

# Leading With Empathy Facilitator Guide

Leader Professional Development  
United States Army  
Center for Army Leadership



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# Introduction

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## 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](mailto: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

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### PURPOSE

The goal of this session is to help Army leaders improve their understanding of others by providing strategies to become more relatable, improve interactions with others, and lead with empathy.

The specific learning objectives for this session include:

- Describe what it means to relate well to others.
- Describe how to demonstrate empathy as a leader.
- List strategies you can use to create an environment that values empathy and relating well to others.

### 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"> <li>• Leading With Empathy Handout</li> <li>• After Action Review Form</li> </ul>	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 52-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	1.5 mins
Relating to Others	15 mins
Demonstrating Empathy	24 mins
Creating an Empathetic Environment	8.5 mins
Session Closing	3 mins
<b>Total Duration</b>	<b>52 mins</b>







## 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). 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.

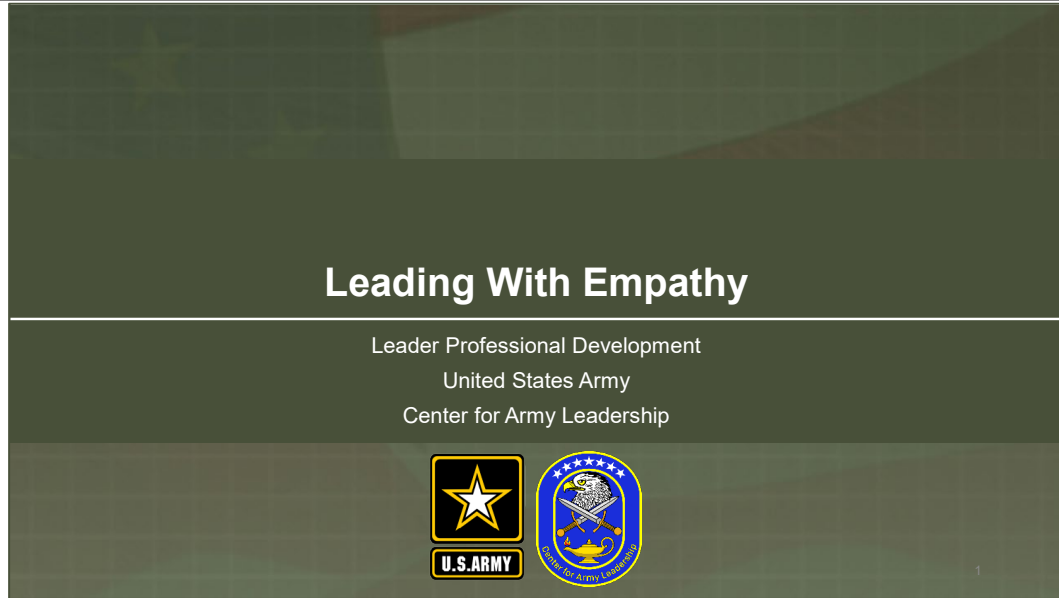
Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested 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

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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 leading with empathy. 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 to lead effectively and accomplish missions efficiently, you need to interact well with others and gain their cooperation. To do so, you need to understand how you come across to others, read situational cues, and adapt your behavior accordingly. In other words, you need to move beyond the “one-size-fits-all” approach to leadership. The ability to see something from another person’s viewpoint while considering their feelings and emotions will help you interact better with your Soldiers, their families, and local populations.
- Explain that in this session, you will learn strategies for relating well to others, demonstrating empathy, and creating an environment that values relating well to others and empathy.



## ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



### Army Leadership Requirements Model (LRM)

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- This LPD session focuses on the following attribute:
  - Empathy
- 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



15 seconds



- 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 Empathy attribute under the Character section of the model.

**SESSION OBJECTIVES – SLIDE 3****Session Objectives**

- Describe what it means to relate well to others.
- Describe how to demonstrate empathy as a leader.
- List strategies you can use to create an environment that values empathy and relating well to others.

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15 seconds



- Explain that by the end of this session, you will be able to:
  - Describe what it means to relate well to others.
  - Describe how to demonstrate empathy as a leader.
  - List strategies you can use to create an environment that values empathy and relating well to others.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experiences.

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**RELATING TO OTHERS – SLIDE 4**

30 seconds




- Explain that getting along with and relating to other people can help you accurately detect and interpret the motivations, well-being, and intentions underlying people's behavior. It can also help you see things from others' perspectives, accurately predict their behaviors, and adapt your behavior according to the situation.
  - Explain that in this section, we will discuss why it's important for Army leaders to relate well to others and the characteristics of leaders who are good at doing so.
  - Note, however, that you should be careful to avoid "over relating" to people. When building rapport, be sure to keep the focus on the person you are speaking to and less on yourself.
-

## DISCUSSION – SLIDE 5



Discussion



- As an Army leader, how will interacting and relating well with others benefit you?
- How can it benefit the Soldiers you work with?

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6 minutes



- Ask participants:
  - As an Army leader, how will interacting and relating well to others benefit you?  
*Answers will vary but should include the following. Mention these points if they are not brought up by participants.*
    - *Helps you sense how your decisions will be perceived and adjust accordingly.*
    - *Improves judgment and decision making.*
    - *Helps you understand what types of development opportunities subordinates need or want.*
    - *Helps you be more flexible to accommodate subordinates' needs.*
    - *Helps you recognize and anticipate behavior triggers.*
    - *Helps you better understand the climate in your organization.*
    - *Improves your ability to interface with people in situations where there is no hierarchy.*
    - *Helps you identify and address issues with subordinate dissatisfaction.*
    - *Positively impacts mission success.*
    - *Helps you influence others to act in ways that enhance personal and Army objectives.*
  - How can it benefit the Soldiers you work with?  
*Answers will vary but should include the following. Mention these points if they are not brought up by participants.*
    - *Improves their organization's climate.*

- 
- *Have a leader that is attentive to their concerns and is more likely to identify with their feelings and emotions.*
  - *Have leaders that act to improve situations for members.*
  - *More likely to have a balance between mission requirements and their personal well-being.*
  - *Leaders are more likely to consider their input when making decisions.*
  - *Helps you sense how your decisions will be perceived and adjust accordingly.*
-

## CHARACTERISTICS OF LEADERS THAT RELATE WELL TO OTHERS – SLIDE 6



### Characteristics of Leaders That Relate Well to Others

- |            |   |  |
|------------|---|--|
| Perceptive | { | <ul style="list-style-type: none"> <li>• Observe others and situations</li> <li>• Deal effectively with others</li> <li>• Aware of situational cues</li> </ul> |
| Adaptive   | { | <ul style="list-style-type: none"> <li>• Adapt to situation</li> <li>• Avoid “one size fits all” approaches</li> </ul>   |
| Self-aware | { | <ul style="list-style-type: none"> <li>• Control their own behavior</li> <li>• Understand how others perceive them</li> </ul>                                  |
| Authentic  | { | <ul style="list-style-type: none"> <li>• Care for others</li> <li>• Back up words with actions</li> </ul>  |

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1.5 minutes



- Explain that leaders who are good at relating to others have the following characteristics:
  - **Perceptive** – The leader observes others and social situations; deals effectively with others, especially people who are upset, difficult, or require patience; and can pick up on situational cues such as tone, word usage/choice, body language, and one’s state of mind.
  - **Adaptive** – The leader adapts appropriately to different and changing situational needs and demands, and recognizes that a “one size fits all” approach to leadership is not the most effective. Keep in mind that you can be fair and consistent while still being adaptive and working to figure out which methods best motivate and influence your Soldiers.
  - **Self-aware** – The leader carefully monitors, observes, regulates, and controls their *own* behavior and emotions; and understands how their actions are perceived by others.
  - **Authentic** – The leader demonstrates genuine care for others and says what they mean, backing up words with actions. Don’t assume that just because you’ve experienced something similar, that the other person had the same experiences as you. Take time to listen to them so you can understand where they are coming from.
- Point out that one of the main reasons leaders can fail to relate well to others comes from a simple lack of insight. These leaders can become so preoccupied with their own personal struggles that they don’t understand the impact they have on others. These leaders need help in seeing themselves as others see them.

## DISCUSSION – SLIDE 7



## Discussion



- What are examples of things you have done to relate well to others?
- What are some examples of situations when you didn't relate well to others? How did things turn out?

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7 minutes



- Ask participants:
  - What are examples of things you have done to relate well to others?  
*Answers will vary.*
  - What are some examples of situations when you didn't relate well to others? How did things turn out?  
*Answers will vary.*

---

**DEMONSTRATING EMPATHY – SLIDE 8**

30 seconds



- Point out that demonstrating empathy can help you lead more effectively and accomplish missions more efficiently.
  - Explain that in this next section, we will discuss what empathy is, the benefits of being an empathetic leader, why being an empathetic leader can be difficult, and how to demonstrate empathy.
-



## EMPATHY DEFINED – SLIDE 9



### Empathy Defined

- Sharing and understanding someone else's feelings.
- Relating to another person's situation, motives, or feelings.
- Understanding someone else's experiences.
- Seeing something from another person's point of view.



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1 minute



- Explain that empathy is defined in FM 6-22 as the ability to share and understand someone else's feelings. Leaders show empathy when they genuinely relate to another person's situation, motives, or feelings, thereby allowing them to anticipate what others are experiencing and envision how decisions or actions may affect them.
- Explain that empathy is the accurate understanding of someone else's experience even if you haven't had that same experience before. When you have empathy, you don't have to have experienced the same thing as someone else to understand their perspective on it.
- Point out that empathy does not necessarily mean sympathy for another, but identification that leads to a deeper understanding.
- Remind participants that the ability to see something from another person's viewpoint, while considering their feelings and emotions, will help you to better interact with others.

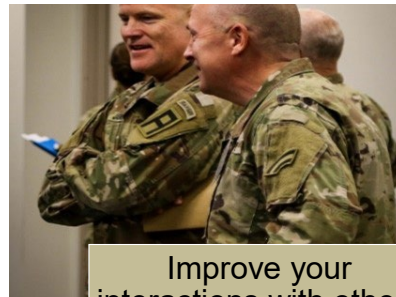
## THE BENEFITS OF BEING AN EMPATHETIC LEADER – SLIDE 10



### The Benefits of Being an Empathetic Leader



Understand how your actions affect others



Improve your interactions with others

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1.5 minutes



- Explain that being more empathetic can help you be a more effective leader. Specifically, it can help you:
  - **Understand how your actions affect others** – This can help you understand the reactions of others to your behavior. This extends to anyone you interact with including members of your organization, other Soldiers, Army Civilians, local populace, and even enemy forces. It can also help you see things from another person's viewpoint.
  - **Improve your interactions with others** – This can help you better anticipate what your members experience and feel and give you insights into how your decisions and actions affect them. It can also help you improve how you communicate with others, especially when helping them understand what is occurring or motivating them to meet mission objectives.
  - **Set the conditions for a positive climate** – When leaders demonstrate empathy for members, they can increase camaraderie, team cohesion, and overall member satisfaction in their organization. Detecting change in morale and actively seeking honest feedback about the health of individuals indicate care as well as simple actions such as listening patiently and addressing needs.
- Remind participants that leading with empathy involves taking others' perspectives into account when making decisions and taking action. It also requires you to have rapport with others and accurately anticipate or recognize the impact of your decisions and actions.

## WHY LEADING WITH EMPATHY CAN BE DIFFICULT – SLIDE 11



### Why Leading With Empathy Can Be Difficult

Not listening to the other person

Making the conversation about you

Wanting to fix the problem before hearing what the other person has to say

Belief that showing compassion is a weakness

Lacking self-awareness

Being blinded by the mission

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2 minutes



- Explain that there are several reasons why leading with empathy can be difficult:
  - **Not listening to the other person** – This includes failing to listen to what the other person is saying, both directly and indirectly. You can easily shift focus away from or not focus fully on what the other person is saying. For example, you can easily lose focus by multi-tasking, rehearsing how you'll respond to them, pre-judging, and relating the person's experiences to your own. Checking your email or phone during a conversation will also immediately turn the other person off.
  - **Making the conversation about you** – Some people do this because they are uncomfortable hearing about the situation, so they avoid things by changing the subject. Others try to relate what they are hearing to their own experiences and inadvertently end up talking more about themselves instead of listening. Keeping the focus on the other person's experience will convey a deeper sense of empathy.
  - **Wanting to fix the problem before hearing what the person has to say** – Although this reaction is typically well-intentioned, it's important to focus on just listening. You can't expect to have all the answers for every situation. Even though it may be uncomfortable hearing someone you care about struggling, recognize that oftentimes the person just needs someone to listen to them.
  - **Belief that showing compassion is a weakness** – You may tend to believe that showing compassion is viewed as a weakness; however, in times of change or crisis, people want to know that their leaders are tough, committed, decisive, but also human.
  - **Lacking self-awareness** – To see things from others' points of view, you first need to be aware of your own point of view and frame of reference. Consider how you think about someone else's experience and the response it triggers in you.

- 
- **Being blinded by the mission** – At times, you may become so focused on accomplishing the mission that you neglect to balance the mission with the welfare of your subordinates.
  - Note that empathizing does not always mean agreeing with the other person. For example, you can empathize with someone who is experiencing the negative consequences from a drinking problem, but you don't have to condone their drinking or have had a drinking problem yourself.
-

## ACTIVITY: HOW EMPATHETIC ARE YOU? – SLIDE 12



### Activity: How Empathetic Are You?



- To help you reflect on how you see yourself and how others see you, complete the Reflective Questions about Empathy Survey Handout.

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5 minutes



- Explain that in this activity, you will reflect on how well you demonstrate empathy.



- Refer participants to the Empathy Survey on page 1 of the Leading With Empathy Handout in their participant packet (also on the next page for your reference).



- Have participants spend approximately 4 minutes rating how they see themselves and how they believe others see them.
- Explain that the more “usually” answers you provided, the more likely it is that you’ve established a pattern of showing empathy. The more “rarely” or “sometimes” answers you provided, the more likely it is that you’re falling into the mistakes people often make when interacting with others. While you may be taking some steps to understand how your actions are felt by others, there is still work you can do to improve.
- Continue to debrief the activity using the discussion question on the next slide.

### Empathy Survey

Use the Empathy Survey below to reflect on how well you demonstrate empathy. First rate how you see yourself and then rate how you believe others see you.

How Do You See Yourself?			
Question	Rarely	Sometimes	Usually
When talking to others, do you fully listen to what they're saying (i.e., you don't try to multi-task, think about your response to what they're saying, nor compare yourself to them)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In times of crisis, are you tough, committed, and decisive, as well as compassionate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When you assign tasks or accept a mission, do you think about the impact it will have on your subordinates and their welfare?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How Do Others See You?			
Question	Rarely	Sometimes	Usually
When talking to others, do you <i>demonstrate</i> both directly and indirectly (by what you say and how you say it) that you're fully listening to what they're saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In times of crisis, do you <i>show</i> your subordinates that you're tough, committed, and decisive, as well as compassionate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When you assign tasks or accept a mission, do you <i>show/talk to</i> your subordinates about how you see it impacting their welfare and how you plan to support them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When you receive feedback (either in-person or via an online assessment), is it generally in line with what you expect (i.e., there aren't big surprises)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DISCUSSION – SLIDE 13



## Discussion



- Based on the survey, how do you see yourself compared to how others see you?

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4 minutes



- Ask participants:
  - Based on the survey, how do you see yourself compared to how others see you?

*Answers will vary. Since some participants may not be comfortable answering this question, be prepared to provide a personal example to help encourage participation.*

## SITUATIONS THAT REQUIRE EMPATHY – SLIDE 14



Situations That Require Empathy		
Loss of a loved one	Divorce	Depression
Sexual harassment/assault	Suicide	Financial problems
Understanding local populations	Understanding enemy motivations	Discipline

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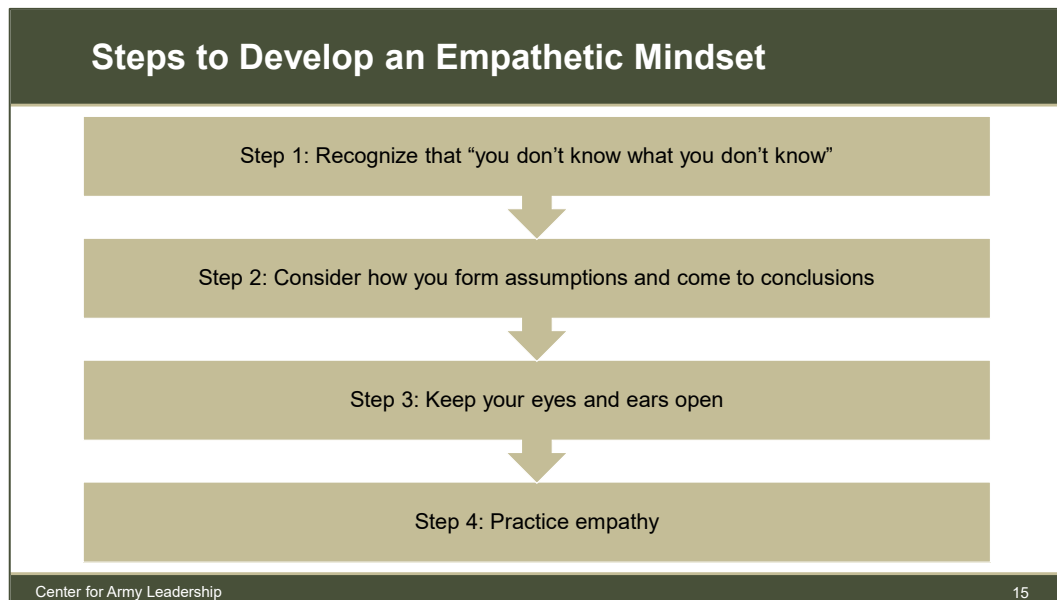
2 minutes



- Explain that as a leader, you'll come across a number of situations that will require you to display empathy. You may or may not have had experience with some of these situations; however, it's important that you are prepared for them. Some examples include:
  - Loss of a loved one
  - Divorce
  - Depression
  - Sexual harassment/assault
  - Suicide
  - Financial problems
  - Understanding local populations
  - Understanding enemy motivations
  - Discipline
- Point out that you don't need to have all the answers but be willing to listen and try to understand the other person's situation, support them, and figure out how to help them. Just being engaged and listening will help.
- Note that empathy also includes nurturing a close relationship between the Army and Army families. You should promote healthy families and relate to the challenges they face. Empathy for families includes providing recovery time from difficult missions, protecting leave periods, and supporting events that allow information exchange and family team building.



## STEPS TO DEVELOP AN EMPATHETIC MINDSET – SLIDE 15



4 minutes



- Explain that you can develop an empathetic mindset by recognizing that “you don’t know what you don’t know”, considering how you form assumptions and come to conclusions, keeping your eyes and ears open, and practicing empathy.



- Refer participants to pages 2 and 3 of the Leading With Empathy Handout so they can follow along while you explain the steps for developing an empathetic mindset.



- Explain that you can take these steps to develop an empathetic mindset:
  - **Step 1: Recognize that “you don’t know what you don’t know”** – Avoid making assumptions about others based on what you think you know about them. Don’t assume that because you have experienced a similar situation before, that you know exactly how they feel. Making preconceived notions can affect how you interpret a situation and hinder your ability to exercise empathy. For example, if you meet with a subordinate who is experiencing a financial hardship, don’t assume that they are impacted the same way or that the issue is the same as your own experience.
  - **Step 2: Consider how you form assumptions and come to conclusions** – Thinking about this will help you understand how accurate your assumptions are and how those assumptions influence you. To help you become more self-aware of how you formulate assumptions, you can use The Ladder of Conclusion. The rungs in the Ladder of Conclusion include:
    - **Observe.** Your observations and experiences form the ladder’s base. These observations and experiences include what you hear people say or see them do. This is the most objective rung in the ladder.
    - **Select Data.** Based on your observations, you select certain data or information to pay attention to.

- 
- **Add Meaning to Data.** You attach meaning to the data you selected. For example, when someone tells you something, you may interpret the meaning of what they said differently than someone else.
  - **Make Assumptions.** You make assumptions based on how you interpret the data. For example, based on how you interpreted previous experiences, you use that to formulate an assumption about a similar situation.
  - **Draw Conclusions.** You draw conclusions based on your assumptions. For example, since something similar happened in the past, you may be more likely to think the root issue, solution, and outcomes will be the same as in the past.
  - **Adopt Beliefs.** You adopt beliefs on the conclusions you draw.
  - **Take Actions.** Based on your beliefs, you are more likely to take certain actions based on your experiences.
- **Step 3: Keep your eyes and ears open** – This step involves paying attention to what others say and do, as well as what they don't say and do. For example, you should:
    - **Listen to the meaning behind what the other person is saying and doing.** To do this, pay attention to direct and indirect communication like tone of voice, pace of speech, facial expressions, and gestures.
    - **Be an active listener and withhold judgement.** You can do this verbally by paraphrasing, clarifying, and summarizing what they say. You can also match your words, tone, and pace of speech to the other person. In addition, you can use nonverbal techniques including how you orient your body, making eye contact, pausing to listen as they speak, nodding or signaling that you're following what is being said, and matching your body posture and gestures to them.
    - **Pay attention to performance behavior.** You should consider the kinds of decisions they make, how they prioritize time, and if they have changes in their behavior.
    - **Confront serious and challenging issues.** Note that empathy doesn't mean condoning poor behavior. If you discover a serious or challenging issue, confront it using empathetic communication.
  - **Step 4: Practice empathy** – Use empathy to work with others and be a more effective leader.
    - Note that we will discuss ways we can lead with empathy next.
-

## DISCUSSION – SLIDE 16



## Discussion



- What are things you can do to lead with empathy?

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4 minutes



- Ask participants:

- What are things you can do to lead with empathy?

*Answers will vary but should include the following. Mention these points if they are not brought up by participants.*

- *Take others' perspectives into account when making decisions and taking action.*
- *Relate to others' situations, motives, and feelings, thereby allowing them to anticipate what others are experiencing and envision how decisions or actions affect them.*
- *Be self-aware.*

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**CREATING AN EMPATHETIC ENVIRONMENT – SLIDE 17**

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30 seconds



- Explain that building an environment where relating to others is valued and practiced can help enhance your ability to lead and improve your organization's climate.
  - Explain that we will now discuss how you can create an environment that supports relating well to others and empathy.
-

## DISCUSSION – SLIDE 18



## Discussion



- What can you do to create an environment that values empathy and relating well to others?
- How do you create an environment that has a balance between valuing empathy and preparing Soldiers to win wars?

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8 minutes



- Ask participants:

- What can you do to create an environment that values empathy and relating well to others?

*Answers will vary but should include the following. Mention these points if they are not brought up by participants.*

- *Make developing relationships an expected part of the job and put subordinates in situations that help them develop these skills.*
- *Build commitment and influence/motivate subordinates in a positive manner, paying attention to their well-being.*
- *Be consistent in what you say and do.*
- *Be genuine, authentic, and up-front about your beliefs, values, and expectations.*
- *Provide feedback about performance that includes information on how successful people are in relating to others.*
- *Talk about the connection between having good relationship skills and performance.*
- *Set rules and expectations about how conflict should be dealt with, indicating the importance of recognizing emotions, regulating them, and expressing them appropriately to prevent or de-escalate a conflict.*
- *Be a good example and model how to effectively relate to others and get them to cooperate with you.*

- How do you create an environment that has a balance between valuing empathy and preparing Soldiers to win wars?

*Answers will vary.*

WANT TO LEARN MORE? – SLIDE 19



**Want to Learn More?**

<https://cal.army.mil>

<div style="display: flex; align-items: center; margin-bottom: 10px;"> <p><b>Doctrine</b></p> </div> <p><i>Provides leader expectations</i></p> <ul style="list-style-type: none"> <li>• ADP 6-22             <ul style="list-style-type: none"> <li>• Paragraphs 2-8, 2-12, 5-3, 8-8</li> </ul> </li> <li>• FM 6-22             <ul style="list-style-type: none"> <li>• Paragraphs 6-3, 7-4, 7-15, 7-16, 7-17</li> </ul> </li> </ul>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <p><b>Self-paced Online Lessons</b></p> </div> <p><i>Provide additional content and real-world examples/scenarios</i></p> <ul style="list-style-type: none"> <li>• Beyond People Skills: Leveraging Our Understanding of Others</li> </ul>
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1 minute



- Point out that, given the time constraints, we couldn't cover everything in detail. To learn more about empathy, go to the CAL site and check out these resources.

**AFTER ACTION REVIEW – SLIDE 20****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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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.

## Leading With Empathy 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 is to help Army leaders improve their understanding of others by providing strategies to become more relatable, improve interactions with others, and lead with empathy.

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

- Describe what it means to relate well to others.
- Describe how to demonstrate empathy as a leader.
- List strategies you can use to create an environment that values empathy and relating well to others.

### Your Feedback

Answer the following question below:

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



**LET'S CONNECT – SLIDE 21****Let's Connect**

- On the web: [cal.army.mil](http://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.