with appropriate outcomes, verbal feedback and AAR summary designed not only to provide learners with appropriate outcomes, verbal feedback and AAR summary designed to provide learners with an entertaining and thoughtful experience that stimulates ethical reasoning.

Title: Truth Faith and Allegiance

Direct Link to Material: <http://cape.army.mil/capeProducts.html>

Leader Development Competencies and Behavioral Components

- Leads by Example: Displays character by modeling the Army values consistently through actions, attitudes and communications; Exemplifies the warrior ethos

Description: True Faith & Allegiance follows the progress of J.T. Taylor from high school to new Soldier. This program gives new Army trainees the opportunity to understand and apply the Army Values to everyday decisions and see how these seemingly small events can have long-lasting repercussions. Ethical decision-making is a skill that improves with practice. True Faith & Allegiance will give learners that practice and confidence in their ability to make ethical decisions when times are tough.

Title: Virtual Cultural Awareness Trainer (VCAT)

Direct Link to Material: <http://jko.jten.mil/>

Leader Development Competencies and Behavioral Components

- Extends Influence beyond Chain of Command: Understands sphere of influence, means of influence, and limits of influence; Builds trust; Negotiates for understanding, builds consensus, and resolves conflict; Builds and maintains alliances
- Prepares Self: Maintains relevant cultural awareness; Maintains relevant geopolitical awareness
- Communicates

Description: VCAT is a four-hour, Web-based, cultural awareness gaming simulation for joint warriors that will prepare learners to have appropriate cultural awareness prior to mission rehearsal exercises. The instructional approach is tailored to the learners mission, rank, and country of interest. There are currently four VCAT's available on JKO: Horn of Africa, Northern Africa, South America, and Afghanistan.

Title: Ethical Vignettes, Case Studies, and Video Case Studies

Direct Link to Material: <https://www.us.army.mil/suite/page/611545>

Leader Development Competencies and Behavioral Components

- Leads by Example: Displays character by modeling the Army values consistently through actions, attitudes and communications; Exemplifies the warrior ethos

Description: This is a link to the Army center of Excellence for the Professional military ethic. Under the CAPE materials tab there are links to short morality and ethical vignettes that have questions for consideration. CAL has developed supplemental materials for some of the ethical vignettes to challenge learners to apply what they have learned and demonstrate understanding.

Title: Trouble at Checkpoint 4

Direct Link to Material: <http://cpresearch.net/troubleAtCheckpoint4.php>

Leader Development Competencies and Behavioral Components

- Extends Influence beyond Chain of Command: Understands sphere of influence, means of influence, and limits of influence
- Prepares Self: Maintains relevant cultural awareness

Description: This is a computer simulation that was created to stimulate conversation on leadership, tactics, and culture in U.S. Army Battle Command Knowledge System (BCKS) online discussion forums. It was developed by Command Performance Research, Inc. Learners

will view a video that depicts a realistic Army scenario. CAL has developed supplemental materials to engage learners further by getting learners to talk about what they've seen and relate it to their personal experiences.

Title: Breakdown

Direct Link to Material: <http://cpresearch.net/troubleAtCheckpoint4.php>

Leader Development Competencies and Behavioral Components

- Extends Influence beyond Chain of Command: Understands sphere of influence, means of influence, and limits of influence
- Prepares Self: Maintains relevant cultural awareness

Description: This is a computer simulation that was created to stimulate conversation on cross-cultural negotiation in U.S. Army Battle Command Knowledge System (BCKS) online discussion forums. It was developed by Command Performance Research, Inc. CAL has developed supplemental materials to engage learners further by getting learners to talk about what they've seen and relate it to their personal experiences.
