

Dealing with Counterproductive Leadership Facilitator Guide

Leader Professional Development
United States Army
Center for Army Leadership



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Introduction

WHO IS CAL

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

INTENT OF THE LEADER PROFESSIONAL DEVELOPMENT KITS

Leadership is the unifying and multiplying element of combat power (ADP 6-0). Leader development programs are a proven method organizations can use to ensure regular improvement and refinement of critical leadership skills. In 2022, CAL began the design and development of a collection of ready-made Leader Professional Development (LPD) kits that you can use to deliver professional development sessions. These LPD sessions are designed to address topics of need; educate you on the Army Leadership Requirements Model (ADP 6-22); generate group discussion by asking thought-provoking questions; help you identify gaps in your unit, team, or organization; and determine actions leaders can take to improve the gaps.

It takes a lot of effort to create slides and briefing materials. Knowing that every Soldier's time is valuable, CAL created a pre-packaged set of materials (slides, facilitator guide, etc.) with everything you need to conduct an LPD. Now you can focus on learning and presenting the materials. Use this LPD kit as an opportunity to have a leader development discussion with others. The intent isn't for you to lecture for an entire session or read slides verbatim. Instead, think about the content, put it in the context of your unit, and get your audience talking about how to improve as Army leaders and a team.

CONTACT DETAILS

If you have any questions about the LPD kits or have suggestions for additional topics, please contact CAL at usarmy.leavenworth.tradoc.mbx.cal@army.mil.

You can also connect with CAL in the following ways:

- On the web: <https://cal.army.mil/>
- On Facebook: <https://www.facebook.com/USArmyCAL>
- On Instagram: <https://www.instagram.com/usarmycal>
- On Twitter: <https://twitter.com/USArmyCAL>
- On YouTube: <https://www.youtube.com/@USArmyCAL>

You can find the materials for this LPD, as well as others, at the CAL website at <https://cal.army.mil>.

Overview

PURPOSE OF THIS SESSION

The goal of this session is to provide practical strategies for identifying, assessing, and addressing counterproductive leadership behaviors.

The specific learning objectives for this session include:

- Discuss what counterproductive leadership is and isn't.
- Discuss techniques for identifying counterproductive leadership.
- Discuss how to assess the circumstances in which counterproductive leadership is occurring.
- Identify strategies for addressing counterproductive leadership.
- Discuss how your organization will handle counterproductive leadership when it occurs.

TARGET AUDIENCE

The target audience for this LPD session encompasses all Army leaders.

The optimal facilitator-to-learners ratio for this LPD session is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, those organizing the session should consider having multiple facilitators.

NOTE: If the anticipated audience is greater than 50 participants, some features of this Facilitator Guide will have to be adapted. For example, instead of conducting whole group discussions, you may need to split the audience into smaller groups to ensure everyone has an opportunity to contribute. To facilitate group discussions, the allotted time may also need to be increased.

RECOMMENDED MATERIALS

The following table lists recommended materials and equipment for facilitating this session. While these are recommended, not all of the listed equipment is required. For example, if you deliver the session out in the field and do not have access to a computer, monitor, or projector, you can still facilitate the session using just this facilitator guide and participant packets.

Materials	Quantity
Quick Start Guide	1 per facilitator
This Facilitator Guide	1 per facilitator
Participant Packet <ul style="list-style-type: none"> • Handling Counterproductive Leadership Handout • After Action Review Form 	1 per participant
PowerPoint Slides	1 per facilitator
PC Computer or Laptop	1 per facilitator
Monitor or Projector and A/V cables	1 per room
Screen (if projecting)	1 per room
Chart Paper and Markers or White Board and Dry Erase Markers	1 per room

Documents can be accessed on the CAL website here: <https://cal.army.mil>

AGENDA

The session is designed to be presented in a 55-minute block of time. Later in this guide, you will see the suggested timing for each individual slide, from which the below duration times were calculated.

Segments	Duration
Session Opening	2.5 mins
Identify Counterproductive Leadership	14.5 mins
Assess Counterproductive Leadership	7 mins
Address Counterproductive Leadership	29 mins
Session Closing	3 mins
Total Duration	56 mins







PREPARING FOR YOUR LPD SESSION

This facilitator guide aims to provide all of the information necessary to lead a successful session and discussion on this topic. To that aim, here are steps that you should take before the session.

1. Read through this facilitator guide and review the PowerPoint slides. Make sure you feel comfortable speaking to the key points and leading the discussion(s). Based on the audience, prepare to modify discussion questions to ensure they are meaningful and apply to your specific unit/organization. The more you can get the audience discussing how they can improve the organization by applying the material, the better.
2. Be prepared to include personal experiences related to the topic or familiarize yourself with examples you can reference throughout the session. Real-life examples help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs. Feel free to add short video clips or other materials you think the audience would find engaging.
3. Familiarize yourself with the suggested timing of slides and discussion activities.
4. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20 participants.
5. Invite the commanding officer or organization director to speak at the beginning of the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.
6. Review the additional resources so you can direct the audience to the appropriate information. Share the resources electronically via email before the session. Print participant packets ahead of the session.

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 include icon cues that are designed to provide visual references for you as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.

Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested amount of time to spend on each slide.
	Key Points	This icon indicates the key points that should be covered. Although you should not read the key points verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
	Discussion	This icon indicates that a discussion should be facilitated.
	Activity	This icon indicates that an activity should be facilitated.
	Resources	This icon indicates when any resource (handout, case study, example, article, etc.) should be used.

How to Facilitate This LPD Session

This section provides you with details on how to facilitate each slide in the session.

SESSION OPENING – SLIDE 1

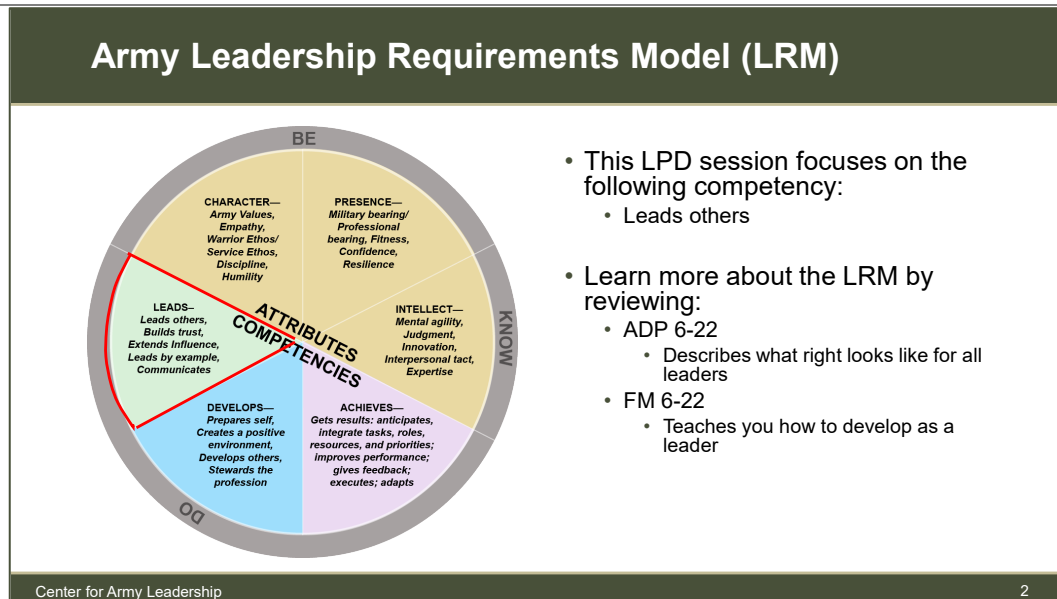


1 minute



- Welcome participants to this session on dealing with counterproductive leadership. This session is part of the Leader Professional Development series designed to address and generate discussion about various topics of importance and determine actions you can take to improve your organizations.
- Explain that there's no place for counterproductive leadership in the Army. What you say and do and what you don't say and do can impact the well-being and readiness of the organization.
- Explain that leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. It's possible to motivate and lead your subordinates without resorting to counterproductive leadership behaviors. However, with the intense pressure to perform and obtain results, all leaders are susceptible to using counterproductive behaviors. Therefore, it's important that you monitor your personal behavior and that of others.
- Explain that in this session, you will learn practical strategies for identifying, assessing, and addressing counterproductive leadership behaviors.

ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



- This LPD session focuses on the following competency:
 - Leads others
- Learn more about the LRM by reviewing:
 - ADP 6-22
 - Describes what right looks like for all leaders
 - FM 6-22
 - Teaches you how to develop as a leader



1 minute



- Explain that it's important that everyone be familiar with the Army Leadership Requirements Model, which lays out the core set of requirements of what the Army expects all leaders to be, to know, and to do. By understanding these expectations, you will be better prepared to deal with a range and variety of situations. Soldiers who regularly and successfully apply these expectations have better trained units, command climates, and leaders who possess the necessary skills to win the fight. The Leadership Requirements Model can be found in ADP 6-22 and FM 6-22, which you should also take some time to check out if you haven't already. ADP 6-22 describes what right looks like for all leaders, and FM 6-22 tells you how to develop as a leader.
- Point out that this leader professional development session ties directly to the Leads others competency under the Leads section of the model.

SESSION OBJECTIVES – SLIDE 3**Session Objectives**

- Discuss what counterproductive leadership is and isn't.
- Discuss techniques for identifying counterproductive leadership.
- Discuss how to assess the circumstances in which counterproductive leadership is occurring.
- Identify strategies for addressing counterproductive leadership.
- Discuss how your organization will handle counterproductive leadership when it occurs.

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3



30 seconds



- Explain that by the end of this session, you will be able to:
 - Discuss what counterproductive leadership is and isn't.
 - Discuss techniques for identifying counterproductive leadership.
 - Discuss how to assess the circumstances in which counterproductive leadership is occurring.
 - Identify strategies for addressing counterproductive leadership.
 - Discuss how your organization will handle counterproductive leadership when it occurs.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experiences.

HANDLING COUNTERPRODUCTIVE LEADERSHIP FRAMEWORK – SLIDE 4



15 seconds



- Introduce the Handling Counterproductive Leadership Framework shown on this slide. This framework mirrors the structure of our session today, which has three segments focused on how to identify, assess, and address counterproductive leadership within the Army.
- Note that there is a lot to cover in these topics and this session will only scratch the surface. At the end of this session, we will point you to resources that go into more depth, which you can explore at any time.

IDENTIFY COUNTERPRODUCTIVE LEADERSHIP – SLIDE 5



Identify Counterproductive Leadership

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15 seconds



- Explain that the first step in the Handling Counterproductive Leadership Framework is to identify counterproductive leadership.
- Point out that before we can stop counterproductive leadership, we must first understand what it is and when it's occurring.

COUNTERPRODUCTIVE LEADERSHIP DEFINED – SLIDE 6



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)



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1 minute



- Explain that 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.”

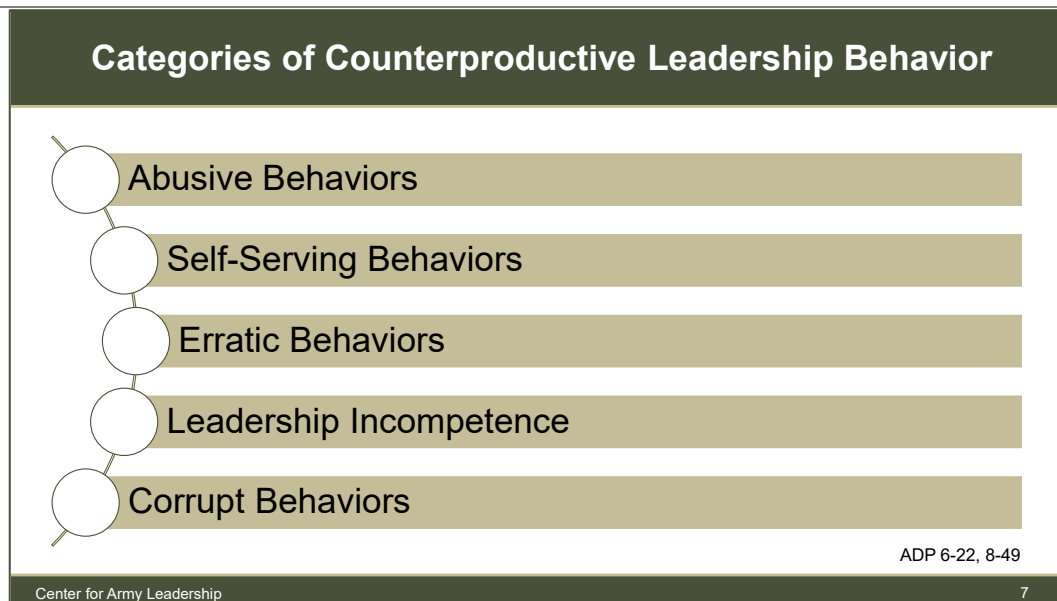


- Remind participants that the seven Army Values are Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. For a description the Army Values, refer participants to page 1 of the Handling Counterproductive Leadership Handout in their participant packet.



- Describe the impact that counterproductive leadership has on the organization:
 - It 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.

CATEGORIES OF COUNTERPRODUCTIVE LEADERSHIP BEHAVIOR – SLIDE 7



3 minutes



- Explain that 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** – Include behaviors that involve a leader exceeding the boundaries of their authority by being abusive, cruel, or degrading of others. These behaviors are contrary to what is required for the moral, ethical, and legal discharge of their authority. Examples include, but are not limited to, 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 their 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 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** – Include 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 to cover up their shortcomings or mistakes. Examples include displaying poor judgement, putting others at risk, and neglecting responsibilities.

-
- **Corrupt Behaviors** – Include 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, and violating the Uniform Code of Military Justice (UCMJ).
 - 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.
 - Point out that all Army leaders are likely to exhibit counterproductive leadership behaviors at some point. No one is immune. What's important is the frequency at which the behaviors occur. Is it a one-time event or is it occurring on a regular basis? Exceptions are some abusive or corrupt behaviors, such as sexual harassment, sexual assault, and breaking the law or UCMJ. In those cases, one instance is enough. We'll discuss this further when we get to the Assess portion of the framework.
-

WHAT COUNTERPRODUCTIVE LEADERSHIP IS NOT – SLIDE 8



What Counterproductive Leadership Is Not

01 Having high expectations	02 Providing negative feedback or corrective actions	03 Being direct or yelling when emphasis is needed	04 Pushing people to and beyond their limits	05 Stressing folks and training them how to handle stress	06 Making decisions based on performance and potential
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15 seconds



- Explain that it's also important to point out what counterproductive leadership is not:
 - Having high expectations
 - Providing negative feedback or corrective actions
 - Being direct or yelling when emphasis is needed
 - Pushing people to and beyond their limits
 - Stressing folks and training them how to handle stress
 - Making decisions based on performance and potential

DISCUSSION – SLIDE 9



Discussion



- What are examples of counterproductive leadership you have either experienced yourself or witnessed and what impacts did they have?

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5 minutes



- Ask participants:
 - What are examples of counterproductive leadership you have either experienced yourself or witnesses and what impacts did they have?

Answers will vary.

GENERAL INDICATORS OF COUNTERPRODUCTIVE LEADERSHIP – SLIDE 10



General Indicators of Counterproductive Leadership



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



The leader surrounds themselves with “Yes” men or women.



When something goes wrong, the leader blames others.



The leader is unreceptive to feedback or suggestions.

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10



2 minutes



- There are a few general warning signs that may indicate that counterproductive leadership is occurring within an organization.
 - **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. As a result, subordinates avoid the leader, and there is a lack of open discussion or trust.
 - **“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.
 - **Unreceptive to Feedback or Suggestions** – Effective leadership requires listening to the suggestions and feedback of followers and others. If leaders consistently emphasize their own desires and refuse to consider solutions from peers or subordinates, it is likely that individuals will only do what they’re told and not show initiative or volunteer for anything.

DISCUSSION – SLIDE 11



Discussion



- Have you seen any indicators like this? If so, what have you seen? Do you think others noticed these indicators?

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11



3 minutes



- Ask participants:
 - Have you seen any indicators like this? If so, what have you seen? Do you think others noticed these indicators?

Answers will vary.

ASSESS COUNTERPRODUCTIVE LEADERSHIP – SLIDE 12



Assess Counterproductive Leadership

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12



15 seconds



- Explain that once you've uncovered that counterproductive leadership is occurring, you should assess the behaviors being exhibited, their root causes, and their impact on the unit and individuals.

FACTORS TO ASSESS – SLIDE 13



Factors to Assess

Situation
Actors
Behaviors
Impacts

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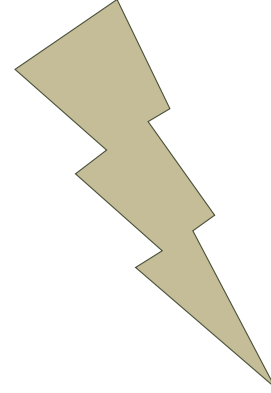
1 minute



- Explain that once you witness or personally experience counterproductive leadership, it can be hard to know how to move forward. Is the leader just having a bad day or is it a systemic problem negatively impacting the unit? Army leaders can and will make mistakes. It's when several instances occur together or take place frequently that you should be concerned. You don't want to draw hasty conclusions, but you also don't want to leave these behaviors unchecked.
- Explain that you should assess the counterproductive leadership behaviors by gathering information on the following factors:
 - Situation
 - Actors
 - Behaviors
 - Impacts
- Point out that the "SABI" acronym is a good way to help you remember these factors. We will discuss each of these factors further on the following slides.

FACTORS TO ASSESS: SITUATION – SLIDE 14**Factors to Assess: Situation**

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



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15 seconds



- Explain that you should first consider the situation. Are there certain aspects of the situation that appear to trigger counterproductive leadership behavior? 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?
- Point out that when you observe counterproductive leadership behaviors, be sure to document when the behaviors occur and under what circumstances. This will allow you to identify trends and patterns in behavior.

FACTORS TO ASSESS: ACTORS – SLIDE 15



Factors to Assess: Actors

Leader Characteristics

- Past history
- Personality
- Adaptability
- Response to feeling threatened



Recipient Characteristics

- Personality
- Cognitive ability
- Competence



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3 minutes



- Explain that counterproductive leadership behaviors occur in the context of a relationship. The actors 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 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 counterproductive leadership when they believe their ego or position is being threatened.
- For recipients 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 them, or it may contribute to its escalation over time. Also, aspects of the recipient's competence or skills may make a leader feel as if their 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 their reputation, which may cause the leader to react negatively toward inexperienced subordinates. The important thing to remember is the relationship between the leader and recipient, combined with situational factors, can create an environment that leads to counterproductive leadership.

FACTORS TO ASSESS: BEHAVIORS – SLIDE 16



Factors to Assess: Behaviors

- Categories of behavior
 - What specific behaviors are you witnessing directly, hearing about from others, or seeing in command climate survey results (if applicable)?
- Frequency
 - Record how many times you have seen the behavior or heard of the behavior(s) taking place.
 - Record times and dates.
- Severity
 - How extreme are the behaviors?

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.

6 FEB, Weekly Staff Meeting (0800 hours)

- MAJ Rolston berated Bayne Smith, yelling and insulting him, for an honest mistake in a project update

13 FEB, Weekly Staff Meeting (0800 hours)

- 1LT Henry proposed a different approach for a training event than what the Major had presented, but the idea was immediately dismissed by MAJ Rolston, who said it was a stupid waste of time that would never work

13 FEB, In the Major's Office (1300 hours)

- MAJ Rolston was yelling at 1LT Henry for offering a dissenting opinion during the meeting

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16



1 minute



- Explain that when assessing and documenting the behaviors, think about the following:
 - **The behaviors themselves** – What exactly are they? What category or categories of counterproductive leadership are they? Use the categories we discussed earlier to record behaviors in a consistent, commonly understood manner.
 - **Frequency** – Assess how often the behaviors occur. 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.
 - **Severity** – Some behaviors are so extreme that they only need to occur once to warrant further action. Extreme behaviors include physical threats or abuse, sexual harassment, and illegal activities.

FACTORS TO ASSESS: IMPACTS – SLIDE 17



Factors to Assess: Impacts

Individuals

- Decreased health and well-being
- Decreased opportunities for development
- Decreased motivation and performance quality

Units

- Lowered unit performance
- Decreased trust and cohesion
- Eroding morale
- Reduced motivation and readiness

Organization

- People leaving the military
- Perpetuating examples of poor leadership

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17



1 minute



- Point out that another important factor in assessing counterproductive leadership is identifying what impact they're having on individuals, the unit, and the organization as a whole.
- Explain that 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 units. They have found that the negative consequences can include:
 - **For individuals** – decreased health and well-being, decreased motivation and engagement, impaired readiness, and decreased motivation 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 18



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? 	

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30 seconds



- Explain that once you've gathered information about the situation, actors, behaviors, and impacts in a given situation, 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.
- Point out that 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.

ADDRESS COUNTERPRODUCTIVE LEADERSHIP – SLIDE 19



Address Counterproductive Leadership

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15 seconds



- Explain that now that you've assessed and better understand the circumstances in which counterproductive leadership is occurring, you can determine the best way to address the situation.
- Note that the strategies and techniques provided in this section are not exhaustive, but they will give you a place to start.

DISCUSSION – SLIDE 20



Discussion



- What are the biggest risks of coming forward to address counterproductive leadership?
- How do you do so in a way that doesn't cause even more problems?

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20



5 minutes



- Point out that there's no denying the fact that situations involving counterproductive leadership are complex and can be risky.



- Ask participants:
 - What are the biggest risks of coming forward to address counterproductive leadership?
 - How do you do so in a way that doesn't cause even more problems?

Answers will vary.

THE CASE FOR TAKING ACTION – SLIDE 21



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 <i>may</i> stay “safe” and prevent yourself from becoming a target. You stay loyal to your battle buddy. 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.

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21



2 minutes



- Discuss the pros and cons of both action and inaction against counterproductive leadership.
 - Inaction:**
 - Cons – The cons of not doing anything are the leader may target you regardless of whether you stay quiet, and the behavior could continue or worsen leading to negative consequences for the unit.
 - 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.
 - Action:**
 - Cons –The cons of taking action are the leader could double down on their behavior, the behaviors could be directed at you, and your career could face setbacks.
 - Pros – But the pros of action are 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).

STRATEGIES FOR ADDRESSING COUNTERPRODUCTIVE LEADERSHIP – SLIDE 22

**Strategies for Addressing Counterproductive Leadership**

Intervene for Others

Directly Address

Strengthen Your Resilience

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22



15 seconds



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

INTERVENE FOR OTHERS STRATEGY – SLIDE 23



Intervene for Others Strategy

Refocus or redirect

Buffer or protect others

Provide support to affected individuals

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3 minutes



- Explain that we will start with the Intervene for Others strategy. In some situations, you may witness others being subjected to counterproductive leadership. 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.
- Point out that within the Intervene for Others strategy, there are three main techniques you can use:
 - **Refocusing or redirecting** – This involves moving the leader's attention away from what's causing their counterproductive behavior by redirecting their focus to something else. You could redirect them to other priorities, more benign topics, or simply by making them laugh. You may also try to create a way for the recipient to escape the situation or behaviors. For example, if possible, you might stop a meeting or have others leave the room so that the behavior can be addressed directly and immediately. Taking a break can also often help to de-escalate the situation.
 - **Buffering or protecting 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 or find alternative ways to cover meeting topics such as through email or memos. Meetings are often venues where leaders display counterproductive leadership behaviors so it's important to consider ways to limit a recipient's exposure to a leader if they commonly display counterproductive behaviors in those settings. You can also limit individuals' exposure or solo interactions with the given leader. In cases where another leader lashes out or blames someone for a mistake, be willing to protect your staff. This may mean taking the blame to prevent the targeted individual from feeling the "wrath" of the leader. In other instances, it may mean deflecting the attack by stating that you will look into the issue further and attempting to move the discussion back to productive areas.

-
- **Providing support to those who are affected** – People who experience counterproductive leadership behaviors may feel “beaten down” and may question themselves and their competence. Remember to provide support by actively reaching out to talk to the affected individuals. It can also help to work together with your peers to brainstorm ways to handle the situation and its effects. This not only helps address the behaviors, but it also builds bonds with others and establishes you as someone who addresses problems collaboratively.
-

DIRECTLY ADDRESS STRATEGY – SLIDE 24



Directly Address Strategy

Set boundaries

De-escalate a negative exchange

Report to others

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4 minutes



- Explain that directly addressing counterproductive leadership is another strategy you can use after personally experiencing, or observing, one or more incidents. This strategy focuses on directly altering the behavior of the leader.
- Note that there are three main strategies you can use:
 - **Set boundaries** – Setting clear boundaries or limits of what you consider “acceptable” or “unacceptable” behavior is critical when addressing leaders who use counterproductive leadership behaviors. It allows you to retain some mental and emotional control over inappropriate and/or threatening situations. Once you’ve identified your boundaries, it’s important to hold firm and be consistent with the limits you set.
 - **De-escalate a negative exchange** – This technique is similar to refocusing and redirecting and it focuses on deescalating the situation to avoid heightened emotion or tension. Slow down the exchange by explicitly making a statement that redirects the conversation or just pausing and changing delivery and speaking more concisely. For instance, you might state, “Hold on a second. Let’s pause and restart to see if we can get back on track”. This technique helps you and the leader take a step back from the emotions. It may seem like a small action, but it’s a powerful technique that can help you proceed more logically. Open-ended questions can also help the leader exhibiting counterproductive behaviors to 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 perceptions 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: “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 address/solve this together?” can go a long way in promoting a productive

exchange. The point of these techniques is to manage rising tension and keep the situation from getting out of control.

- **Report to others** – In some situations, you may encounter behavior that is so severe that it needs to be reported immediately or the behavior is continuing despite multiple attempts to stop or correct them. To determine if the behavior is severe enough to merit immediate reporting, consider the frequency, severity, and impact of the behaviors as we discussed earlier. Is this behavior in violation of the UCMJ? Is it a severe case of cruelty or maltreatment, sexual misconduct, or discriminatory behavior? If you answer “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). Remember your Army Values and do the right thing.
-

STRENGTHEN YOUR RESILIENCE STRATEGY – SLIDE 25



Strengthen Your Resilience Strategy

Maintain your overall well-being

Protect your contribution to the mission

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25



3 minutes



- Explain that the last strategy we're going to cover today is Strengthening Your Resilience.
- Point out that 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.
- Explain the two techniques you can use:
 - **Maintain Your Overall Well-being** – It's important to remember all facets of your well-being, including emotional, mental, physical, and spiritual. Recognize your emotional reactions to stressful situations so that you 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 and family outside the organization. Question your thoughts and assumptions about the situation in order to determine the facts and "truth"; separate facts from 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** – Remember that you're a professional who seeks to do your best and uphold the Army 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 take greater pains in how you interact with others and the work you produce. Document your daily work. 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. 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.

INFORMING YOUR PATH FORWARD – SLIDE 26



1 minute



- Explain that before deciding how to address the counterproductive leadership behaviors, there are some general factors to consider in these situations.
 - First, think about the **relationship you have with the individual**. Reflect on your experiences working with this individual to date and any feedback they have provided to you. The type of relationship that you have will affect the strategy you use.
 - Then, think about the **interpersonal skills** 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.
- Point out that all of these are important to consider when assessing counterproductive leadership behaviors and how you will handle them.

HANDLING RETALIATION – SLIDE 27**Handling Retaliation**

Military whistleblower reprisal

Ostracism

Maltreatment

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27



30 seconds



- Note that there are risks in using the strategies presented. The resources we will point you to at the end of this session provide exercises to help you think about how to mitigate unfavorable impacts when addressing counterproductive leadership behaviors, but you may still experience retaliation.
- Explain that 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.

DISCUSSION – SLIDE 28



Discussion



- What are some situations in which you can see yourself using one or more of these techniques? Do you think they would work? Why or why not?
- How do we want to handle addressing counterproductive leadership behaviors as leaders in our organization?

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10 minutes



- Ask participants:

- What are some situations in which you can see yourself using one or more of these techniques? Do you think they would work? Why or why not?
- How do we want to handle addressing counterproductive leadership behaviors as leaders in our organization?

Answers will vary.

WANT TO LEARN MORE? – SLIDE 29**Want to Learn More?**

<https://cal.army.mil>

**Doctrine**

Provides leader expectations

- ADP 6-22
 - Paragraphs 8-45 through 8-50
- FM 6-22
 - Paragraphs 1-14 through 1-16

**Self-paced Online Lessons**

Provide additional content and real-world examples/scenarios

- Identify Counterproductive Leadership
- Assess Counterproductive Leadership
- Address Counterproductive Leadership

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1 minute



- Point out that, given the time constraints, we weren't able to cover everything in detail. To learn more about dealing with counterproductive leadership, go to the CAL site and check out these resources.

AFTER ACTION REVIEW – SLIDE 30**After Action Review**

- Complete the AAR form in your Participant Packet and return it to the facilitator.
 - The form allows you to provide feedback about this session.
 - Your feedback will be used to improve future deliveries of this session.

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30



1 minute



- At the end of the session, tell participants to complete the AAR form in their Participant Packet (also on the next page for your reference) and to return it to you before they leave.



- Tell participants that:
 - The form allows them to provide feedback about the session.
 - Their feedback will be used to improve future deliveries of the session.

Dealing with Counterproductive Leadership After Action Review Form

Purpose

The purpose of this After Action Review (AAR) is to help your organization improve its Leader Professional Development program. Your feedback will help identify areas of this session that went well and areas that could be improved.

Session Goals

The goal of this session was to provide practical strategies for identifying, assessing, and addressing counterproductive leadership behaviors.

After you participate in this session, it is expected that you will be able to:

- Define what counterproductive leadership is and isn't.
- Discuss techniques for identifying counterproductive leadership.
- Discuss how to assess the circumstances in which counterproductive leadership is occurring.
- Identify strategies for addressing counterproductive leadership.
- Discuss how your organization will handle counterproductive leadership when it occurs.

Your Feedback

Answer the following question below:

Question	Your Feedback
<p>Were the goals of this session met? If not, explain why.</p>	
<p>What went well during this session?</p>	
<p>Are there any areas in which the session could be improved? If so, please specify.</p>	

LET'S CONNECT – SLIDE 31**Let's Connect**

- On the web: cal.army.mil
- On Facebook: [USArmyCAL](https://www.facebook.com/USArmyCAL)
- On Instagram: [@usarmycal](https://www.instagram.com/usarmycal)
- On Twitter: [@USArmyCAL](https://twitter.com/USArmyCAL)
- On YouTube: [@USArmyCAL](https://www.youtube.com/USArmyCAL)

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1 minute



- Display this slide while participants are completing their After Action Review.