

Counterproductive Leadership Group Facilitator's Guide

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Introduction

The Center for the Army Profession and Leadership (CAPL) is the Army's designated action agent for Leader Development and Leadership in the areas of research, assessment, research, doctrine, initiative management, and quality assurance in order to sustain excellence in the Army's core competency of growing leaders.

CAPL developed three self-study interactive multimedia lessons (IMI) that focus on practical strategies and techniques for handling counterproductive leadership. Counterproductive leadership is *the demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment*. The term toxic has been used in the past when describing leaders who have engaged in what the Army now refers to as counterproductive leadership behaviors. Counterproductive leadership behaviors can be thought of as being on a continuum and nearly everyone has engaged in some of the behaviors at some time. Being aware of and addressing counterproductive leadership is part of leader development. It is important to identify when counterproductive leadership is occurring, assess the situation, and determine the best way to handle it because:

- Counterproductive leadership destroys unit morale and undermines the followers' will and initiative.
- Counterproductive leadership behaviors prevent the establishment of a positive organizational climate and have other consequences at the unit and individual level, such as decreasing readiness, trust, morale, motivation, cohesion, task performance, or physical and psychological well-being.
- All Army leaders have a responsibility to guard against, prevent, or intervene to address counterproductive leadership when they witness it by 10 USC 3583 (ADP 6-22; AR 600-100; AR 600-20).

The self-study IMI can be accessed at <https://capl.army.mil/counterproductive-leadership/> and were created to:

- Motivate leaders to productively address (or do what they can to address) counterproductive leadership behaviors when they occur—and ultimately prevent them from occurring in the first place.
- Provide leaders with a common understanding of what counterproductive leadership behaviors are/are not and what contributes to them, recognizing that these are patterns of behavior we can all fall into if we as individuals and the organization are not vigilant.
- Provide practical strategies on how to identify, assess, and address these behaviors when they occur.

A condensed version of all three modules was developed to be conducted in group settings and help units generate discussion and action plan on how best to eliminate counterproductive leadership. This Counterproductive Leadership Group Facilitator's Guide was created to allow units to lead and conduct their own sessions and support them in facilitating discussions around these topics. This Guide is intended to be used in conjunction with the Counterproductive Leadership Group Facilitation Slides.

Session Overview

The session is divided into three parts: **Identify**, **Assess**, and **Address**. The three parts can be completed at one time or broken into three separate training sessions. In addition to educating participants, the session uses discussion and dialogue, led by a facilitator, to deepen participants' understanding and help everyone learn from each other. The session includes questions and exercises to prompt audience participation, help the audience engage with the material, broaden the audience's knowledge of counterproductive leadership behaviors, familiarize the audience with strategies to assess and address counterproductive leadership behavior, and prepare for implementation of intervention strategies.

Audience participation is fostered throughout the session using the various techniques described above. We want everyone to engage in this session and to walk away with new tools or understanding so that we can tackle counterproductive leadership in the Army, together.

Session Goal & Learning Objectives

The goal of this session is to provide Army leaders, across all ranks and cohorts, with practical strategies to identify, assess, and address counterproductive leadership behaviors when they occur so that we can contribute to creating better Army leaders. The group facilitation also provides an opportunity for the unit to openly discuss counterproductive leadership and identify their own norms and standards regarding the issue. The specific learning objectives within each segment are as follows:

- **IDENTIFY Segment**
 - Define counterproductive leadership.
 - Describe common categories of counterproductive leadership.
 - Identify techniques for uncovering counterproductive leadership.
- **ASSESS Segment**
 - Identify situational factors and personal characteristics that can contribute to counterproductive leadership.
 - Describe counterproductive leadership in terms of frequency, severity, associated triggers, and impacts.
- **ADDRESS Segment**
 - Identify strategies to intervene for others and handling a leader exhibiting counterproductive leadership.
 - Identify strategies to directly address a leader exhibiting counterproductive leadership.
 - Identify strategies to strengthen your resilience against the effects of counterproductive leadership.

Target Audience

The target audience for the counterproductive leadership materials encompasses all Army leaders, including uniformed and civilian personnel, and their followers. The ideal audience for this session is a small group (less than 20 participants) setting, which is more effective for facilitating discussion and reflection. However, facilitators can modify the materials and presentation to support large group facilitation efforts as needed.

The target audience for this facilitation guide is anyone who has been asked to facilitate or is considering facilitating a session on counterproductive leadership. This guide has been written for someone with little to no knowledge of counterproductive leadership and little to no experience facilitating; introductory information on both topics is provided in the guide.

Facilitator-to-Participant Ratio

The optimal facilitator-to-participant ratio for this course is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, then it is recommended to have multiple facilitators.

NOTE: If the anticipated audience is larger than 50 participants, some features of the facilitation guide will need to be adapted. Audience discussion will have to be conducted in larger groups or with the audience as a whole, rather than the small group discussions that can be utilized with smaller audiences. Discussion times may need to be shortened to keep the session within allotted time frame.

Materials & Equipment

You will need the following materials and equipment to facilitate this session:

- Facilitator Materials:
 - Counterproductive Leadership Session PowerPoint file
 - This Facilitator's Guide
 - Personal Story Exploration and Development resource (6 pages)
- PC Computer or Laptop
- Monitor or Projector and A/V cables
- Screen, *if projecting*
- Markers & Chart Paper or white board
 - You're encouraged to use a flipchart and markers to record key points from your discussions, as appropriate. This helps build a shared understanding among all participants and is useful as a reference if you want to refer back to key points from earlier in the session.
- Participant packet:
 - Address Counterproductive Leadership Reflection Resources (8 pages)
 - Address Counterproductive Leadership Job Aid (10 pages)
 - Preparing to Respond to Common Rationalizations Job Aid (1 page)
 - Address Counterproductive Leadership Resources (2 pages)
 - Conduct an Integrated Assessment (2 pages)
 - Action Planning Reflection Resource (2 pages)
 - Download the resources here: <https://capl.army.mil/counterproductive-leadership/>

NOTE: In addition to printing the participant packet, it is recommended that you post the participant materials electronically or share them via email ahead of the session.

Delivery Mode and Suggested Schedules

The session is designed to be flexible and scalable. The session can be completed all in one seating or it can be broken up into smaller chunks, ideally one for each segment. Also, the amount of discussion time included is flexible, which allows sessions to fit into shorter time slots. This facilitator guide is designed for one 90-minute block with limited discussion, or a 120-minute block that includes up to 30 minutes of discussion. If possible, holding the longer 120-minute session (or multiple shorter sessions that add up to 120 minutes) is preferred as it allows more time for audience questions, discussion, and for participants to learn from one another.

120 minutes, or even 90 minutes, is a long time for one person to lead an audience and this guide covers a lot of material. It is recommended that multiple facilitators co-present this material. If 3 facilitators are available, one person can facilitate each segment. Multiple facilitators also allows for the facilitators to visit the small groups during discussion times.

In the remainder of this guide, you will see the suggested timing for each individual slide. Below is a summary of topics and a schedule for both a 120 minute block and a 90 minute block.

Pay attention to the timing throughout and simplify your presentation as needed. Suggestions are provided for where to shorten content but ultimately the facilitator needs to monitor their time and how long they are spending on each slide.

Suggested Schedule: 120-Minute Block [Discussion Included]

Segment of Instruction	Duration
Session Opening	5 minutes
IDENTIFY Counterproductive Leadership Behaviors	25 minutes
ASSESS Counterproductive Leadership Behaviors	30 minutes
ADDRESS Counterproductive Leadership Behaviors	40 minutes
Action Planning Activity & Discussion	15 minutes
Session Conclusion	5 minutes
Total Duration	120 minutes

Suggested Schedule: 90-Minute Block [Limited Discussion]

Segment of Instruction	Duration
Session Opening	5 minutes
IDENTIFY Counterproductive Leadership Behaviors	20 minutes
ASSESS Counterproductive Leadership Behaviors	25 minutes
ADDRESS Counterproductive Leadership Behaviors	35 minutes
Session Conclusion	5 minutes
Total Instruction Time	90 minutes

NOTE: To achieve a 90-minute block with limited discussion, slides dedicated to discussion can be removed or shortened. The final discussion activity (second-to-last slide) can be shortened and presented as a take-home activity.

How to Use this Guide

The facilitator guide contains PowerPoint slides embedded with facilitation notes and discussion questions to guide you through the session. The facilitation notes feature:

- **Session script:** A full script of the session is provided. The script closely follows the IMI lessons upon which this session is based. Although you should not read the script verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
- **Key points:** Key topics and main ideas for each slide are included. These are provided to summarize the script. It is recommended that you use these notes during the session to remind you of key points. These are also the slide notes included in the slide deck.
- **Discussion Questions:** Discussion questions provide ways to engage learners in a discussion. You can add your own questions or tailor the questions/examples to the intended audience.
- **Icon Cues:** These are designed to provide visual references as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.



Say: Indicates content that you should speak aloud. Content is provided in both script and bulleted form.



Do: Indicates actions that you need to take as facilitator.



Timing: Indicates the suggested time allowed for each slide.



Handout: Indicates when you should reference an audience handout.



Discussion: Indicates when a discussion question should be asked of the audience.



Personal Story: Indicates when to add in a personal story or example to support the material.

This facilitation guide and associated materials have been developed with the intention that this guide would be used to familiarize the facilitator with the counterproductive leadership content and how to conduct these sessions. This guide is not intended to be actively used during the session. The slide deck and the notes included there should be used during the facilitation. Please see the next page for how to prepare for facilitating this session.

Facilitator Preparation

This facilitator guide aims to provide all necessary information for leading a successful session and discussion on counterproductive leadership behavior. Anyone can facilitate this session; there are no special requirements - just motivation to want to help your unit improve and perform more effectively. Counterproductive leadership is a leader development issue, thus, ideally, the selected facilitator has an interest in leadership and leader development and is also comfortable with or wants experience leading a group session. There are several ways you can prepare before the session.

1. Read through the session script and review the PowerPoint slides. Feel comfortable speaking from the provided bullets and leading discussion. If possible, view each of the three self-study modules on counterproductive leadership ([IDENTIFY](#), [ASSESS](#), and [ADDRESS](#)) to gain a more in-depth understanding of the topic. Especially, the **ADDRESS** segment covers a lot of information so be sure you have reviewed and are comfortable with the material. Lean on co-facilitators to share the responsibility of presenting the material.
2. Review the associated facilitator guide materials and materials in the participant packet. Familiarize yourself with them so that you can easily reference them throughout the session and they will help you prepare to facilitate discussion on this topic.
 - Specifically, be prepared to walk the audience through the Integrated Assessment activity (slide 32; also see the participant packet). The intention is for the audience to consider a situation/story in which they put together all the tools and tactics they have learned in the session to assess and understand if and when counterproductive leadership is occurring (see #3 below for how to develop your personal story or where an example story is available). Alternatively, use an audience story if someone is willing to volunteer. Help the audience consider the story and reflect on the questions in the worksheet. They can work in groups to fill out the 'Assessment' column. Familiarize yourself with the questions and how you would respond. The final piece is to combine it all into a conclusion or assessment focusing on what action should be taken. Per slide 32, action is either moving forward to address the leader's behaviors (leading into the third segment – **ADDRESS**) or continuing to monitor the leader.
3. Complete the *Personal Story Exploration & Development* resource (2 pages). This will help you think through and organize your personal examples prior to the facilitation. Your own personal experiences related to counterproductive leadership will be leveraged throughout the session and will help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs.

NOTE: The example story provided in the development resource can be used for the *Conduct the Integrated Assessment* activity instead of a personal story (see slide 32). Alternatively, you can ask the audience for an example or come up with your own example.
4. Familiarize yourself with the suggested timing of slides and discussion activities. Determine how much time your unit can set aside for the session. Consider having another team member in the audience help you keep track of time while you're facilitating and notify you if you're getting too far behind.
5. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20-30 participants.
6. Invite the commanding officer or organization director to kick-off the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.

NOTE: No slides have been dedicated to this purpose. They can speak while the opening slide is visible or from their own content.
7. Review resources in the participant packet so that you can direct the audience to the appropriate information. Share the resources electronically with participants via email before the session or print packets ahead of time.
8. Before the session, print out the slide deck with the slide notes included. To do this in the PowerPoint file select file, print, under settings change 'full page slides' to 'notes pages'. Alternatively, you can select the 3 slides handout option which will print only the slides (no notes) but will include lines to the right of the slides where you can write in your own notes.
9. To present slide deck on screen, either click the icon directly to the left of the magnification bar or click Slide Show in the ribbon at the top and then click 'from beginning'.

- To get the slide notes to display on the computer monitor while the projecting the PowerPoint, right click on the slide (while presenting) and click 'Show Presenter View'. Presenter view shows the current slide, the next animation in a smaller window to the right and the slide notes below that.

The remainder of this guide is the material to use during actual facilitation. The following pages provide a picture of each slide, the intended duration of each slide, and the exact script and key points for each slide. Depending on your preparation for the session and your comfort speaking to a group, you can choose whether to follow the script or just use the key points to guide you.

Session Opening

Duration: 4 minutes



Slide



Do



- Refer participants to the participant packet. These materials should be printed and available to participants when they enter the room or instruct participants to bring them to the session if you have previously emailed it to them.



- Add a personal story of your experience with counterproductive leadership, if possible. Use *Personal Story Exploration & Development* guide to help prepare story. An example story is provided on page 3 of the guide if you do not have one to share.



Say – Key Points

- Welcome to session
- Introduce yourself
- Purpose of session/importance of CPL – tying into what CO said
- Seeking an open/welcoming environment – expect audience participation
- Disclaimer that serious issues (harassment/violence) will have to be reported
- Tell opening story – include impact on individuals and unit
- If you don't have a story to share, use example story at the end of *Personal Story Exploration & Development* guide
- Practical goal of session (why should audience care?)

Say – Full Script

Hi everyone and welcome to our session on counterproductive leadership. Before we begin, I want to explain what we hope to get out of this session.

**Refer to the key points made by the commander or the organization leader in his or her introduction.*

This training is a bit different than most other training you have had. This session is designed to be immediately useful to you. You will learn practical strategies and techniques that you can apply today to improve your own leadership and to help you deal with others' counterproductive leadership behaviors.

Counterproductive leadership is a key issue in the Army that impacts well-being and readiness and prevents units from performing at their best – even if the counterproductive leader has previously experienced success. We are all responsible for promoting and safeguarding morale and well-being. The Army is committed to stopping counterproductive leadership and we must all play our part. This session aims to help everyone do that.

This is an open and welcoming environment. I want everyone here to feel comfortable sharing their experiences with counterproductive leadership so we can have a more engaging learning experience. This session is intended to help us all develop and grow as leaders. It is intended to provide a realistic and practical discussion of an issue facing our Army. To help make this session as impactful as possible, I will be encouraging you to contribute to the discussions with your own perspectives, reflections, and experience. Our session today will be more impactful and useful for each of individually and as a unit if we all take part.

That being said, given the potential for serious issues to be raised during this discussion, I want to say in advance that if someone shares an experience that involves a serious threat like harassment or violence, I will be required to report those to the appropriate authority.

- Answer audience questions

To begin the session, I want to start by sharing with you my personal experience with counterproductive leadership.....

**Describe a personal experience with counterproductive leadership or use an example story at the end of the Personal Story Exploration and Development*

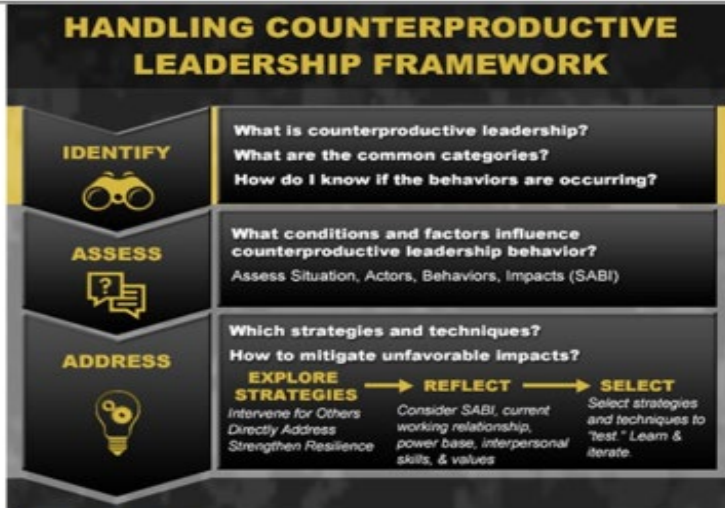
As I said, the goal of this presentation is practical: to provide everyone, across all ranks and cohorts, civilian and military, with the skills and resources to be able to **IDENTIFY, ASSESS,** and **ADDRESS** counterproductive leadership behaviors when they occur so that we can contribute to creating better Army leaders. The benefits of this session are immediate – you will be able to apply the skills you learn here today to improve your own leadership and to help you deal with counterproductive leadership from others. All Army leaders have a responsibility to prevent and address counterproductive leadership when then witness it occurring (ADP 6-22; AR 600-100; AR 600-20). Today's session is one way that the Army is helping us with realistic strategies to address counterproductive leadership when it occurs and promote positive climates within our units.

What questions are there before we begin?

Session Overview

Slide

Introduction



Duration:
1 minute



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2

Do



- Reference the graphic on page one of the *Address Counterproductive Leadership Job Aid* handout in the participant packet.



Say – Key Points

- Today's session will cover a framework on how to handle counterproductive leadership, broken into three segments on how to **IDENTIFY**, **ASSESS**, and **ADDRESS** counterproductive leadership.
- Reference the infographic on the first page of the *Address Counterproductive Leadership Job Aid* handout.
- A lot to cover in these topics, so we'll just scratch the surface
- More in-depth individual trainings for each segment are available

Say – Full Script

Everyone should have received several digital resources for this session a few days ago; there is also a printed participant packet for you to use during the session. Does anyone not have a packet? Refer to the graphic on the first page of the *Address Counterproductive Leadership Job Aid* handout within your packet. This handout shows a framework that mirrors the structure of our session today—we will explore three segments focusing on how to **IDENTIFY**, **ASSESS**, and **ADDRESS** counterproductive leadership within the Army. You will learn real-life techniques and strategies that you can use to address challenges you have or may face on the job.

We'll discuss the other materials in your participant packet as we move through today's session. Many of the strategies and techniques we discuss are outlined in those documents, so don't feel like you need to copy down everything I say. However, there is a lot to cover in these topics so this session will only scratch the surface of counterproductive leadership behaviors and how to deal with them. More in-depth trainings for each segment are available for individual use at any time. These trainings can be accessed here: <https://capl.army.mil/counterproductive-leadership/>

Identify Counterproductive Leadership

Slide

Identify Counterproductive Leadership



Duration:
30 seconds

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3



Say – Key Points

- We'll start with **IDENTIFY**
- The first step is to know what you are looking for
- Learn how to define and describe counterproductive leadership
- To uncover and confirm if counterproductive leadership is occurring within units
- Take questions

Say – Full Script

Our first segment today will cover how to **IDENTIFY** counterproductive leadership, which is the first step in the Handling Counterproductive Leadership Framework. In order to do something about counterproductive leadership, we must first know what we are looking for. We will explore how to define and describe counterproductive leadership so that you will be able to uncover and confirm if counterproductive leadership is occurring within your unit. What questions are there before we begin?

Letting Go of the Toxic Label

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Letting Go of the Toxic Label



Duration:
1 minute

- Lack of shared understanding about what “toxic” means
- Labels the person rather than the behavior
- Highlights overtly negative, malicious behaviors



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Say – Key Points

- Moving away from “toxic” leader to counterproductive leadership
- “Toxic” label is too limiting, misses other negative behaviors
- Focus on the behaviors instead of labeling a person
- Creating common language
- Co-creating change

Say – Full Script

The term “toxic leader” has become somewhat of a buzzword in today’s Army and is often used to describe leaders who engage in the types of behavior from the opening story. But are we all referring to the same thing when we use that term? Probably not.

Calling someone a “toxic leader” labels the **person** rather than their **behaviors**, which should be the focus. The term “toxic leader” also highlights overtly negative or malicious behaviors while missing other leader behaviors that contribute to a negative environment, such as incompetence or self-promotion. Counterproductive leadership can span all of these behaviors, all of which are detrimental to the unit and individual. For these reasons, the Army is moving to the term “counterproductive leadership”, emphasizing observable behaviors rather than intent or contagious effects. Shining light on the problem—using precise and descriptive terms to describe the behaviors—will help get the organization on the “same page” when talking about it. This is the first step towards change, towards co-creating an Army where these behaviors are no longer tolerated.

Fact vs. Fiction

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Fact vs. Fiction



Only really poor leaders demonstrate these behaviors.	Leaders who demonstrate these behaviors cannot change.
If a leader is getting results, then they are not demonstrating counterproductive leadership.	Aspects of Army culture can make individuals more prone to demonstrating counterproductive leadership.



Duration:
3 minutes



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Do

- Fact or fiction statements appear on screen. Read the statements to the audience and ask for volunteers to respond as to whether they think each one is true or false. Ask for audience members to explain why they think one is true or false. Go over the correct answers together, spending more time on the statements the audience got wrong. If short on time, can ask an audience members to select 1-2 statements and discuss those with the audience.



Say - Key Points

- Debunking myths about counterproductive leadership
- Key
 - Fiction: It's not only poor leaders, it can be anyone.
 - Fiction: Leaders can change these behaviors
 - Fiction: Even if you are producing results, you can exhibit counterproductive leadership

Say - Full Script

It's time to separate fact from fiction when it comes to counterproductive leadership. Let's take the first statement: Do you think this is true or false?

- Only really poor leaders demonstrate these behaviors. → **False.** All of us are capable of displaying counterproductive behaviors under certain situations. This doesn't make us poor leaders or bad people; it makes us human.
- Leaders who demonstrate these behaviors cannot change. → **False.** Leadership skills can be developed and improved. Leadership development is a lifelong process of synthesizing knowledge, skills, and experiences.
- If a leader is getting results, then they are not demonstrating counterproductive leadership. → **False.** Although engaging in counterproductive leadership may enable some leaders to achieve results in the short term, their long term use can have negative

- Fact: Army/military culture contributes to counterproductive leadership

consequences for the unit that are difficult to avoid and recover from. That's why it's important to stop and consider how a leader is achieving results.

- Aspects of Army culture can make an individual more prone to demonstrating counterproductive leadership. → **True.** Army norms that can make individuals more prone to demonstrating and/or tolerating counterproductive leadership include: enduring hardship, sacrificing to accomplish the mission, loyalty to the boss, protecting your battle buddy, having a zero-defect mentality, and looking out for one's own career.

Counterproductive Leadership Defined

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Counterproductive Leadership Defined



- Counterproductive leadership is “the demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment” (ADP 6-22).
- Army researchers have studied these behaviors and their impacts.



Duration:
1 minute



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Say – Key Points

- Army's definition: “Counterproductive leadership is the demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment”
- Army researchers collected data from over 1,800 Soldiers and Department of the Army Civilians on specific counterproductive leadership behaviors and their impact on individual and unit-level outcomes.
- Consequences to individuals: lowers well-being, increases stress
- Consequences to unit: reduces readiness and morale and impedes the mission
- Wide range of behaviors from abuse to incompetence
- Incompatible with Army regulation and doctrine

Say – Full Script

ADP 6-22 defines counterproductive leadership as “the demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment.” To develop an understanding of this issue, researchers at the Center for the Army Profession and Leadership, collected data from over 1,800 Soldiers and Department of the Army Civilians on specific counterproductive leadership behaviors and their impact on individual and unit-level outcomes.

Counterproductive leadership decreases followers' well-being, their engagement, and can undermine the organization's readiness and ability to accomplish the mission. It raises the chances of adverse impact to the unit and can have cascading effects, lowering morale, commitment, cohesion, effectiveness, readiness and productivity. To varying extents, counterproductive leaders misuse their authority, pursue self-serving goals, demonstrate unstable behavior, lack competence, or make corrupt choices. Counterproductive leadership behaviors are incompatible with Army doctrine, regulation, and good practices of leadership.

Audience Discussion

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Counterproductive Leadership Defined



- What examples of counterproductive leadership have you witnessed?
- What impacts of have you personally seen in a previous unit?



Duration:
2-3 minutes



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Discuss

- Ask the questions to the audience and discuss for 2-3 minutes.
- If participants are hesitant to speak up at first, share another example from your personal experience or a generic example to get them thinking. Note that they don't have to use names or share anything incriminating about a particular leader. It is fine to speak generically about experiences. Remind participants that this is a safe space. With larger groups or groups that are more reluctant to volunteer, have the audience discuss answers to the questions with 3-4 people around them.

Categories of Counterproductive Leadership Behaviors

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Categories of Counterproductive Leadership Behaviors



Duration:
2 minutes



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Do



- Refer participants to the *Reflection Resource* handout for more detail on the categories, including many examples for each.



- Include a personal story if possible.



Say – Key Points

- 5 categories: Abusive Behaviors, Self-Serving Behaviors, Erratic Behaviors, Leadership Incompetence, Corrupt Behaviors
- Categories based on Army research, meant as a guide & not limiting
- Leaders can exhibit multiple behaviors, spanning across the categories

Say – Full Script

The Army has conducted extensive research on counterproductive leadership behaviors that most negatively impact individuals and units and found that they can be divided into 5 broad categories: Abusive Behaviors, Self-Serving Behaviors, Erratic Behaviors, Leadership Incompetence, and Corrupt Behaviors. Note that counterproductive leadership behaviors are not limited to those cited in these categories. Leaders can also demonstrate more than one of these behaviors and can span multiple categories. These categories are meant as a guide, to help us determine strategies for identifying and addressing such behaviors

Refer to the *Reflection Resources* handout to follow along with the counterproductive leadership categories.

- Abusive Behaviors** include behaviors that involve a leader exceeding the boundaries of his/her authority by being abusive, cruel, or degrading of others. These behaviors are contrary to what is required

- No standard picture for what counterproductive leadership looks like
 - Thorough listing of behaviors found in *Reflection Resource* handout
- for the moral, ethical, and legal discharge of his/her duty. A few examples include: bullying, using threats or intimidation, humiliating others, or berating others for mistakes.
- **Self-Serving Behaviors** include behaviors that result from self-centered motivations on the part of the leader, where the leader acts in ways that seek primarily to accomplish his/her own goals and needs before those of others. Examples include: arrogance, lack of empathy, and taking credit for others' work.
 - **Erratic Behaviors** include behaviors related to poor self-control or volatility that drive the leader to act erratically or unpredictably. The leader engages in behavior that deflects his/her problems onto others or acts on the perceived negative intent of others. A few examples include: losing one's temper at the slightest provocation, paranoia, and blaming others.
 - **Leadership Incompetence** includes ineffective leadership behaviors that result from a lack of experience or willful neglect. Incompetence can include failure to act or acting poorly. While incompetent leadership can arise from reasons unrelated to counterproductive leadership, it is included as a category as it is often associated with arrogant or abusive leaders who are not aware of their shortcomings and do not seek to correct their shortcomings. Conversely, some leaders lacking competence are aware of their shortcomings, which leads them to behave in counterproductive or negative ways in order to cover up their shortcomings or mistakes. Examples include: displaying poor judgement, putting others at risk, and neglecting responsibilities.
 - **Corrupt Behaviors** includes behaviors that violate explicit Army standards, regulations, or policies. Violations may range from disrespect subject to administrative discipline to criminal actions subject to discharge or incarceration. Examples include: dishonesty, misusing government resources and time, violating the Uniform Code of Military Justice.

Audience Discussion

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

General Indicators of Counterproductive Leadership



- What are some general indicators or warning signs that may suggest that counterproductive leadership is occurring within a unit?



Duration:
2-3 minutes



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9



Discuss

- Ask the question to the audience and discuss for 2-3 minutes. Note responses on a flipchart or whiteboard, if available.
- If short on time, limit discussion to one person or skip.



Say – Key Points

- Easiest to detect counterproductive leadership when it's happening to you
- How can we better detect when it's happening to others?

Say – Full Script

Now that we've discussed some of the categories of counterproductive leadership, I want to hear from you on how you recognize when it's occurring. It's easiest to see counterproductive leadership occurring when you are a recipient of the behaviors because they are directly observable to you. But it can be difficult to detect if counterproductive leadership is occurring in others because leaders, especially subordinate leaders, may be able to hide these behaviors from superiors. In these cases, it's important to look for potential warning signs.

What do you think are some general indicators or warning signs that may suggest that counterproductive leadership is occurring within a unit?

General Indicators of Counterproductive Leadership

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

General Indicators of Counterproductive Leadership



Individuals display non-verbal cues that indicate they are uncomfortable around the leader.



The leader surrounds him/herself with “Yes” men or women.



When something goes wrong, the leader blames others.



Duration:
2 minutes



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10

Do



- You do not need to spend time discussing warning signs that audience members already brought up during the previous discussion. They can be skimmed.
- Include a personal story if possible.
- If time permits, ask the audience what other indicators of counterproductive leadership they've seen.



Say - Key Points

- Non-verbal communication – body language, facial expressions
- “Yes” men/women, people don't want to disagree with the leader
- Blaming others, instead of fixing the problem/finding a solution

Say - Full Script

There are a few warning signs that may indicate that counterproductive leadership is occurring within a unit. These warning signs, combined with the techniques we will learn about later in the session, will help you determine whether counterproductive leadership is, in fact, occurring. A few potential warning signs include:

- **Non-Verbal Cues** - Facial expressions, tone of voice, and body language can give you clues on how someone is perceived. For example, a subordinate avoiding eye contact with a leader could be a sign that he or she is intimidated or uncomfortable.
- **“Yes” Men/Women** - Insecure leaders tend to surround themselves with people who will always support their ideas or actions, or “yes” men/women. These yes men/women are often in this position because they are too intimidated to speak up or disagree, which can lead to divisiveness, resentment, and a lack of openness to diverse

perspectives. A lack of discussion or quick agreement can be a sign that individuals are anxious to speak up.

- **Blaming Others** - If leaders are blaming others for problems, then their primary focus may be on protecting their image rather than focusing on how to fix the problem. When leaders play the blame game, it can demotivate and cause resentment among subordinates. Too often blaming others for problems or mistakes could be a warning indicator of counterproductive leadership.

Identifying Counterproductive Leadership at Different Levels

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Identifying Counterproductive Leadership at Different Levels



- In your **subordinates**
- In your **peers**
- In your **superiors**
- In **yourself**



Duration:
15 seconds



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11



Say – Key Points

- It can be challenging to identify counterproductive leadership behavior, especially within your subordinates.
- Depending on your position in the unit, you may be in a position to recognize counterproductive leadership in some but not others.
- One person is not in a position to detect counterproductive leadership at all levels
- Be vigilant for when counterproductive leadership behaviors are happening for others.

Say – Full Script

It can sometimes be challenging to identify counterproductive leadership. Your relationship to the leader makes a difference in how you identify and address these behaviors. As I said earlier, it's easiest to notice counterproductive leadership when they are happening to you. But it's important to be vigilant for when these behaviors are happening to others so that we can all work to make a better Army. In the next few slides we'll discuss how your relative position within a unit may influence how you go about determining whether counterproductive leadership is occurring.

Audience Discussion

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Uncovering Counterproductive Leadership in SUBORDINATES



- What are some methods you could use to help you uncover counterproductive leadership in subordinates?



Duration:
2-3 minutes



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12



Discuss

- Ask the question to the audience and discuss for 2-3 minutes. Note responses on a flipchart or whiteboard, if available.
- If short on time, limit discussion to one person or skip.

Uncovering Counterproductive Leadership in Subordinates

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Uncovering Counterproductive Leadership in SUBORDINATES



- Conduct battlefield circulation
- Advertise your open door policy
- Hold sensing sessions
- Complete command climate surveys



Duration:
2 minutes



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13

Do



- You do not need to spend time discussing options that participants already brought up during the previous discussion. They can be skimmed.
- Include a personal story if possible.



Say – Key Points

- Subordinates act differently when their boss is around, can't rely on causal interactions
- If you observe counterproductive leadership happening, first step is to collect more information
- Collection strategies include:
 - Battlefield circulation – taking a pulse of the unit
 - Open door policy – clearly stated and welcoming

Say – Full Script

Great answers! Keep in mind that if you observe counterproductive leadership occurring in any context, the first step is to collect more information about what is happening. What you observed could have been a one-time occurrence or maybe it's a pattern of behavior. You won't know until you explore. And particularly for identifying counterproductive leadership in your subordinates, it will be more difficult to causally observe these behaviors happening when you're around. Subordinates will put their best foot forward around their superiors and may not exhibit counterproductive leadership in your presence. If you do not take other steps beyond direct observation to monitor your subordinates for counterproductive leadership, you may never know there is a problem.

Here are some other strategies you can use to determine whether counterproductive leadership is occurring:

- **Battlefield circulation**, which I'm sure we're all aware of. It involves getting out of the office, walking around, talking to personnel, and looking for the general indicators we just explored.

- Informal sensing sessions
- Command climate surveys – broad information but provides clues

It's about taking a pause to gather a sense of the overall level of morale in your team.

- Second, consider your **open door policy**. Make sure it's clearly stated and that your team feels comfortable bringing their concerns to you, which allows you to act on the issues brought to your attention.
- Also holding regular informal **sensing sessions** can help you take the pulse of the unit and uncover issues that need to be addressed before they surface in the more formal command climate surveys. You can hold sessions with either immediate subordinates or skip-sessions with leaders and subordinates two levels down.
- **Command climate surveys** can also help you uncover counterproductive leadership. Since the target of these surveys is the overall climate of the unit, they are not a direct assessment of an individual leader. However, they can provide you clues to whether counterproductive leadership is occurring, for example if there are low levels of morale, trust, and respect. Any evidence of potential counterproductive leadership could serve as a guide to help you formulate a plan for how to get more information and address the problem area while sustaining positive areas.

Uncovering Counterproductive Leadership in Your Peers

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Uncovering Counterproductive Leadership in PEERS



You may be the **ideal person** to intervene because you have:



But you may...



...Think you'll **hurt the relationship** by speaking up.



...**Be tempted to avoid** the situation or leave it to a superior.



Duration:
45 seconds



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14

Do



- Include a personal story if possible, on when you've seen or identified potential counterproductive leadership in your peers.



Say – Key Points

- Optimal visibility make peers an ideal person to observe and potentially intervene
- Resist the temptation to do nothing or wait for a superior to do something
- We need everyone to be vigilant and doing their part to address counterproductive leadership

Say – Full Script

What about identifying counterproductive leadership in your peers? At times you may observe your peer leaders in situations that a superior might not witness (we're not saying you should actively spy on your peers). Your relationship with your peer puts you on equal footing in terms of position, and by virtue of this, you may have a more friendly working relationship. This may mean that you are in a better position to informally address a behavior or ask a question in a way that generates less defensiveness. On the other hand, you may be tempted to avoid addressing the situation or leave it to a superior to address in order to save the relationship, but you have a responsibility to help address this issue.

Uncovering Counterproductive Leadership in Superiors

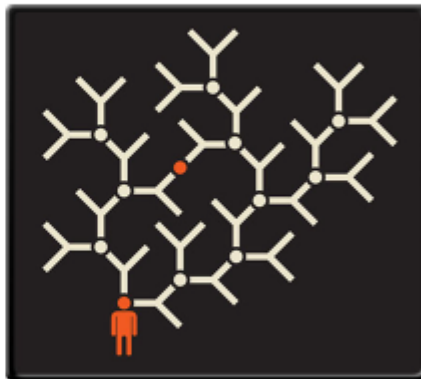
Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Uncovering Counterproductive Leadership in SUPERIORS



- Pay attention to factors that may be contributing to the behavior.
 - "Every time subordinates provide suggestions at a meeting, the leader seems to take offense and belittles them in front of everyone. It is almost like suggestions are a direct threat to his ego and self-concept of a 'strong leader.'" - CPT
 - "When the leader has a tight deadline from HQ, he is short with us and loses his temper if we make mistakes or our pace isn't up to his standards." -MSG



Duration:
30 seconds



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15

Do



- Include a personal story if possible, on when you've seen or identified potential counterproductive leadership in your superiors.



Say – Key Points

- This may be the most common and most challenging situation to deal with
- When you do observe these behaviors, take notes of any details/factors that may contribute

Say – Full Script

And finally what are your options and potential challenges when you observe or experience your superior(s) exhibiting counterproductive leadership? As a subordinate, it may be easier for you to identify the behaviors directly. When these behaviors do occur, pay attention to factors that may be contributing to the behaviors such as tight deadlines or pressure from higher up the ranks.

Audience Discussion

Slide

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP

Uncovering Counterproductive Leadership



- What are the biggest barriers to identifying and uncovering counterproductive leadership in your unit?



Duration:
2-3 minutes



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Discuss

- Pose the question to the audience and discuss for 2-3 minutes. Note responses on a flipchart or whiteboard, if available. Make connections back to how the relationship of the individual to the person exhibiting the counterproductive leadership influenced how they identified how and when it occurred.
- If short on time, limit discussion to one person or skip.

Assess Counterproductive Leadership

Slide

Assess Counterproductive Leadership 

HANDLING COUNTERPRODUCTIVE LEADERSHIP FRAMEWORK

IDENTIFY 	What is counterproductive leadership? What are the common categories? How do I know if the behaviors are occurring?
ASSESS 	What conditions and factors influence counterproductive leadership behavior? Assess Situation, Actors, Behaviors, Impacts (SABI)
ADDRESS 	Which strategies and techniques? How to mitigate unfavorable impacts? <div style="display: flex; justify-content: space-around; font-weight: bold; font-size: small;"> EXPLORE STRATEGIES REFLECT SELECT </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> <div style="width: 30%;"> Intervene for Others Directly Address Strengthen Resilience </div> <div style="width: 30%;"> Consider SABI, current working relationship, power base, interpersonal skills, & values </div> <div style="width: 30%;"> Select strategies and techniques to "test." Learn & iterate. </div> </div>

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Duration:
1 minute

Do



- The Assess segment is guided by an assessment framework, the Situation-Actors-Behaviors-Impacts (SABI) tool, which is included on the *Reflection Resources* handout in the participant packet. Have audience follow along throughout the segment.



Say – Key Points

- Wrap up the **IDENTIFY** segment and transition to **ASSESS**
- Now that we explored how to identify counterproductive leadership, we will cover situational and individual factors that influence it
- The SABI model, provides a framework to understand the situation, actors, behaviors, and impacts (refer to handout)
- Take questions – though be careful not to allow this to derail you

Say – Full Script

That wraps up the Identify segment of the presentation. Now that we have covered how to identify and uncover counterproductive leadership behaviors at various levels within our units, we will turn to how to assess these behaviors, their root causes, and their impact on the unit and individuals. There is a lot of contributing factors to explore when it comes to counterproductive leadership behaviors, and we'll use a framework that considers the Situation-Actors-Behaviors-Impacts (SABI) model to help us.

The Assess portion of the framework focuses on the contextual and situational factors, like the Army's culture, that can contribute to the emergence and persistence of these behaviors. The model also considers aspects of the actors or individuals involved and how their personal characteristics can impact the situation. You'll also learn ways to gather additional information on the counterproductive leadership behaviors being displayed and identify the impact they're having at the individual, unit, and organizational levels. Collecting this information is an important step before moving forward to address counterproductive leadership and developing your approach. Are there any questions before we begin?

Our Biases

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Our Biases



Bias #1

How we interpret **our own** behavior



Vs. How we interpret **others'** behavior



Duration:
1 minute



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Do

- This concept may be difficult for some participants to understand right away. Make sure participants understand the concept before moving on.



Say – Key Points

- Natural human tendencies that play a role in interpreting others' behaviors
- Tendency to judge others more harshly than we judge ourselves
- Use example on slide
-

Say – Full Script

Before we begin assessing the role of an individual's characteristics in counterproductive leadership, it is important for us to understand some basic human tendencies or natural biases that affect our ability to interpret a situation and an individual's actions.

First, it is our human tendency to judge others more harshly than we judge ourselves. We tend to cut ourselves a lot of slack and attribute our own behaviors to the situation or other factors at play. But when it comes to other people, we often tend to believe that their behavior is due to their character or intentions. For example, if I'm late to a meeting it's because I was caught in traffic but if you're late to a meeting, it's because you're lazy and disorganized, not because traffic was bad. Does that make sense?

Our Biases

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

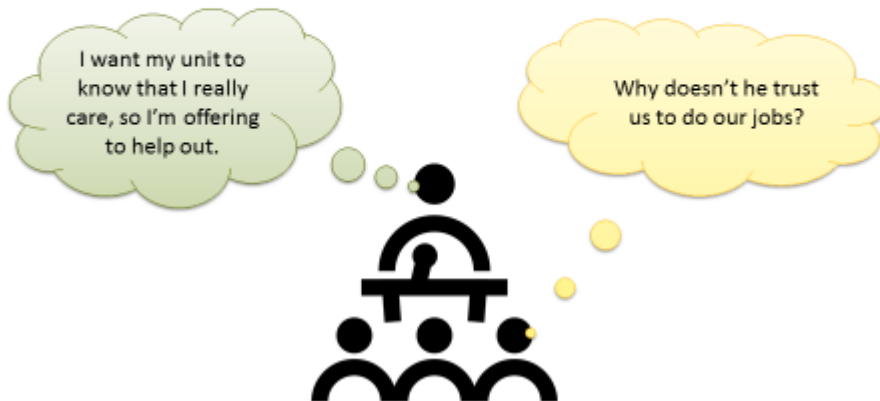
Our Biases



Bias #2

How we **intend** for our behaviors to come across

Vs. How others **perceive** our behaviors



Duration:
1 minute



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Do

- This concept may be difficult for some participants to understand right away. Make sure participants understands the concept before moving on.
- To help if the audience isn't understanding: How many times have you said something like, "But that's not what I meant!" during a disagreement with a friend? Things get lost in translation for one person to the next. Or think about it like the telephone game.



Say - Key Points

- Intentions vs perceptions – often the intended meaning behind our words gets lost in translation. The receiver perceives something different than was intended.
- Important to consider the potential disconnect between what was intended and what was perceived

Say - Full Script

Another natural human tendency is to evaluate our own behaviors based on how we intend for them to come across, rather than how they may be perceived by others. But when the shoe is on the other foot, we rarely pause to consider another's intent before deciding how it made us feel.

When you offer to help your colleague out with work, you are trying to be nice and courteous. Your colleague, on the other hand, perceives your offer to help as an indication that you don't think they can get it done by themselves.

Does this idea make sense as well?

How to Check Our Biases

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

How to Check Our Biases



- Reflect instead of react
- Posture of empathy
 - Empathy allows the leader to anticipate what others are experiencing and to try to envision how decisions or actions affect them.



Duration:
45 seconds



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Say – Key Points

- Both of these human tendencies must be considered when assessing counterproductive leadership
- **Reflect instead of react.** Pause to consider all the factors of the situations
- **Empathy** is essential to dealing with counterproductive leadership. Seek a deeper understanding before reacting.

Say – Full Script

We all fall victim to both of these tendencies, both at work and in our personal lives. Because these are natural tendencies, we have to consciously remind ourselves to consider the situational factors affecting someone's behavior and the intention behind their words.

This is especially important when assessing counterproductive leadership behaviors. To check your biases:

- **Reflect instead of react.** Take some time to check your first impression before taking action. Pause and consciously remind yourself to consider the intention behind the action, your perception, and the situational factors at play. **Adopt a posture of empathy.** Empathy is a core element making up an Army leader's character. Being empathetic doesn't mean you excuse behaviors. Rather, it involves getting to a deeper level of understanding of what may be influencing the behavior so that you can address it more productively. Again, this urges us to reflect **before** we react.

Factors to Assess

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess



Duration:
45 seconds



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Say – Key Points

- After you witness counterproductive leadership, how do you move forward?
- Was the behavior systematic or just a bad day?
- Assess the behaviors by gathering more information.
- Use the SAB I model in your participant packet to guide your data collection.

Say – Full Script

Once you witness or personally experience counterproductive leadership, it can be hard to know how to move forward. Is this leader having a bad day or is it a systemic problem negatively impacting the unit? You don't want to draw hasty conclusions, but you also don't want to leave these behaviors unchecked.

Assess the counterproductive leadership by gathering information on the following factors: Situation, Actors, Behaviors, and Impacts, the SAB I model.

This process isn't too different from the practices you would use to document observations in other situations; for instance, you may be familiar with the Situation, Observation, Assessment, and Request (SOAR) method. The process we present in this session will help you focus on counterproductive leadership behaviors and link them to specific impacts on individuals, the unit, and the organization. Only then can you develop an effective plan for action.

Army Culture: Striking the Right Balance

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Situation



Army Culture: Striking the Right Balance

- Values mission accomplishment and good work ethic

Self-assured

Charismatic

Physically fit

Decisive

Follow chain of command



Duration:
90 seconds



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Say – Key Points

- Army culture is the umbrella all situational factors are under
- Culture is the environment of the Army institution and its values and norms
- Army values help the organization to achieve its mission, but over time they can become distorted or abused and contribute to counterproductive leadership

Say – Full Script

The SABIT model starts with **Situation**. For our purposes, the situation or context of all counterproductive leadership is the Army culture. While a leader's personal characteristics can make them more susceptible to demonstrating counterproductive leadership, research has shown that situational factors within an organization can also trigger the behaviors in anyone.

To understand how the military's culture can contribute to counterproductive leadership, we should all get on the same page about what culture and climate are. The Army culture values mission accomplishment and a strong work ethic. It celebrates those who fit the 'model military leader' image of being charismatic, self-assured, physically fit, and decisive. It has a strong hierarchy and encourages loyalty. These cultural norms often serve to help the organization operate effectively and achieve positive outcomes by guiding individual behavior. However, over time, they can become distorted and, if taken to the extreme, can also contribute to the demonstration of less effective behaviors and climates within the unit.

Audience Discussion

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Situation



- What kinds of common situational factors contribute to counterproductive leadership in any work place?
- How might the Army's values and cultural norms make individuals more prone to demonstrating counterproductive leadership?



Duration:
2-3 minutes



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Discuss

- Ask the questions to the audience and discuss for 2-3 minutes. Note responses on a flipchart or whiteboard, if available.
- This discussion is to get the audience thinking about Army culture but it will be discussed more in depth on the next slide.
- If short on time, limit discussion to one person or skip.

When Army Values are Taken to the Extreme

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Situation



Cultural Values Taken to the Extreme



Achievement of Results Quickly and at Any Cost



Fulfillment of the “Hard Charging” Army Leader Stereotype



Extreme Deference to Authority



Duration:
2 minutes



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Do



- You do not need to spend time discussing options that participants already brought up during the previous discussion. They can be skimmed.
- Include a personal story if possible.



Say – Key Points

- Specific values that are taken to the extreme and contribute to counterproductive
 - Obtaining results at any cost** – leaders become over demanding or adopt an ‘any means necessary’ to get the job done, regardless of their people or unit
 - Hard-charging Army stereotype** – can lead to threats or abuse

Say – Full Script

Great ideas! In addition to what you all mentioned, here are some other ways that the Army’s culture can lead to counterproductive leadership:

- Achievement of Results at Any Cost:** The military’s mission often places leaders under intense pressure to perform and obtain results. It is also a culture that rewards individuals who achieve results. For some, this may translate into a ‘get results at any costs’ or a ‘zero-defect’ mentality where counterproductive leadership is a permissible and necessary means to the end, no matter the costs to individuals or the unit. While these leaders may be able to achieve results in the short-term, the long-term negative effects to a unit can be lasting and difficult to recover from. Military leaders need to be vigilant to ensure they are striking the balance between making sacrifices to accomplish the mission and managing the well-being of their Soldiers.
- Fulfillment of the “Hard Charging” Army Leader Stereotype:** Strength is conveyed by physical stature, resilience, expertise, decisiveness, and a whole host of behaviors that relate to the effectiveness of one’s influence.

- **Extreme deference to authority**—disagreeing with a superior may be considered disrespectful but without diverse ideas, progress comes to a halt.
- However, some leaders may try to convey strength in a counterproductive manner (e.g., using oppressive and abusive techniques), based on how they have seen Army leaders portrayed in the media or historically, which has an opposite effect to what is actually desired. The organizational pressure to appear to be strong and in charge can drive some leaders to use threatening and abusive techniques when other approaches would be more effective.
- **Extreme Deference to Authority:** The military is a hierarchical organization based on respect for leaders which serves Soldiers well in many circumstances, but some leaders rely almost exclusively on their rank or positional authority and expect unquestioning compliance. Disagreement or even questioning of a superior can be a sign of disrespect in the military; however, decision makers sometimes do not have full situational or technical awareness. Some decision makers play up their authority by not allowing subordinates to provide clarifying information or advice. In a culture where ideas counter to the boss' are seen as threatening, counterproductive leadership is more prone to occur and less easily mitigated when it does.

Factors to Assess: Actors

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Actors



Leader Characteristics	Recipient Characteristics	Observer Characteristics
<ul style="list-style-type: none"> • Past history • Personality • Adaptability • Response to feeling threatened 	<ul style="list-style-type: none"> • Personality • Cognitive ability • Competence 	<ul style="list-style-type: none"> • Is in a negative state of mind • Wants to impress an observer



Duration:
2 minutes



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Say - Key Points

- Leaders
 - Some leaders are more susceptible to counterproductive leadership than others
 - May have observed the behaviors from their superiors or not been developed thoroughly for the role
 - Narcissism, anxiety, low self-esteem can trigger to counterproductive leadership behaviors
- Recipients
 - Easily angered, anxious, confident – easy target for negative behaviors
 - These traits may trigger counterproductive

Say - Full Script

Now that we understand the overarching environment counterproductive leadership occurs in, we must also understand that these behaviors occur in the context of a **relationship** as well as a situation and culture. The **actors** or people involved in the situation are the *leader* demonstrating counterproductive leadership, the *recipient* of those behaviors, and any observers of the situation. It's important to look at the characteristics of all parties since counterproductive leadership always occurs in the context of a relationship.

Certain personal characteristics can make some leaders more susceptible to demonstrating counterproductive leadership than others. Past history, personality, and past experience can all influence behavior. Some leaders may be more susceptible to exhibiting counterproductive leadership because they were bullied themselves or were not properly developed for their role. Personality traits like narcissism, passive-aggressiveness, insecurity, or low self-esteem are commonly associated with individuals who are more likely to demonstrate counterproductive leadership. Some leaders may struggle to adapt their behaviors as they move up in leadership levels, move to different settings, or interact with different subordinates. These situations often involve feelings of insecurity or anxiety and some leaders may revert to

- leadership behaviors from the leader
- Recipient may threaten the leader's ego
- Recipient's inexperience may jeopardize the leader's success
- Observers
 - Anger the leader
 - Leader wants to impress them
 - Experience the same effects as recipients
- It is always the interaction **among the parties** that create the environment counterproductive leadership occurs in

counterproductive leadership when they believe their ego or position is being threatened.

For the recipient or those who are on the receiving end of the counterproductive leadership, their personality, cognitive ability, and competence can also influence or interact with the leader's behaviors. Their personality characteristics, such as being easily angered, anxious, or even conscientious or confident may initially contribute to the leader targeting him or her, or it may contribute to its escalation over time. Also aspects of the recipient's competence or skills may make a leader may feel as if his or her ego or status is being threatened and lash out, prompting them to display counterproductive leadership. A leader may have a low tolerance for mistakes or high concern for his or her reputation, which may cause the leader to react negatively toward inexperienced subordinates. The important thing to remember is the relationship between the two individuals, the leader and recipient, interacts with situational factors to create an environment that leads to counterproductive leadership.

Just like a recipient's characteristics can make the recipient more susceptible to counterproductive leadership, the presence of certain observers may also cause the leader to increase his or her use of counterproductive leadership because the leader may be in negative state of mind or want to impress the observer by showing how disciplined or decisive he or she is. As a result, observers often experience many of the same negative effects of counterproductive leadership as direct recipients of the behaviors.

Factors to Assess: Behaviors

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Behaviors



Behaviors – What Are They?

- What specific behaviors are you:
 - Witnessing directly?
 - Hearing about from others?
 - Seeing in command climate survey results (if applicable)?

Categories: Abusive Behaviors, Self-Serving Behaviors

Specific Behaviors Witnessed

- Berating and humiliating Bayne Smith for honest mistakes

Specific Behaviors Shared by 1LT Williams

- The Major creates schedules to fit his needs, never worrying about the hassle it creates for everyone else.



Duration:
1 minute



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Do

- The focus of the next slides on behavior is about documenting counterproductive leader behaviors that are occurring. This topic will be reinforced during the Integrated Assessment example (see participant packet).
- Include a personal story describing specific counterproductive leadership behaviors you have witnessed if possible or use the “Observations” image on screen as an example to discuss. These observation file images will be on the following slides about the SABI model as an example of each topic if you don’t have a story to share.



Say – Key Points

- Focus specifically on what the behaviors are and the impacts they are having on the individual/unit
- Was the leader having a bad day? Is this just a hard line approach? Is this serious and damaging?
- Document the counterproductive leadership behaviors that are occurring using

Say – Full Script

Now that we have learned how the situation and actors can influence counterproductive leadership, we now turn to behaviors. How do you differentiate between a leader who’s just having a bad day versus one who’s using a “hard-charging” approach that’s appropriate to the situation versus one who’s regularly using counterproductive leadership behaviors?

Taking time to critically assess the behaviors you observe will help you answer those questions and determine whether counterproductive leadership is occurring.

When you assess and document behaviors, you’ll want to think about the **behaviors** themselves – what exactly are they? What category or categories of counterproductive leadership are they? Use these categories

categories from the
IDENTIFY segment

to help you record behaviors in a consistent, commonly understood manner.

You'll also want to think about their **frequency**, **severity**, and **triggers**. We'll talk about those other factors on the next slides.

Factors to Assess: Frequency

Slide

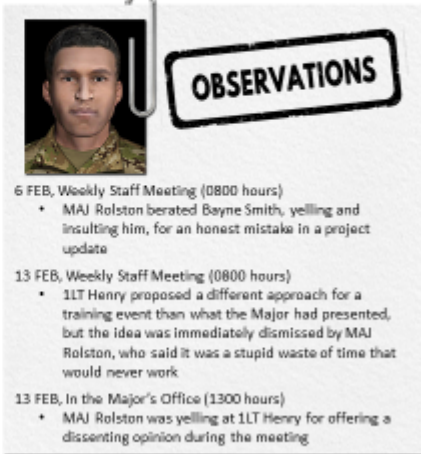
ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Behaviors



Frequency – How Often Do the Behaviors Take Place?

- When assessing frequency:
 - Record how many times you have seen the behavior or heard of the behavior(s) taking place.
 - Record times and dates.



Duration:
30 seconds



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Do



- Include a personal story describing how you noticed the frequency of the behaviors you were observing if possible or use the “Observations” image on screen as an example to discuss. These observation file images will be on the following slides about the SABI model as an example of each topic if you don’t have a story to share.



Say – Key Points

- Is it recurring or a one-time thing?
- Record every time you witness a behavior occur
- Make sure to include the context
- Keep info confidential to protect the leader and yourself

Say – Full Script

When assessing frequency, take note of how many times you’ve seen or heard of the behavior(s) taking place along with times and dates. This will help you differentiate between a one-time behavior and a recurring pattern of behavior. However, keep this information confidential. Remember the goal of the assessment: to give you concrete information that will help you address the situation productively. Your goal is to help the leader improve, not to gossip or be disloyal.

Note that some behaviors are **so extreme that they only need to occur once** to warrant further action.

Factors to Assess: Severity

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Behaviors



Severity – How Extreme Are the Behaviors?

- Certain behaviors are severe enough to require immediate action:
 - Physical threats
 - Sexual harassment
 - Illegal activities



Duration:
30 seconds



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Do



- Include a personal story describing how you observed the severity of the behaviors you witnessed if possible or use the “Observations” image on screen as an example to walk through. These observation file images will be on the following slides about the SABI model as an example of each topic if you don’t have a story to share.



Say – Key Points

- Be on the lookout for extreme behaviors that need to be reported immediately. Do not wait to collect more information.
- Include physical threats or abuse, sexual harassment, and illegal activities

Say – Full Script

Extreme behaviors include physical threats or abuse, sexual harassment, and illegal activities. Even if these are exhibited only once, they may be severe enough to require immediate action. You’ll learn specifically what to do about them in the Address segment.

Factors to Assess: Triggers

Slide

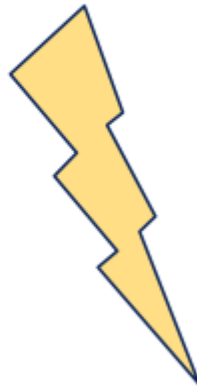
ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Behaviors



Triggers

- When do the behaviors occur?
- What conditions provoke the behavior?



Duration:
30 seconds



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Do



- Include a personal story describing how you observed the triggers of the behaviors you witnessed if possible.



Say – Key Points

- Over time, documenting the behaviors' frequency and context with the SABI model will help you identify patterns and triggers should begin to reveal themselves
- Triggers – behaviors or situations that precede or spark counterproductive leadership
- Triggers are unique to each leader

Say – Full Script

Beyond documenting the frequency and severity of behaviors, it is important to note what triggers the behavior. Triggers refer to behaviors or situations that typically precede or spark the demonstration of counterproductive leadership. They are unique and specific to each individual leader.

Identifying triggers involves documenting **when** the behaviors occur and **under what** conditions.

Over time, as you document the behaviors' frequency and context with the SABI model, triggers should begin to reveal themselves. Understanding triggers specific to a leader will help you determine the best path forward for addressing the behavior.

Factors to Assess: Triggers (con't)

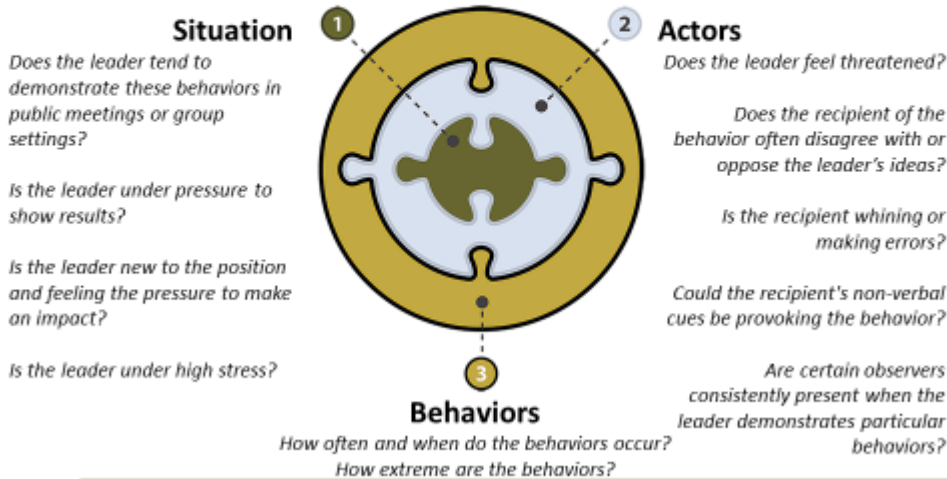
Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Behaviors



Triggers



Duration:
1 minute



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Say - Key Points

- To uncover triggers, think about the situation, characters, and behaviors.
- Previous documentation will help identify triggers
- What situation do the counterproductive leadership behaviors occur in? Look for patterns.
- Who or what actors are involved in the situation? Is it the same recipient over and over or different individuals?
- What specific behaviors are occurring in each situation/with each recipient?

Say - Full Script

- To identify triggers, you'll need to leverage information and observations you've gathered about the situation, actors, and behaviors. Remember triggers are specific to each individual leader.
- First, consider the **situation**. Are there certain aspects of the situation that appear to trigger counterproductive leadership? For instance, does the leader tend to demonstrate these behaviors in public meetings or group settings? Do the behaviors tend to appear when there are tight deadlines? Or when the leader is under high stress?
 - Next, consider the **characteristics of the leader, recipients, and observers** of the behaviors. Are there certain characteristics unique to any of them that appear to trigger the counterproductive leadership? For example, are these behaviors triggered by the same individual who the leader may feel threatened by? Does the recipient of the behavior often disagree with the leader's ideas? Is there someone around whom the leader is trying to impress?
 - Finally, review the information you've documented about the frequency and severity of the counterproductive leadership behaviors that you and others have witnessed. How often and when are the behaviors occurring?

Factors to Assess: Impacts

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Factors to Assess: Impacts



Individuals	Units	Organization
<ul style="list-style-type: none"> Decreased health and well-being Decreased opportunities for development Decreased motivation and performance quality 	<ul style="list-style-type: none"> Lowered unit performance Decreased trust and cohesion Eroding morale Reduced motivation and readiness 	<ul style="list-style-type: none"> People leaving the military Perpetuating examples of poor leadership



Duration:
30 seconds



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Do



- Include a personal story focusing on the impacts of counterproductive leadership if possible.



Say – Key Points

- Impacts on individuals include decreased well-being, motivation, readiness, performance
- Impacts on unit include lowered trust, cohesion, readiness
- Impacts on organization include people leaving the military and perpetuating examples of poor leadership

Say – Full Script

Another important factor in assessing counterproductive leadership is identifying what impact they're having on individuals, the unit, and organization as a whole.

Counterproductive leadership is incompatible with Army doctrine, regulation and good leadership practices, and can have negative consequences for all involved. The Army has been conducting research since 2011 exploring the impact counterproductive leadership can have on individuals and unit. They have found that the negative consequences can include:

- For **individuals** - decreased health and well-being, decreased motivation and engagement, impaired readiness, and performance quality.
- For **units** – lowered unit performance, trust, cohesion, morale, motivation, and readiness. It can affect the unit's ability to successfully perform the mission in the long-term.
- For the Army **organization** – people leaving the military and perpetuating examples of poor leadership

Conduct an Integrated Assessment

Slide

ASSESS COUNTERPRODUCTIVE LEADERSHIP

Conduct an Integrated Assessment



Factors	Your Assessment of Situation
<u>Situation</u>	
<u>Actors</u>	
<u>Behaviors</u>	
<u>Impacts</u>	
Integrated Assessment	
<ul style="list-style-type: none"> Given my analysis of the individual factors within SABI, what hypotheses can I make about what may be going on? 	



Duration:
**10-15 minute
discussion**

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Discuss

- Walk the audience through an example of how to conduct an integrated assessment using either a personal story of counterproductive leadership behavior or the provided example. The personal story could be provided by you or participants if they have one to volunteer. If not using a personal story, use the example story. Refer to the *Conducting an Integrated Assessment* handout in the participant packet where the audience can write down their assessment. Refer to page 6 of this guide for more instructions on how to lead this worksheet.
- If short on time, guide participants through a portion of the Assessment and ask them to complete the remainder on their own time.



Say - Key Points

- Combine all of the SABI information you've gathered into an integrated assessment
- What are the conditions for go/no-go to address counterproductive leadership? This is why we conduct the assessment
- Ask the audience if they want to share an example for the assessment?

Say - Full Script


Once you've gathered information about the situation, actors, behaviors, and impacts in a given situation, it will help you to reflect upon all that you've captured and conduct an integrated assessment of what may be going on. Think of yourself as a detective who pulls all of the evidence together so that you can determine how you need to move forward with addressing the counterproductive leadership. There are two rules of thumb to help you determine how to proceed: If there is a clear pattern of behavior and/or the behavior is negatively impacting the unit or individuals, you need to address the behavior. If there is not a clear pattern and /or the behaviors seem appropriate for the situation, then you should continue monitoring the leader but do not need to take immediate action.

Does anyone wish to discuss a situation they've faced with counterproductive leadership in terms of the Situation, Actors, Behaviors, Impact framework?




[follow up question] How did having and understanding of all factors at play, the Situation, Actors, Behaviors, and Impact help you figure out how best to approach and address the situation?


Address Counterproductive Leadership Behaviors

Slide

Address Counterproductive Leadership 

HANDLING COUNTERPRODUCTIVE LEADERSHIP FRAMEWORK

IDENTIFY 	What is counterproductive leadership? What are the common categories? How do I know if the behaviors are occurring?			
ASSESS 	What conditions and factors influence counterproductive leadership behavior? Assess Situation, Actors, Behaviors, Impacts (SABI)			
ADDRESS 	Which strategies and techniques? How to mitigate unfavorable impacts? <div style="display: flex; justify-content: space-around; font-weight: bold; font-size: small;"> EXPLORE STRATEGIES → REFLECT → SELECT </div> <div style="font-size: x-small; margin-top: 5px;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Intervene for Others Directly Address Strengthen Resilience</td> <td style="width: 33%; text-align: center;">Consider SABI, current working relationship, power base, interpersonal skills, & values</td> <td style="width: 33%; text-align: right;">Select strategies and techniques to "test." Learn & iterate.</td> </tr> </table> </div>	Intervene for Others Directly Address Strengthen Resilience	Consider SABI, current working relationship, power base, interpersonal skills, & values	Select strategies and techniques to "test." Learn & iterate.
Intervene for Others Directly Address Strengthen Resilience	Consider SABI, current working relationship, power base, interpersonal skills, & values	Select strategies and techniques to "test." Learn & iterate.		

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Duration:
1 minute

Do



- Direct participants to the *Address Counterproductive Leadership Behaviors Job Aid* handout in the participant packet. This job aid contains a more detailed look at all the techniques that will be covered in this section.



Say - Key Points

- Wrap up the **ASSESS** segment and transition to **ADDRESS**
- Documenting all the components of the SABI model will help you move forward in the right direction to address counterproductive leadership.

Say - Full Script

That wraps up the Identify and Assess segments of our session. The SABI model will help provide you with a road map to comprehensively assess counterproductive leadership so that you know under what circumstances you should move forward to ADDRESS counterproductive leadership.

The Address segment covers the final step in the Handling Counterproductive Leadership Behaviors framework. Counterproductive leadership can be challenging, but this segment will provide the knowledge and tools you need to address them effectively and to manage the risks involved as much as possible. The techniques listed are not exhaustive but they will give you a place to start. Also, note that while the techniques are presented separately in this session, you may need to combine or

- Addressing counterproductive leadership is challenging but we will cover ways to manage risk
- Strategies are presented separately but they can be combined to address your specific situation and leader
- Take questions

mix and match multiple techniques when coming up with your personal action plan.
What questions are there before we get started?

The Case for Taking Action

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

The Case for Taking Action



	Action	Inaction
Possible Pros	<ul style="list-style-type: none"> Behaviors stop or lessen. You feel good about standing up for your personal values and modeling the Army value of Courage. You learn. 	<ul style="list-style-type: none"> You may stay "safe" and prevent yourself from becoming a target. You're being loyal. You protect your Army career.
Possible Cons	<ul style="list-style-type: none"> Behaviors intensify or worsen. You become a target. You face setbacks in your Army career. 	<ul style="list-style-type: none"> You become a target. Behaviors continue or worsen. You violate your personal values and the Army value of Courage by not speaking up, resulting in feelings of inauthenticity, increased anxiety, guilt, loneliness, frustration, burnout, stress, and hypocrisy. If you are a superior of a leader demonstrating these behaviors, inaction may create resentment and resistance among subordinates as well as decrease morale, which negatively impacts readiness and performance and outcomes. Long-term performance and readiness of the unit is impacted.



Duration:
90 seconds



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Do



- Include a personal story about a time when you took action regarding counterproductive leadership if possible.



Say – Key Points

- Every strategy has its own risks
- Review the pros and cons of both action and inaction
- Remember that inaction usually means the situation will continue or get worse
- Army leaders have responsibility to do something – see something, do something

Say – Full Script

There's no denying the fact that situations involving counterproductive leadership are complex and can be risky. You know you have a responsibility to address them, but how do you do so in an effective and constructive way that doesn't lead to even more problems? What assumptions do you have about what taking action will entail? Are they true?

To help answer that question, let's explore the pros and cons of both action and inaction.

- Starting with **inaction**: What are the cons of not doing anything in the face of counterproductive leadership? The leader may target you regardless of whether you stay quiet, the behavior could continue or worsen leading to negative consequences for the unit. But what are the pros? In many cases, leaders don't speak up because they assume that there's safety in silence and that they can avoid becoming the next target. Unfortunately, as with most assumptions, this isn't always true. You may also feel the need to protect your friend but you have a duty to protect and uphold Army values.

- Now considering the cons of **action**, the leader could double down on their behavior, the behaviors could be directed at you, and your career could face setbacks. But the pros of action are that the behaviors could decrease or stop, you stick to your values, and you learn how to handle these situations in the future. Although addressing counterproductive leadership may be risky, there are many benefits to taking action. Inaction often simply maintains the status quo. Bear in mind that all Army leaders have a responsibility to guard against, prevent, or intervene to address counterproductive leadership when they witness it (ADP 6-22; AR 600-100; AR 600-20).

Audience Discussion

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

The Case for Taking Action



- What are the biggest risks to you personally for coming forward to address counterproductive leadership?
- What steps can you take to reduce risk?



Duration:
2-3 minutes



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Discuss

- Ask the questions to the audience and discuss for 2-3 minutes. Note responses on a flipchart or whiteboard, if available.
- If short on time, limit discussion to one person or skip.

Recognize and Manage Risk

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Recognize and Manage Risk



- **Explore & Reflect:** Learn about different strategies and techniques. Reflect on how you might use them in your situation.
- **Select & Commit:** Hypothesize which techniques are likely to be effective and commit to testing them in small ways.
- **Test & Learn:** Define each test and what success looks like. Run your test, and be observant. Reflect and learn.



Duration:
2 minutes



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Say – Key Points

- To reduce risk, take three steps:
 - **Explore & reflect.** Consider potential risks and how you can reduce risk before taking action. Consider the amount of much risk can you personally handle?
 - **Select & commit.** Rehearsing approaches and considering options for how the leader will react are good ways to manage risk
 - **Test & learn.** Define what success will look like in the specific situation, run your test, and reflect on how you

Say – Full Script

There are strategies that can help you manage the risks associated with taking action:

- First, **explore and reflect.** Consider potential risks you may encounter when taking action to address counterproductive leadership. Reflect on how you can manage the risks while maintaining maximum effectiveness, as well as your overall risk tolerance. This may involve mentally rehearsing situations and imagining the leader's response based on the information gathered in your Situation-Actors-Behaviors-Impacts analysis while considering what level of conflict you can handle yourself at this time.
- **Select & Commit -** Hypothesize which techniques are most likely to be effective for your situation and commit to testing them in small ways, such as rehearsing them with a friend or trying them on a different leader. Testing new approaches and behaviors in small ways allows us to learn what works and what doesn't quickly, so we can fine tune our approach. It helps you realize potential risks and allows time to adjust.
- **Test & Learn –** Once you commit to testing your selected technique, you'll think through how to implement the technique most effectively. Think about what you would say in a given situation, the factors that

did and what you learned.

might indicate it is escalating or worsening, and how to respond if it does. Leveraging your SABI analysis on the leader's triggers will help with this. Consider what success looks like in a given situation. Maybe it's as simple as getting the leader to stop yelling or to hear you out, or standing up for a peer at least once in the next few meetings. However you **define success**, step back after your test and think about how you did, what you **learned**, and how you can adjust for next time.

The key to addressing counterproductive leadership is taking **prudent** risks. By doing your homework, you'll be setting yourself up to take small risks and achieve small wins over time that will help, instead of taking one big risk.

Strategies for Addressing Counterproductive Leadership

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Strategies for Addressing Counterproductive Leadership



Intervene for Others

Directly Address

Strengthen Your Resilience



Duration:
15 seconds



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Do

- Encourage participants to follow along in the *Address Counterproductive Leadership Behaviors Job Aid* handout in their participant packet, where all strategies are presented in more detail.
- Goal is to present participants with strategies they can use to address counterproductive leadership behaviors when they encounter them. Actions should be thought through and rehearsed ahead of time to reduce risk as part of your action plan.



Say – Key Points

- 3 broad strategies for addressing counterproductive leadership
- Mix and match multiple techniques from these strategies depending on your situation when coming up with your action plan

Say – Full Script

Next, we'll explore three strategies that can help you address the behaviors of a leader exhibiting counterproductive leadership:

- Intervene for Others
- Directly Address
- Strengthen Your Resilience

These strategies apply whether the leader is a superior, peer, or subordinate of yours. Note that while these techniques are presented separately, you might need to combine or mix and match multiple techniques when coming up with your action plan.

Intervene for Others Strategy

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Intervene for Others Strategy



Refocus or redirect

Buffer or protect others

Provide support to affected individuals



Duration:
1 minute



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Say – Key Points

- A way for you to assist the person facing counterproductive leadership to get out of the situation, without directly confronting the leader
- 3 major techniques are shown on the slide
- Not a long-term solution
- Possible risk that you will become a target or the behavior could spread to others
- Use the SABI tool to prepare for intervention to mitigate risks and determine best time and method to approach

Say – Full Script

We will start with the Intervene for Others strategy. In some situations, you may witness others being subjected to counterproductive leadership. In these situations, intervening on their behalf is a strategy you can use to handle the broader situation and assist those individuals involved without directly addressing the counterproductive leadership behavior. It is more indirect than taking action to stop the behavior itself.

Within this strategy, there are three main techniques you can use. The techniques include refocusing or redirecting, buffering or protecting individuals, or providing support to those who are affected. We will cover each of these techniques in more detail next.

Note that the techniques within the *Intervene for Others* strategy are focused on helping the recipient of counterproductive leadership; they're not a long-term solution to alter or stop the leader from exhibiting the negative behaviors in the future. The *Directly Address* strategy offers techniques that can be used to do that.

Also, recognize that these intervening on behalf of others techniques do still present some risk and can lead to an increase of the abusive behavior. Leveraging the information you gathered using the Situation-Actors-Behaviors-Impacts analysis will help you consider potential risks, triggers and how best to manage them.

Refocus or Redirect

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Intervene for Others Strategy



Refocus or Redirect

- Move attention away from the counterproductive leadership in the moment
- Provide an exit to help individual escape



Duration:
90 seconds



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Say – Key Points

- Two tactics within this technique:
 - Shift the leader's attention away from the recipient to another topic: priorities, successes, humor
 - Help the recipient escape: offer them an excuse to leave the meeting/situation
- Consider risks and ways to manage/reduce them:
 - Risks: behavior may worsen or you may become the next target
 - Manage/reduce: remain calm, choose time carefully, pay attention to identified triggers, be polite

Say – Full Script

Within the Intervene for Others strategy, the first technique we'll focus on is refocusing or redirecting the leader's attention. There are two main tactics you can use within this technique:

- **Move attention away:** The first tactic is to move the leader's attention away from what's causing their counterproductive leadership in the moment by **redirecting** their focus to something else. You could redirect the leader to other priorities, more benign topics, successful projects, or simply by making them laugh. The aim of this technique is to get the leader to stop their negative behavior quickly and especially to move their attention away from any recipients of the behaviors.
- **Provide an exit:** The second technique involves creating a way for the recipient to escape the situation and behaviors. This may involve stopping a meeting (if possible) or having others leave the room so that the behavior can be addressed directly and immediately. Taking a break can often help to de-escalate the situation for others and encourage the leader exhibiting the counterproductive leadership behaviors to reflect on his or her actions and the intention behind them in the moment, rather than after the fact.

However, there are potential risks with this technique. The leader may direct negative behavior to you or the person you intervened on behalf of. You can attempt to mitigate some of these risks by referring back to your integrated analyses and choosing your timing carefully, and paying close attention to any identified triggers. As with all strategies, it is also important to consider your demeanor when intervening, remaining calm and respectful.

Buffer or Protect Others

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Intervene for Others Strategy



Buffer or Protect Others

- Attend or rearrange meetings
- Limit solo interactions or exposure to others
- Shield and protect your staff
- Talk to the leader to help redirect the team's energy on the task or work



Duration:
2 minutes



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Say - Key Points

- Examples of techniques you can use (*only some on screen*):
 - Attend meetings they will both be at or go in the recipient's place to create a buffer between the recipient and the leader
 - Suggest conducting business through emails or memos instead of meetings to reduce contact between the two people
 - Seek other ways to reduce interaction between recipient and leader
 - Be willing to protect your staff or take the blame when a leader is lashing out

Say - Full Script

Another technique in the Intervene for Others strategy is to buffer or protect other individuals from exposure to counterproductive leadership behaviors.

- You can attempt to protect individuals by offering to attend meetings with the leader in place of or along with your subordinates or peers. Meetings are often venues where leaders display counterproductive leadership behaviors and being present may help lessen the effects of the leader if they commonly display counterproductive leadership behaviors in those settings. Also by being present for these interactions, you can step in and redirect the situation if any counterproductive leadership behaviors occur.
- You can also help to buffer the effects of counterproductive leadership by limiting individuals' exposure to or solo interactions with the given leader. By limiting exposure, you decrease the chances that the leader will target the individual. This can include finding alternative ways to cover meeting topics in other ways such as email or memos or finding other ways to reduce their contact.
- In cases where a leader lashes out or wants to blame someone for a mistake made, be willing to shield and protect your staff. At times, protecting your staff may mean taking the blame to prevent the targeted individual from feeling the "wrath" of the leader. It may also mean deflecting the attack by stating that you will look into the issue

- Move past the issue by saying you'll handle it yourself
- Meet with the leader to discuss how best to accomplish the mission
- Consider risks and ways to manage/reduce them:
 - Risks: leader directs counterproductive leadership towards you
 - Manage/reduce: Remaining calm and respectful, choose timing wisely

further and attempting to move the discussion back to productive areas.

- Finally, you can sit down with the leader to discuss how to more effectively accomplish tasks and do the work. During this discussion, you can review the situation with the leader. If a certain behavior may have triggered the leader's behavior, you can reframe it in a positive way. There are potential risks that the leader may see you trying to sabotage them but they can be mitigated by clarifying your intent and focus on bettering your team together.

There is risk to reflect on and plan for when considering this strategy. The leader may redirect their negative behaviors towards you instead of at the recipient you are trying to protect. You can manage this risk by remaining calm even if the leader does not, and by choosing your wording and timing carefully. Frame the redirection as what's best for the mission or another common goal.

Provide Support to Affected Individuals

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Intervene for Others Strategy



Provide Support to Affected Individuals

- Reach out to affected individuals
- Listen and build up their confidence
- Brainstorm ways to handle, cope, and prevent behaviors



Duration:
1 minute



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Say – Key Points

- Individuals facing counterproductive leadership can feel isolated, stressed, or depressed
- Support these individuals
- Reach out to recipients. Listen to them. Encourage them. Brainstorm solutions with them. Assist them in seeking help
- Added benefit: builds bonds within the unit
- Be mindful to manage any potential risks with this strategy
 - Risk: appear as though undermining chain of command, are manipulating peers or sabotaging the leader

Say – Full Script

Experiencing counterproductive leadership can be an isolating and disheartening experience and can include other consequences, such as stress, depression, and burnout. People who experience counterproductive leadership may feel “beaten down” and question themselves and their competence. Remember to provide support to individuals facing these behaviors.

- Actively reach out to talk to the affected individuals, listen to them.
- Remind the individual of their contributions, encourage them, but give them space.
- Work together with your peers and brainstorm ways to handle the situation and its effects. Use the techniques and ideas presented elsewhere in this segment to help generate ideas and then get reactions from others. This not only helps address the behaviors, but it also builds bonds with others and establishes you as someone who addresses problems collaboratively.

The risks involved with this technique are minimal and can be managed if you establish trust and focus on teambuilding, to avoid appearing as though you are attempting to undermine the leader. To help mitigate risk with this tactic, be careful that you do not come across as trying to manipulate your peers or subordinates to undermine the offending leader.

- Manage risk:
establish mutual
purpose, importance
of teamwork, pick
right time/place to
approach affected
individuals

Audience Discussion

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Intervene for Others Strategy



- Where have you seen these *Intervene for Others* strategies be used?
- What made them successful?



Duration:
2-3 minutes



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Discuss

- Ask the questions to the audience and discuss for 2-3 minutes.
- Encourage the audience to think about the possible risks of these situations and how they were mitigated.
- If short on time, limit discussion to one person or skip.

Directly Address Strategy

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Directly Address Strategy



Set boundaries

De-escalate a negative exchange

Report to others



Duration:
1 minute



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Say - Key Points

- Be sure to practice the strategies before implementing them and to thoroughly assess and manage risk to the best of your ability
- Long-term goal is to change behavior and prevent it from happening in the future.
- Most difficult/risky strategy

Say - Full Script

Directly addressing counterproductive leadership is another strategy you can use after personally experiencing, or observing, one or more incidents. The focus of this strategy is on directly altering the behavior of the leader. In this topic, we'll cover three specific techniques within the *Directly Address* strategy that you can use,

These are not an exhaustive list of approaches you could use to alter the behavior and while the techniques are presented separately, you might need to combine or mix and match multiple techniques when coming up with your action plan. Following a description of these techniques, you'll learn how to put them into practice using approaches that will help direct encounters with the leader to go more smoothly. As we've learned in the Identify and Assess segments and at the beginning of this session, there are many issues that could make directly addressing these behaviors risky and challenging. For instance, you may be dealing with a leader who easily shows anger, seeks attention and power, or is hypersensitive to errors, among many other things. Make sure to practice the strategies before implementing them along with thoroughly assessing risk.

Note that this content is focused on how to directly address a **superior**, which is likely the most challenging situation to navigate, though the techniques would also work in a peer-to-peer relationship.

Set Boundaries

Slide

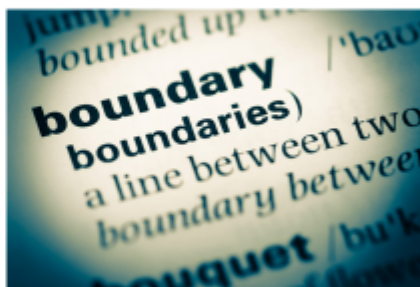
ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Directly Address Strategy



Set Boundaries

- Decide on boundaries
- Decide whether to make boundaries explicit
- Determine how to enforce your boundaries



Duration:
3 minutes

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Say – Key Points

- Decide on boundaries or your “red lines”. Set your own boundaries for what you consider acceptable from a particular leader. What are you okay with happening? Or being treated?
- Communicate: Decide whether to make boundaries explicit
- Determine what you will do if a boundary is crossed. How will you enforce boundaries?
- Be prepared to leave the situation or pause if things get away from you
- Consider risks and ways to manage/reduce them:

Say – Full Script

As an Army professional, you have the right to be treated with respect. Some leaders may demonstrate behaviors that fall in a “grey area” between respect and outright disrespect. The first step is **identifying your own boundaries**, which includes figuring out ahead of time what behaviors you will NOT accept or tolerate, or your “red lines”, before you find yourself in the situation. Identifying boundaries for yourself allows you to retain some mental and emotional control over inappropriate and/or threatening situations.

Then you need to determine **whether or not you are going to communicate** your boundaries to the leader or make them explicit.

- Depending on your situation, you may choose to make your boundary explicit to the leader at the outset of an interaction. For example, by saying “I know you have high standards for our work, but it’s difficult for me to complete my work when someone is yelling criticisms. Given the difficulty of what we do, it would help me if you could provide your feedback in a reasonable tone.” Explicitly stating the boundary puts the leader on notice that there is a “line” of proper acceptable behavior and that he or she is not conforming to it. Note that this approach can be risky and easily backfire. Be sure to consider your prior SABI analysis to choose the optimal time and tailor the language you use to be more tactful, while still direct, if needed.
- Or you may choose NOT to openly state when your boundary has been crossed; you can instead treat the boundary as an internal signal that you use to modify how you react and conduct yourself in a given situation. This could include modifying your response to the offender,

- Significant Risk: Backlash, become even more aggressive
- Manage: choose time wisely, avoid triggers, clarify intent, remain vigilant for signs of escalating tension

changing the subject, or emphasizing something positive instead of negative. In some cases, the offending leader may be trying to bait you to lose your temper, and these approaches may help you retain control.

Finally, you need to decide how **you are going to enforce your boundaries** if and when they are crossed. It is important to prepare ahead of time and reflect on how you will respond to the leader when your boundaries are crossed before the situation occurs. Situations where your boundaries are crossed can often be emotional and stressful, and having your response prepared can help you react in a more productive and thoughtful manner. You have many options to decide what you will do if a boundary is crossed, some of which include:

- **Break or exit from the situation.** This technique may involve physically removing yourself from the situation (if possible) or mentally stepping back by either ignoring the leader or remaining silent in the moment. This can provide you a physical or mental break from the situation and potentially stop the leader from violating your boundary.
- **Indirectly confront.** This technique falls in between leaving the situation without addressing the behavior and confronting the leader head-on when a boundary has been crossed. You can suggest to change the topic without telling the leader why after a boundary is violated. This approach may more subtly indicate to the leader that they have crossed a line. You might also decide to call the attention of bystanders to the inappropriate actions of the leader afterwards, rather than confronting the leader in the moment.
- **Directly confront.** If you decide to directly confront the leader, then you will call out his or her behaviors that crossed boundaries in the moment and state that you will not accept specific behavior(s). Such as “Sir, shouting and accusations aren’t going to solve this problem”. Setting boundaries can also put the leader on notice that there is a “line” of proper, acceptable behavior and that he or she is not conforming to it.

This technique involves considerable risk to potentially you and others. The potential risk will be greater the more sensitive the leader is and how directly you communicate your boundaries. You may face personal backlash or witness the leader become even more aggressive. Preparation is critical to the success of this strategy. You can minimize the potential risk by leveraging your SABI analyses to help you choosing your time to approach carefully, avoid the leader’s triggers, clarify your intent throughout the interaction, and be on the lookout for signs of escalation.

De-escalate a Negative Exchange

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Directly Address Strategy



De-escalate a Negative Exchange

- Hit the “pause” button
- Use open-ended questions to prompt the leader to reflect



Duration:
2 minutes



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Say – Key Points

- Use this technique to de-escalate an emotionally charged or tense situation
- Two tactics:
 - **Slow down** the conversation by redirecting or pausing. Get the leader to step back and look at the situation.
 - Be slow to respond. Think about the leader’s response before answering yourself.
 - **Ask open-ended questions** to seek understanding. What is the leader’s intent? Focus on a common purpose (unit or mission).
 - Remain tactful and calm. Stop asking

Say – Full Script

This technique is similar to refocusing and redirecting as it focuses on de-escalating an emotionally charged or tense situation. There are two tactics within this technique:

- Hit “pause.” Why? Because it is easy to get caught up in the moment and further escalate a tense situation. Instead, slow down the exchange by explicitly making a statement that redirects the conversation or just pausing and changing delivery style. For instance, you might state, “Hold on a second. Let’s pause and see if we can get back on track”. This tactic helps you and the leader take a step back from the building tension or emotions. It may seem like a small action, but it is a powerful technique that creates a safe space and can help you proceed more logically.
- Open-ended questions can also help the leader exhibiting counterproductive be more self-aware of his or her negative actions and their impact. Questioning allows you to explore assertions made by the leader, as well as your own assumptions of their intent. For example, ask “Help me understand why you are upset?” This type of questioning can also redirect any contentious discussion back to a common purpose, rather than focusing on disagreement or fault-finding. For instance, you might say, “What is our purpose on this project? I really want to make sure we are on the same page.” Even seemingly simple statements like, “Could we think about how to

- questions if the leader doesn't respond well.
- Goal is to keep the situation in control
- Consider risks and ways to manage/reduce them:
 - Risks: seen as insubordinate or rude, anger leader further, increase hostile behavior
 - Manage risks: remain calm, stop asking questions if the leader gets defensive.

address/solve this together?" can go a long way in promoting a productive exchange.

These tactics are intended to manage rising tension and keep the situation from getting out of control. The leader may get frustrated by the pause, but you can mitigate this risk by posing questions in a tactful way with curiosity and a focus on teamwork. Give the leader time to reflect and respond, and stop asking questions if the leader sounds emotional.

Report to Others

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Directly Address Strategy



Report to Others

- Escalate to more senior leaders
- Use formal channels



Duration:
90 seconds



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Say – Key Points

- Some behaviors need to be **reported immediately**. Consider their frequency, severity, and impact
 - Cruelty, maltreatment, sexual misconduct, and discriminatory behavior should be immediately reported
- Even if behaviors don't merit immediate reporting, may still help to get **senior leaders informally involved** to help. This is particularly true if the behavior persists after multiple attempts to resolve it.

Say – Full Script

In some situations, you may encounter behavior that is so severe that it needs to be reported immediately. Conversely, the behaviors may be continuing despite multiple attempts to stop or correct them.

To determine if the behaviors warrant immediate reporting, consider the **frequency, severity, and impact of the behaviors** as we discussed in the Identify segment. Some examples include:

- Is this behavior in violation of the UCMJ?
- Is it a severe case of cruelty or maltreatment, sexual misconduct, or discriminatory behavior?

If you answered yes to these questions, then you should **immediately report the incidents**. If appropriate, escalate the issue to the next level of leadership (or one level above that if the next level of leadership is exhibiting the behaviors).

If you have already tried employing other techniques and still find yourself the target of counterproductive leadership but the behaviors do not need to be immediately reported (as per the above), it may help to **informally enlist the help of senior leaders**. This is particularly true if you think the leader's behavior is unintentional or is not malicious. He or she may need some support from someone above to help change his or her behavior. However, leadership may not realize what is going on unless someone informs them. To

- Superiors may not be aware of what's happening until someone informs them
- If informal involvement doesn't work, then consider **formally alerting the chain of command or reporting to the IG**

do so, use senior leaders' open door policies, make an office call, or talk to them before or after PT. The information you collected during your integrated analysis will help as you discuss the situation with others.

If these attempts don't work, then consider more **formally alerting the chain of command or reporting the matter to the IG**. This ensures that the leader's behavior will be addressed appropriately and in a timely manner. Use the information gathered in the Assess segment to provide information in an objective manner.

Audience Discussion

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Directly Address Strategy



- What steps would you need to take to prepare yourself to feel confident to directly address a situation with counterproductive leadership?



Duration:
2-3 minutes



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Discuss

- Pose the question to the audience and discuss for 2-3 minutes.
- If short on time, limit discussion to one person or skip.

Informing Your Path Forward

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Informing Your Path Forward



Duration:
1 minute

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Say – Key Points

- Before directly addressing the individual, consider all the factors we've covered.
- Consider other factors that influence the situation.
- These other factors include your relationship with leader, theirs and your power, your interpersonal skill, and the Army and your values.
- Think about your interpersonal skills
- Consider Army and personal values

Say – Full Script

There are some general factors to consider before deciding how best to address counterproductive leadership.

- First, consider your **relationship with the individual**. Reflect on your experiences working with this individual to date and any feedback he or she has provided to you. The type of relationship that you have will affect the strategy that you use.
- Next, reflect on the **power** the leader currently has and that you have. There are many bases of power; some come from your position such as legitimate, reward, informational, and coercive, and some power comes from you personally like expert and referent power. Ask yourself if you or the leader have power legitimately, are an expert, or is someone well-liked.
- Then, think about the **interpersonal skills** that you have to address the leader. Are you good at setting boundaries, being assertive, handling and defusing conflict, recognizing and avoiding escalating emotions or behaviors, and identifying your own sources of personal power?
- Finally, consider **Army and your personal values** and how a situation with a counterproductive leader impacts those values. Counterproductive leadership erodes Army culture and is counter to Army values. Do your duty to protect it.

All of these are important to consider when assessing counterproductive leadership behaviors and how you will handle them.

Setting the Stage for a Productive Exchange

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Setting the Stage for a Productive Exchange



Part 1: Defuse the Situation and Establish Mutual Respect and Purpose

Part 2: Address the Situation Respectfully

Part 3: Redirect Rationalizations and Emotions



Duration:
30 seconds



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Say - Key Points

- Learning *how* to use the techniques we just covered
- Be intentional in your demeanor and aware of how your actions/words appear. This is true in all exchanges but particularly so in these types of exchanges.
- The goal of an exchange is to reestablish calm, restore respect, and focus on what's best for the organization.
- Three parts to the process of setting the stage

Say - Full Script

Now that you've learned about a few techniques you can use to directly address counterproductive leadership, you're ready to learn *how* to use them.

This section will rely on skills you have already received training on, which will provide you an advantage. Due to the violate nature of counterproductive leadership it is important to remain in control of the situation. Use all of your training to help you.

The focus is to set the stage for a productive exchange, either in the moment or after the fact. To do this, you'll need to pay attention to the conduct and tone of the interaction. You need to be intentional with your demeanor and conscious of how you intend to come across to the leader. The general goal is to communicate in a manner that reestablishes calm in the moment, restores mutual respect, and directs energy to what's organizationally productive.

There are 3 parts to effectively setting the stage that we will cover.

Part 1: Defuse the Situation & Establish Mutual Respect and Purpose

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Setting the Stage for a Productive Exchange



Part 1: Defuse the Situation and Establish Mutual Respect and Purpose

- Manage environmental triggers
- Defuse tense situations
- Establish mutual respect through active listening
- Establish mutual purpose



Duration:
2 minutes



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Say – Key Points

- Manage environmental triggers
 - Avoid triggers, pick time of day wisely, plan for leader's response
- Defuse tense situations
 - Take deep breath, acknowledge leader's emotion, express regret for any misunderstandings
- Establish mutual respect through active listening
 - Verbal & non-verbal behavior, give them your full attention, maintain appropriate eye contact, adopt a relaxed posture, avoid inappropriate humor, actually listen

Say – Full Script

Part 1 is to **Defuse the Situation and Establish Mutual Respect and Purpose**. Nothing can be accomplished when discussions turn into yelling matches. Therefore, if an encounter with a leader exhibiting counterproductive leadership behaviors becomes heated and the leader becomes emotional, then you need to defuse the situation.

- To limit potential flare ups, consider how to **manage the leader's triggers** such as time pressures, demands from above, or certain days of the week. Interact with the leader during his or her optimal time of day when information is likely to be received better.
- **Defuse tense situations.** In tense situations it can often help to take a deep breath and acknowledge the leader's emotion. Acknowledging the leader's emotions, such as saying "I can see that you're angry", expresses empathy and can often help to decrease that emotion and give them a chance to vent more appropriately. Express regret for any potential misunderstanding of your position or words, then explain what you were trying to communicate. For instance, take a deep breath and say "I can see why you're upset. I didn't mean to say X; I was trying to say Y." This approach can help to reduce tension and creates a more relaxed atmosphere and environment of openness.
- **Establish mutual respect through active listening.** You can do this through active listening, which reduces miscommunication and allows

- Establish mutual purpose
 - Reinforce common positive goals/outcomes, discuss situation relative to outcomes/goals important to the leader (i.e., promotion)

the speaker to feel respected and appreciated. Give them your full attention. Consider your verbal and nonverbal behavior such as maintaining eye contact, nodding agreement and adopting a relaxed posture.

- **Establish mutual purpose.** Start with what is important to you AND the leader, and focus on the desired outcomes and the bigger picture. Clarify that your intent is to ensure a positive and productive work environment; you are not out to hurt or undermine the leader.

Part 2: Address the Situation Respectfully

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Setting the Stage for a Productive Exchange



Part 2: Respectfully Address the Situation

- Ask for permission to discuss difficult topics
- Practice facilitation techniques
- Use contrasting language, ideas, and techniques to clarify your intent



Duration:
90 seconds



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Say – Key Points

- Ask for permission to discuss difficult topics
 - May seem small & not very meaningful, but is powerful sign of respect; useful with difficult topics
- Practice facilitation techniques
 - Focus on hearing the message, do not plan what you're going to say next, clarify your understanding by paraphrasing what you've heard, pause to gather your thoughts, reflect the leader's feelings
- Use contrasting language, ideas, and

Say – Full Script

Part 2 is to **Respectfully Address the Situation**. We want to keep the situation as respectful as possible so that the leader remains receptive. To do this, consider the strategies on the slide.

- **Ask for permission to discuss difficult topics.** This may seem like a small, not-very-meaningful action, but it is actually a powerful sign of respect that can help to de-escalate contentious, prickly, or difficult situations. It is especially useful for delicate topics, like discussing counterproductive leadership behaviors.
- **Practice facilitation techniques.** This means asking the right types of questions and really listening to what the leader says. Instead of focusing on what you will say next, focus on the leader's point and begin your next thought by restating what you gathered as the leader's message. Confirm that you have the correct understanding. For instance, say, "What I hear you saying is that you were trying to motivate your unit when you yelled at them. Is that a fair summary?" Pause to collect your thoughts before speaking and reflect the leader's feelings.
- **Use contrasting language, ideas, and techniques to clarify your intent.** As you conduct the conversation, even if you clarified your intent at the beginning, the leader may continue to question your motives. If you sense this is occurring, clarify using the contrasting

technique to clarify your intent

- Explain what you DO NOT mean followed by what you DO mean.
- "I didn't mean to imply that you were doing it on purpose. I believe you were unaware of the impact you were having. That's why I wanted to bring it up to you."

technique, meaning you explain what you DO NOT mean followed by what you DO mean. For example say "I don't want you to think I'm unhappy with how we work together. Overall, I think we make a good team. I just want to talk about how we make decisions together."

Part 3: Redirect Rationalizations and Emotions

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Setting the Stage for a Productive Exchange



Part 3: Redirect Rationalizations and Emotions

- Address rationalizations
- Recognize normal emotional reactions to negative feedback
- Remain calm



Duration:
90 seconds



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Do

- Refer participants to the *Preparing to Respond to Common Rationalizations Job Aid* in the participant packet. Several examples are presented there to reference if needed.



Say – Key Points

- Address rationalizations
 - Address the “yeah-buts”
 - Explore faulty thinking, help think through alternatives
- Recognize normal emotional reactions to negative feedback
 - Need for processing time: people may initially resist negative feedback, doesn’t mean they won’t ever accept it
 - Hit the pause button & continue the discussion later, especially with heightened emotions
- Remain calm

Say – Full Script

Part 3 is to **Redirect Rationalizations and Emotions**.

- **Address rationalizations.** You may find that the leader makes excuses or tries to explain away what he or she did. For instance, “Yeah, I know I seemed like I was micromanaging, but I was really trying to help.” Responding to criticism with “yeah-but” is a normal reaction to feedback. Expect to hear it, and use it to your advantage because it can provide insight into the leader’s intentions. Be prepared to listen and then redirect the conversation when “yeah-buts” are used. You can address them by exploring the faulty logic or presenting smart alternatives to their behaviors. **use job aid for examples if needed**
- **Recognize normal emotional reactions to negative feedback.** Negative feedback may make people respond emotionally and defensively. Understand that this does not mean they will never accept the feedback, but it does mean they need more time to process. Given this, it can be useful to hit the “pause” button and continue the conversation later, especially if emotions are running high or the interaction is in a group setting.
- **Remain calm.** If the leader is becoming emotional, it is important to remain calm yourself. Speak slowly and calmly. Lower your vocal tone and use non-threatening language. Take deep breaths.

Audience Discussion

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Setting the Stage for a Productive Exchange



- What are some situations where you can see yourself using one or more of these techniques?



Duration:
2-3 minutes



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Discuss

- Ask the question to the audience and discuss for 2-3 minutes. Note responses on a flipchart or whiteboard, if available.
- If short on time, limit discussion to one person or skip.

Strengthen Resilience Strategy

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Strengthen Resilience Strategy



Maintain your overall well-being

Protect your contribution to the mission



Duration:
30 seconds



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Say - Key Points

- final strategy for addressing counterproductive leadership
- Dealing with these behaviors can be physically, mentally, and emotionally exhausting
- To help you through, will discuss ways to strengthen resilience on next few slides

Say - Full Script

Now that we've discussed the first two strategies for addressing counterproductive leadership (Direct Address and Provide Support to Affected Individuals), we come to our last and final strategy—Strengthening Resilience.

Encountering and working with a leader demonstrating counterproductive leadership can be physically, mentally, and emotionally exhausting. Being the recipient of these behaviors can increase tension, anxiety, stress, exhaustion, vulnerability to illness, and it can decrease concentration. It can also lead to a feeling of shame, helplessness, insecurity, and resignation.

On the next few slides, we'll talk through some ways you can strengthen your resilience in these challenging circumstances and protect your contribution to the mission.

Maintain Your Overall Well-being

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Strengthen Resilience Strategy



Maintain Your Overall Well-being

- Emotional health
- Mental health
- Physical health
- Spiritual health



Duration:
30 seconds



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Say - Key Points

- Remember all facets of well-being, including emotional, mental, physical, and spiritual
- Seek out help when needed to sustain well-being

Say - Full Script

- Recognize your emotional reactions to stressful situations so you that can better regulate them
- Maintain a positive outlook. Seek encouragement from your support system or continue your growth as a leader.
- Get a 'reality check' from friends/family outside the organization. Question your thoughts and assumptions about the situation in order to determine the facts and "truth"; separate the facts from your emotions
- Physical activity or yoga/meditation are positive ways to relieve stress.
- During stressful times, remember to stay connected to your values and spirituality.

Protect Your Contribution to the Mission

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Strengthen Resilience Strategy



Protect Your Contribution to the Mission

- Do your duty
- Document your work and exchanges
- Consider confidentiality
- Be honorable in your conduct
- Consider requests from the leader before agreeing



Duration:
1 minute



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Say – Key Points

- Always remember you are a professional with a duty to fulfill and values to uphold
- Do your duty
- Document your work
- Consider confidentiality - Be mindful of whom you share information with
- Be honorable in conduct
- Carefully consider requests from a leader before agreeing or acting

Say – Full Script

In addition to enhancing your overall well-being, remember that you're a professional who seeks to do your best and uphold the Army's values. Consider how to ensure you can best contribute to the mission regardless of the leader's counterproductive leadership behavior.

- **Do your duty** even in challenging circumstances by coming to meetings prepared, anticipate questions and have answers ready. In challenging situations, it can become important to pay greater attention to how you interact with others and the work you produce.
- **Document your daily work.** If you are directed to change direction, clarify expectations and receive verification from other leaders (in writing)
- **Consider confidentiality.** Be cautious about what you share and how and when you do so. Do not assume that others, particularly the leader in question, will maintain your confidentiality.
- **Be honorable in your conduct.** You want to maintain your reputation as a principled, ethical, and “above bar” Soldier. Therefore, do not share gossip, rumors, or questionable judgment.
- And, finally, carefully **consider requests from a leader before agreeing or acting.** If you are hesitate that something is not in the best interest of the unit, receive clarification (in writing)

Avoid Tempting but Ineffective Techniques

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Avoid Tempting but Ineffective Techniques



Retaliate

Flatter

Physically avoid

Do nothing



Duration:
90 seconds

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Say - Key Points

- It's normal to want to lash out or retaliate against the leader.
- But this approach only makes the situation worse and could destroy your reputation or violate your values.
- Flattery may seem like it would help the situation, but it only prolongs the situation and could lead to the behaviors spreading.
- Also, avoid doing nothing. We are all responsible for upholding the values of the organization.

Say - Full Script

Now that we have covered several techniques we encourage you to use, we want to touch on techniques that you may be tempted to use but that you should avoid. There are four tempting but ineffective techniques listed on the slide. We'll walk through each one.

- **Retaliate.** It's normal when encountering a counterproductive leader to want to lash out and retaliate. Unfortunately, this approach frequently backfires, making the situation worse. Avoid yelling, aggressive body language, mocking, or bullying. Also avoid covert forms of retaliation like sabotaging the mission or the leader, failing to complete work or withholding information.
- **Flatter.** Flattery may also be a go-to reaction to counterproductive leadership to avoid being the recipient of the behaviors. But it will not fix the situation in the long term and allows counterproductive leadership to continue.
- **Physically avoid.** You could be inclined to simply avoid the leader and minimize the time spent with him or her. While this may work temporarily, if you remain under the command of the leader, you will eventually need to seek help in order to carry out your duties.
- **Do nothing.** And finally, we may try to do nothing when faced with counterproductive leadership behaviors. You may think this technique would help you avoid being the target of these behaviors, but that may not be true. The behaviors may continue or worsen, and you may violate your personal values and the Army value of Courage by not speaking up. Doing something—anything, even if just providing support to someone who has been affected—is beneficial to you and the organization as a whole.

Handle Retaliation

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Handle Retaliation



Military whistleblower reprisal

Ostracism

Maltreatment



Duration:
30 seconds

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Say - Key Points

- Even if you take every step to manage the risks, you may still experience retaliation
- Retaliation is against Army regulations, and formal channels exist by which to address the behavior

Say - Full Script

While the strategies explored throughout this lesson included exercises to help you think about how to mitigate unfavorable impacts when addressing these behaviors, you may still experience retaliation. Retaliation of this nature should be addressed through formal channels, as it's against Army regulation. Retaliation may include military whistleblower reprisal, ostracism, and maltreatment. Refer to AD 2014-20 and AD 2015-16 for in-depth coverage of these topics.

Action Planning Reflection

Slide

ADDRESS COUNTERPRODUCTIVE LEADERSHIP

Action Planning Reflection



- Get into small groups of 4-5 people
- Work through the Action Planning Reflection handout
 - Individually for 5 minutes
 - Then share with small group
 - Then share out to large group



Duration:
10-15 minutes
discussion



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Do



- Have audience get into small groups of 4-5 participants. Direct them to the *Action Planning Reflection* handout in your participant packet. Have participants work through the resource individually for 5-7 minutes. Next, have participants share their answers within their small group. Then, as time allows, ask for a few participants to share part of their action plan with the entire audience.
- If conducting the shortened version of this session, have participants complete the Reflection on their own time.



Say – Key Points

- What did you learn in today's session that you did not know before?
- How do you plan to integrate the ideas/skills you learned today into your daily work?
 - Consider a past or current counterproductive leader. Using what you have learned in this session consider these questions:
 - What steps do you need to take to successfully address the leader? (remember to consider risk)
 - Do I need to reach out to someone to help me? What resources are available to me?

Say – Full Script

Now it's time to take everything we've talked about in today's session, and think through what we learned and how we can apply it back on the job. To do that, we're going to work through an activity.

First, I'm going to break you into groups of 4-5. When I do, I want you to take a look at the *Action Planning Reflection* handout in your participant packet. I want you to each work silently on this activity for about 5 minutes. Then, after 5 minutes have passed, I want you to share your answers with your small group. Then, I'll ask for some volunteers to share out with the full group at the end.

- What potential obstacles might I encounter in addressing the leader? What can I do to overcome each obstacle?
- What is the ideal outcome for the situation, and what concrete actions do I need to take to make this a reality?
- What would improvement look like?

Session Conclusion

Slide

Session Conclusion 

HANDLING COUNTERPRODUCTIVE LEADERSHIP FRAMEWORK

IDENTIFY 	What is counterproductive leadership? What are the common categories? How do I know if the behaviors are occurring?
ASSESS 	What conditions and factors influence counterproductive leadership behavior? Assess Situation, Actors, Behaviors, Impacts (SABI)
ADDRESS 	Which strategies and techniques? How to mitigate unfavorable impacts? <div style="display: flex; justify-content: space-around; font-weight: bold; font-size: small;"> EXPLORE STRATEGIES → REFLECT → SELECT </div> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <div style="width: 30%;"> Intervene for Others Directly Address Strengthen Resilience </div> <div style="width: 30%;"> Consider SABI, current working relationship, power base, interpersonal skills, & values </div> <div style="width: 30%;"> Select strategies and techniques to "test." Learn & iterate. </div> </div>

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Duration:
2 minutes



Say - Key Points

- Wrap up
- Remind everyone of the resources they have been provided
- 3 lessons are available online in an individual format with additional information
- LeaderMap mobile app
- Final questions

Say - Full Script

That concludes our session. I want to remind you of your *Address Counterproductive Leadership Job Aid*, which contains a summary of each of the strategies and techniques we discussed today. Also, you were provided with a number of other job aids before the session and in your participant packet. You can access these job aids and learn more about what we talked about today in the associated IMI lessons which can be found here: <https://capl.army.mil/counterproductive-leadership/>

Lastly, I want to remind you of the LeaderMap mobile app available for desktop and smartphones, which contains a streamlined version of the lessons that can serve as a performance support tool for leaders. LeaderMap can be downloaded from iTunes or Google Play stores.

What final questions, thoughts, or reflections are there on what they learned or how they might apply it on the job?

Thank you so much for your time today.