



# PRODUCING ALIGNMENT & LEADING COLLECTIVELY

A SCENARIO-BASED DEVELOPMENT WORKBOOK

*May 2016*

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For more information, contact the Center for Army Leadership at  
[usarmy.leavenworth.CAC.mbx.center-for-army-leadership@mail.mil](mailto:usarmy.leavenworth.CAC.mbx.center-for-army-leadership@mail.mil)

# THE IMPORTANCE OF ALIGNMENT IN COLLECTIVE LEADERSHIP

## OVERVIEW

Traditionally, leadership is characterized as the ability of an individual to influence others to achieve goals. However, leadership is rarely isolated to one leader because leaders operate in situations that involve other leaders. These other leaders may be formally designated with certain responsibilities, or they may emerge in an informal manner as required by the situation. Whether by design, organizational requirements, or chance, leaders affect what other leaders think and do. As such, followers are often affected by more than their direct leader. The combined intentions and actions of all leaders in a situation create collective leadership. Collective leadership includes leaders across vertical (such as subordinates and superiors) and horizontal (such as peers and counterparts) organizational and team structures. Leaders need not be within the same chain of command to effectively engage in collective leadership. It is important that leaders share a common understanding and align on a common purpose.

### Collective Leadership

When leaders of different elements of an organization align for a collective effort, there is potential for a whole greater than the simple sum of its parts. Collective leadership requires coordinated actions of teams and units working toward the same purpose and relies on alignment of purpose, direction, and motivation. Leaders working collectively not only coordinate and synchronize actions across the range of military operations but they have a shared mindset as to how to create and maintain a positive climate. This unifying and collective aspect of leadership is undeniably an essential element of militaries all the way down to small teams. In contrast, leaders who work in isolation produce only limited results at best and—at worst—will unhinge other efforts.

Collective leaders—

- Recognize that cohesive leadership has a greater effect than an individual leader has alone.
- Consciously contribute to unifying beliefs, attitudes, and actions up and down and across units.
- Concede personal power and control to subordinates, peers, and superiors when doing so will enhance a collective focus.
- Sacrifice self-interest and personal or unit accomplishments in favor of mutual goals.
- Create and groom relationships with others inside and outside the organization that contribute to advancing goals.
- Become aware of sources of expertise across a unit and draw on it when needed.

Alignment among members is a necessary condition for collective leadership. This workbook focuses on a leadership philosophy in which all members who are associated with common missions are responsible for producing *alignment*, a key collective leadership outcome.

**Alignment** occurs when members of an organization have a common purpose and work together to achieve shared goals. Members of the organization not only have a clear understanding of these shared goals but they also know why these goals are important and act. Alignment can also be present in how individuals understand situations. Aligned understanding among leaders ensures a leader's goals and actions are complementary to, or at least not counter to, another leader's actions or goals. Alignment does not happen on its own; it is created through leadership among members of the group. Alignment transcends hierarchies (that is, alignment with superiors, peers, and/or subordinates). Therefore, all

members are responsible for creating alignment. In addition, alignment transcends organizational boundaries and does not have to occur within a single team, unit, or organization.

In a group where members have produced alignment:

- The activities of the members and groups are largely in sync with each other.
- There is an absence of duplicated or conflicting efforts.
- Members allow others within the organization to seek and utilize their time and effort in service of a shared outcome.
- Followers of individual leaders believe their work is valued and significantly contributes to accomplishment of the common and compatible goals.

The presence of alignment is the primary indicator of collective leadership, where the coordinated intentions and actions of all organization members support a shared purpose and create a positive climate.

To ensure collective leadership is successful, leaders and Soldiers must possess the ability to generate alignment; however, the specific leadership behaviors involved in producing alignment can be unclear and abstract. To help solidify an otherwise abstract concept, a set of leadership stories are presented where alignment is present or lacking. A consideration of the leadership practices and outcomes in these scenarios can help one to think about what to do to produce alignment in similar circumstances.

## PURPOSE AND OBJECTIVE

This workbook contains a set of stories developed to facilitate critical thinking about the types of leadership practices that produce alignment and how the presence or absence of alignment affects mission success and goal achievement. The intent is to raise leaders' awareness of ways and reasons for increasing alignment and to familiarize leaders with skills for producing alignment and potential benefits this brings to mission accomplishment.

You will review leadership scenarios as the Army leader in each scenario (for example, "*You are a company commander currently deployed in Westland...*"). Following each scenario, you will answer questions designed to measure your understanding of the actions involved in producing, or failing to produce, alignment. For example, you may be asked to:

- Detect leadership practices that directly build or inhibit alignment.
- Determine the underlying need for alignment.
- Identify leverage points for improving alignment.
- Explain how to modify the described actions to better produce alignment.

The target audience includes junior leaders and Soldiers who work across teams and units to achieve a shared goal or objective. This may include company grade officers (for example, platoon leaders and company commanders) as well as junior and mid-level non-commissioned officers likely to engage in collective work as part of their duties. However, any leader may benefit from using this learning resource.

## SCENARIO FORMAT

These scenario-based exercises were developed to improve Soldiers' knowledge of the actions important for producing and leveraging alignment in their duties. Successful completion of this workbook should lead to increased self-awareness of capabilities for promoting alignment and collective leadership and a deeper understanding of the importance of producing and leveraging alignment. Each scenario contains a description of an Army leader engaging in a goal-directed interaction with others in which the Army leader must work to produce alignment toward a desired end state. Read each scenario and answer questions designed to elicit critical thought about the presence or absence of alignment in the scenario as well as strategies to use in the situation.

## RECOMMENDED USE

This workbook can be used either by an individual or in a classroom or group setting. The individual option is the most flexible option as it allows Soldiers to use the workbook at any time and location. The classroom or group setting offers less flexibility as it is administered by an instructor; however, it is likely to promote deeper learning through discussion of scenarios and the sharing of ideas between Soldiers.

### FOR INDIVIDUALS

Individual Soldiers can cover as many scenarios as desired and may evaluate their responses using the answer guide ([Section B](#)). Due to the length of the scenarios, a Soldier may experience mental fatigue after completing three to four scenarios. To maximize the full benefits of the learning activity, Soldiers are advised to focus on the quality of experience and not quantity. The scenarios are stand-alone stories, which may be completed at different times. When selecting individual scenarios, select those that seem most relevant to your particular circumstances or experiences.

### FOR CLASSROOMS/GROUPS

As a classroom learning tool, the workbook requires an instructor to facilitate the learning process by guiding Soldiers through each scenario and eliciting responses to the questions. However, the instructor is not limited to the discussion questions provided. For instance, reviews of the scenarios could also involve discussion of how the context of the scenario—or how changes in that context—influences response choices. Discussions may cover the appropriateness of responses, as well as key points that seem to drive decisions regarding the best leadership practices for producing alignment. Instructors may facilitate discussion on how the desired end state or situation context may affect the best leadership practices to produce alignment. For example, students could discuss when it may be more appropriate to focus on achieving short-term, tactical objectives or to focus on longer-term, strategic goals. Overall, instructors have discretion to use their and the students' creativity and experience.

Facilitators should be aware that Soldiers may experience mental fatigue following completion of multiple scenarios and may choose to adapt the curriculum to include fewer scenarios. As is the case for individual use, it is recommended that the focus of the workbook experience be depth of discussion about the scenarios and not the number of scenarios completed. Facilitators and/or instructors should choose scenario(s) that are most relevant for the particular learning context. How many scenarios are chosen is left to the facilitator's discretion though at least two scenarios are recommended.

## INSTRUCTIONS

This section provides information on how work through each of the scenarios.

## READING AND ANSWERING SCENARIO ITEMS

The following steps are recommended and sequenced to maximize learning:

### Step 1: Read the Background Information

The background information section will provide relevant information about the context of the scenario.

**Example:** The U.S. Army is conducting COIN operations in Westland.

### Step 2: Read the Scenarios

The scenarios will provide a detailed overview of the situation including the interactions between “you” (a leader in the scenario) and other characters in the story.

**Example:** You have been tasked with training new police recruits in Westland...

### Step 3: Answer the Questions

The questions that follow the scenarios may ask you to identify actions in the scenario that demonstrate alignment or to provide a short answer about some other aspect of the scenario.

**Example:** Which action(s) indicate you (as a character in the story) are working to produce alignment?

In answering the scenario questions, it is useful to note specific areas of the scenario on which you are basing your response. For example, cite paragraph, page, and/or line numbers as appropriate. This will help facilitate later review of your responses as you will be better able to determine on what information your response was based.

## ANSWER GUIDE AND FEEDBACK

After responding to the scenario questions, refer to the detailed answer key and rationale (Section B). The answer key provides correct responses and provides an explanation for the appropriateness of the response. Due to the complex nature of producing alignment, this workbook does not provide definitive answers that are *absolutely* correct or incorrect. Instead, the answer key provides good responses based upon the information in the scenario. Other responses may be plausible but are not necessarily the best choice based solely upon the information that has been presented. While reviewing the answer key, avoid focusing simply on right or wrong; instead, read through the answers provided and reflect on how it compares with your own rationale when responding to the scenario.

# SECTION A: SCENARIOS

## SCENARIO 1: DEPLOYED BATTALION CONDUCTS RELIEF IN PLACE

### Background Information:

- **The U.S. Army is conducting COIN operations in a fictional country called Westland.**
- **You are a platoon leader (1LT) in a battalion that has just arrived in theater and is conducting a relief in place/transfer of authority (RIP/TOA).**
- **The outgoing battalion has been recognized as the most effective in the brigade in terms of defeating the enemy.**

You are a platoon leader (1LT) who has just deployed to Westland with your battalion. Upon arrival in-theater, the incoming and outgoing battalion commanders conduct a formal RIP/TOA and exchange operationally and tactically relevant information. You have received cultural training for the area and your unit is well trained to handle a wide variety of tactical scenarios. You have a good idea of your battalion commander's vision for this deployment. You know that he wants to increase the range of security patrols in the AO by establishing a number of outposts. He feels that this will increase the ability of joint and local forces to secure the more remote areas of the AO that, due to their remoteness, serve as insurgent safe havens. You are anxious to learn more about what the outgoing battalion has been doing, the progress they made and what needs to be done.

To learn more about the outgoing battalion's progress, you talk with one of the outgoing company commander's platoon leaders. He tells you that they have made great strides in working with the locals to increase security. When you ask about how they have made such progress, he tells you that they have worked individually with local leaders to gain their support for the American mission by supplying goods and building rapport. Part of establishing these relationships involved forging an agreement with village leaders that the U.S. would decrease its presence in the area in exchange for actionable intelligence on insurgents. This approach proved successful as the valuable intelligence gleaned from local cooperation facilitated targeted action against insurgent forces, decreasing the need for far-ranging and frequent patrols. As an added benefit, the unit saved fuel, which they were able to supply to the village in exchange for their cooperation.

In thinking about the outgoing battalion's progress, you wonder how well your battalion commander's vision will mesh with the progress made by the outgoing battalion. You realize it directly conflicts with the agreement struck with local village leaders. You take this concern to your company commander who has the ear of the battalion commander.

You begin your meeting with your commander by discussing the battalion's vision for the duration of the deployment. You reiterate that you understand one of the battalion commander's goals is to establish a series of outposts to increase the effectiveness and effect of patrols. "Is this your understanding as well, Sir?" you ask. Your commander nods his head in confirmation. "Great. I just wanted to make sure we were on the same page," you reply. You then transition to the conversation you had with the outgoing company commander and express your concern that the battalion goal to build outposts and increase US presence in the area may conflict with the previous agreements forged between the locals and the outgoing battalion. "I understand your concern", says your commander, "but the battalion commander made his decision. I do not think he will want to hear that his planning and efforts are not being supported by his officers." "I agree with you, Sir," you reply. "But then I think about the campaign objectives and the reasons we are here in the first place, to eliminate the insurgent threat and establish security so that Westland can stand up a functioning democratic government. It seems the most effective way to do that would be to target the insurgent leadership structures and centers of their operations. Correct me if I am wrong, Sir, but won't actionable intelligence that allows us to strike at the heart of the insurgent leadership facilitate our objectives more effectively than building outposts and increasing patrols?" you ask. "You have a good point," replies your company commander. "Let me discuss this issue with the battalion commander and see what he thinks. He may be able to discuss this issue specifically with the outgoing battalion commander."

Two weeks later, a briefing is scheduled for all leaders in the battalion to attend. When you arrive at the briefing, you are surprised to see that the outgoing battalion commander is present and sitting with your battalion commander. Your battalion commander begins the briefing by giving an overview of the current security situation in the AO, highlighting key danger areas, threats and a discussion of recent insurgent tactics that are always evolving. He transitions to discussing the need to preserve recent progress of the outgoing battalion for decreasing insurgent activity in the area and eliminating some key insurgent leaders and weapons caches. He continues, "In order to ensure the enemy does not regain ground, I thought we could increase our presence and foothold in the AO by establishing a number of patrol outposts to increase the range and effectiveness of patrols." You begin to feel disheartened that your concerns had gone unheard when your battalion commander says, "However, I want to invite the outgoing battalion commander to give us a rundown on what they've accomplished over the last 12 months."

The outgoing commander stands up and begins, "Over the last 12 months we have been extremely effective and efficient in combatting the local insurgency. We have eliminated key leaders and destroyed numerous weapons caches. This has been made possible through a wealth of actionable intelligence we were provided by local village leaders in exchange for material resources and a decreased presence in and around their villages. Your battalion commander came to me to share his vision and strategy and asked me if I could foresee any problems with his plans. Under normal COIN operations, establishing outposts and increasing the number and range of security patrols is a common sense approach. However, in our discussion, we both realized the intelligence network we had established with the local leaders in the surrounding villages was critical to recent successes in the AO. In working with the locals, we were able to arrange for things that met both their, and our, needs. The locals want the insurgents gone just as much as, if not more, than we do. In negotiations, we were able to highlight this shared desire and arrive at a reasonable solution that mutually benefited both sides. We give the locals material resources and sovereignty, and in exchange they provide us with actionable intelligence that allows us to take the fight to the enemy with decisive precision and efficiency. The benefits do not stop there. We have saved fuel that we are able to provide as material good to the locals. More importantly, we were able to minimize the risks to our Soldiers."

"Your commander cares a great deal for you. When I shared our approach to COIN in this AO over the past 12 months, he saw a way to maintain a strategic advantage over the enemy while simultaneously reducing the extent to which he would have to put his Soldiers in harm's way. With that said, your commander will now take this time to update you on your goals for this deployment. Sir, the floor is yours."

Your battalion commander gets back up to continue the briefing. "As you all had heard before, my plan coming into this deployment was to increase our presence and establish more outposts to increase the range of our patrols. Based on what I have learned, we are going to modify our strategy to continue the progress that has been made. Therefore, I want all of you to meet with your teams and your counterparts in the outgoing battalion to formulate plans for how you will continue to maintain effective working relationships with the locals. Send your ideas and plans up the chain so we can develop an integrated strategy at battalion headquarters."



## SCENARIO 2: BORDER SECURITY TO CURB DRUG TRAFFICKING AND TERRORIST THREATS

### Background Information:

- **The U.S. Army is conducting COIN operations in a fictional country called Westland and is responsible for training border patrol officers in the area.**
- **Mitigating illicit drug traffic and other illegal activity is one of the main purposes of the border patrol.**
- **Direct supervision of trained officers falls under the responsibility of the country, not the U.S.**

You are a captain and the leader of a security force assistance team (SFAT) that has been tasked with training new police recruits in Westland. These recruits will eventually be part of a newly formed border patrol in the area that is operated by host national government officials and military officers. Your team has been working with recruits and police officials for the past four months, and you are confident that the recruits are ready for the job. Major Patrick, the local chief of police has expressed his desire that the newly trained border patrol officers remain under your purview for a brief trial period before they are given complete autonomy. You agreed that this is the best course of action and decided to support it. You and Major Patrick worked with a handful of other senior police officials to develop a timeline for training and supervising new border patrol officers while on active border patrol.

Following training, you oversee the performance of the new officers as they conduct border patrol operations. You encounter performance deficiencies as could be expected of individuals serving in new roles. You work with the team to remediate and remind them of their purpose, how they contribute to the success of campaign goals, and ultimately build the capacity of their country to secure its borders. After a few weeks of this, you unilaterally decide that the recruits are ready to be released to the full control of their senior border patrol leader, Captain Smith. You have high hopes that these new officers will cut down on the amount of drugs leaving and entering the country as you leave them to execute the mission. However, you discover that there are issues with a particular border control location. After recruits have been in place for two weeks, it becomes apparent that they have made no effect; in fact, you fear that the amount of drug trafficking has actually increased.

A member of your team informs you that during a routine patrol, he witnessed some of the new officers failing to stop a vehicle as it crossed the border. You know that you spent a lot of time and effort reinforcing the importance of stopping every vehicle in that area and assumed that Captain Smith was doing the same. However, a member of your SFAT tells you, "I've seen this before with senior border patrol leaders. I bet Captain Smith is corrupt. He is probably involved in some sort of smuggling operation."

You make an appointment to meet with Captain Smith to discuss and clarify future security protocols. The border patrol leader agrees to the meeting. You sit down and have refreshments while you discuss the protocols and recent violations made by some of the new officers. Captain Smith insists that there is no problem with the officers and tells you that they do not need to stop every vehicle because it wastes the citizens' time. Captain Smith explains, "I know a lot of these people, and there is no need to stop the same people day after day, week after week. They have done nothing wrong." He tells you that he has instructed them to stop only vehicles that look unfamiliar or overly suspicious. You again emphasize to him the importance of stopping all vehicles and remind him that drug smugglers and other bad guys can use this against them by coercing normal citizens into trafficking drugs. He says, "That is not how things are done, and my officers will do as I say. If I see a problem with the system, I will change it but that call will come from me."

You end up speaking to him for over two hours, after which you do not feel that you have accomplished much or made any headway in the matter. You feel a bit like your time was wasted, but you do not want to offend him by saying so even though your body language may have given away your frustration. You hope that your insistence that the officers stop every single vehicle during patrols sunk in.

The next week, you observe the new border control officers continuing to allow vehicles to cross the border without searching them. You do not understand how you have failed to communicate your point to Captain Smith about the importance of following security protocols. You meet with him again and attempt to explain the importance of vigilance with searches if they are to decrease the drug trafficking. He responds by saying that drug trafficking is not the problem and that he only wants to ensure the terrorists do not get into his country. He explains this is why his men do not need to stop and search citizens they know. Now you feel you have gotten to the heart of the matter.

You remind Captain Smith that many of the terrorists' funds come from revenue produced from the sale of illegal drugs and that this money finances weapons and vehicles that will get them across the border. Therefore, the role of his personnel in stopping drug traffic is critical to ensuring that his country can protect its citizens from both foreign and domestic terrorist threats. You explain that this is why it is so important that his personnel stop and search every single vehicle that comes through the checkpoint. Although this was not some sort of profound insight for Captain Smith, he seems to understand your point. Perhaps he just needed a reminder of how his actions and the actions of his officers contribute to his country's national security.

Over the next few weeks, adherence to protocol improves at the checkpoint. Captain Smith has conveyed your message to his men as his own and they are now stopping and searching every vehicle that comes through. It seems you were able to get through to the senior border patrol leader.

## Scenario 2 Questions

1. Which action(s) indicate you (as the character in the story) are working to produce alignment?
2. How can you tell the motives and actions of Captain Smith were not aligned with your direction and intent?
3. What could you have done better in this story to produce alignment? Please explain.

*Check your answers on page 28.*

## SCENARIO 3: KEEPING WHEELED VEHICLES OPERATIONAL

### Background Information:

- **The U.S. Army is currently involved in a joint operation in a fictional country called Westland.**
- **The U.S. Army's presence was requested after a failed attempt by religious/militant extremists to overthrow the government.**
- **These extremists still maintain control over the eastern portion of the country.**
- **Your forward operating base (FOB) is located in the northern part of the country.**
- **The NCO in this scenario is Sergeant Dyer, a 1SG for Westland with 15 years of decorated experience.**
- **Due to a shift in Westland's chain of command hierarchy, Sergeant Dyer is now responsible for the maintenance of Westland's wheeled vehicles.**
- **Most of the operations in this area necessitate the use of wheeled vehicles.**
- **A common cultural aspect of Westland is a lack of humility. Thus, many individuals, especially in the military, are unlikely to request help or admit when they need assistance.**

You are a 1LT in a field support battalion currently assisting Westland in reclaiming the eastern part of its country. The U.S. Army has been conducting operations in Westland for the past 4 years and is currently in the process of drawing down. Thus, the majority of military operations have been handed over to Westland. The purpose of the current operation is to rebuild Westland after years of civil war and terrorism have disrupted life in the country. However, about six months ago, a militant uprising began an attempt to overthrow the current government. This attempt has been contained, but Westland still needs to regain control of the eastern part of its country.

One of your main duties is to assist officers in Westland's Army with maintaining their wheeled vehicles. This responsibility includes onsite briefings at maintenance facilities and meetings, as well as provisional support when necessary. Due to the recent uprising, Westland has made numerous changes to the responsibilities of its military officers. After reviewing the maintenance logs and discovering only 10 of the 32 vehicles were fully mission capable for a particular battalion, you decide to do an in-depth investigation. You find that while there has been an increase in the number of vehicles requiring maintenance, there is also an inordinate increase in the time it is taking for vehicles to be repaired. Unsure of the reason for the delays, you set off to meet with Sergeant Dyer, the Westland NCO who has recently been put in charge of wheeled vehicle maintenance.

You arrive at the maintenance facility and locate Sergeant Dyer, along with several of his subordinates, in the maintenance break area. You have interacted with Sergeant Dyer before without incident, and therefore, see no need to exchange introductions. Although somewhat full of himself, you have always considered Sergeant Dyer to be a hard worker and assume that he appreciates the importance of keeping the wheeled vehicles operational. You approach and say, "How are you doing today, Sergeant?" He turns, sighs, and says, "I already know why you are here, so you don't need the polite stuff. Just let me do my job." You are a bit surprised by his reaction, but you attempt not to take his statement personally and respond calmly with, "I am here out of curiosity about some maintenance issues and wanted to see if there was a way I could help. You only have one-third of your wheeled vehicles mission ready, and the maintenance for each of the vehicles seems to be taking much longer than is expected for the required repairs. I am here to try to find out why this is because as you know, having all of the wheeled vehicles operational is mission critical." The sergeant says nothing so you continue. "It is important that we have as many of these wheeled vehicles up and running as soon as possible to help push back the insurgent forces and retake the eastern quadrant." "I know what we need," he states. "I am not trying to step on your toes - I am just hoping we can address this problem together," you reply. With no response, you press on. "How knowledgeable are your wheeled vehicle mechanics?" At this point Sergeant Dyer's face turns red, but he still says nothing. A bit fed up with his stonewalling tactics at this point, you continue by saying, "I am forced to assume that something is either wrong with the mechanics or the process because all of your equipment is up-to-date." He turns to you quickly and proclaims, "I am doing the best I can! I don't know what else you want me to do! I am

overworked and tired from all of the time I keep putting into this ridiculous assignment.” You explain to Sergeant Dyer that you realize there is a lot of work to be done but the assignment is not ridiculous. You attempt to reiterate how the mission necessitates the wheeled vehicles, but Sergeant Dyer seems to still view the assignment as an inconvenience. You continue, “Let’s discuss how to maximize efficiency in your maintenance processes and talk about how your important role here contributes to the larger mission goals. I think if you allow me, I can troubleshoot this problem for you and facilitate a greater workflow.” Sergeant Dyer shakes his head, waves his hand, and says, “I have no time for a meeting over trivial matters.” When you attempt to set up a meeting for the following day, he tells you instantly he is busy before you even suggest a time. “We need to fix this,” you tell him. “Like I said,” he states, “just let me do my job the best way I know how. We do not need all of the vehicles operational right now anyway.”

### Scenario 3 Questions

1. In this scenario, which action(s) indicate you are trying to produce alignment?
2. Where is the **lack** of alignment in this scenario? Please explain.
3. What important factors may you have failed to consider in this scenario?
4. What could be done better to produce alignment?

*Check your answers on page 29.*

## SCENARIO 4: TRAINING THE LOCAL POLICE FORCE

### Background Information:

- **The U.S. Army is helping to rebuild Westland, a fictional country, after years of militant control and fighting.**
- **The U.S. Army is in the process of passing numerous responsibilities to authorities in Westland.**
- **Currently, the Army is assisting in recruiting and training new military and security personnel.**
- **Although found in many cultures, citizens of Westland have particularly strong opinions about the knowledge and power differences between older and younger individuals, especially within the military and police force.**

You are a captain commanding an MP company in a special troops battalion currently deployed to Westland. After years of fighting in Westland, order is slowly being restored. Ranking officials of both Westland and the U.S. Army have clearly articulated that part of the restoration process involves rebuilding the infrastructure of the capital city, including the police force. After a successful recruitment initiative, a large pool of applicants is ready for selection and training. Your company has the task of instructing the new police recruits in your area of operations (AO). Prior to training recruits, you analyzed the police precinct in your AO to determine current manpower as well as strengths and areas for improvement. Your meetings with the current officers went well, with the officers providing many suggestions for shaping training to better develop the desired recruit skills and characteristics. Additionally, the officers suggested that training should be made available for recruits as well as the incumbent officers. You and the officers leave the meeting with a positive feeling for the upcoming train-up.

After a few weeks finalizing the training program, it is now complete and ready for implementation. Responding to the incumbent officers' request, you made the training on-site at the police headquarters. They specified that having training on-site would make it logistically easier for the incumbents and the recruits. Because you feel both recruits and officers need to possess the same knowledge, skills, and understanding of requirements to effectively perform police duties, you planned for courses to include both groups. However, you receive word that when the officers arrive to the first class, they want to know why the recruits are there as well. "I thought this was a course for officers," one said. "Why are the recruits here?" he continued. The instructor told the officers that the content was relevant for recruits and incumbent officers. The officers exchanged confused glances but took their seats and the first day of training proceeded. Over the next few days, the number of officers in attendance declined rapidly. "Don't worry about it," one of your sergeants says. "I am sure they know what they are doing. We just need to focus on the recruits." However, it becomes evident that during field training, the incumbent officers instruct the recruits in a way contradictory to the training courses. One recruit tells you when he attempted to tell an officer that he was taught a different procedure in the training course, the officer responded, "Well, I am telling you to do it this way." You realize that for the precinct training to be truly effective, the officers must attend.

You meet with a few officers at the police headquarters in order to discuss the low training participation rates. After engaging in small talk for a few minutes, you ask them about why they are no longer attending the training. One officer states, "The training is just too burdensome and I have more important things to do." Another says, "Yes, plus we don't need the training – we have worked here for years." "Exactly," a different officer says, "the training is important for the recruits. They are young and do not know what they are doing." Regardless, you know that you need to convince the officers to attend and participate in the training. You explain to them why you feel it is critical for them to attend the training. Specifically, you state that everyone needs to possess the same skills and knowledge so that they can operate in a consistent manner. "Do you understand my point?" you ask. "Sure. But this is not how we do things in Westland. Making officers go to a training that is for recruits is insulting and we will not do it!" one officer exclaims.



## SCENARIO 5: AID DISTRIBUTION IN A DROUGHT-STRICKEN AREA

### Background Information:

- **Westland has experienced a year-long drought that has caused both food and water shortages.**
- **Your battalion is deployed to Westland and has been tasked with providing security for a drought relief initiative led by a multi-national relief organization (NGO).**
- **Your mission is to provide security for the relief efforts AND ensure that local criminal elements are not taking advantage of the aid.**
- **The battalion commander has given charge of the three relief areas, each with three relief stations to each of his company commanders.**
- **The company commanders are to distribute their Soldiers as needed to achieve the security mission.**

You are the leader of a platoon in a deployed to Westland as part of a drought relief effort. Westland has requested U.S. military assistance after a year-long drought that has left the food and water supply of the country devastated. Various NGOs have started relief efforts in the country, and American forces are responsible for maintaining security for both the relief stations and supply routes. Local criminal organizations have been attempting raids on the relief supply stations as well as robberies of those who have received aid. The battalion commander has assigned responsibility for a separate relief area to each of his three company commanders. In the spirit of mission command, your company commander, Captain Kent, has provided you and the other platoon leaders with overall directives to secure the aid efforts and left it to the platoon leaders to determine how best to establish and maintain security at each of the relief stations and their respective supply routes within the company's relief area. In a series of meetings with Captain Kent, the platoon leaders agreed to a joint policy for securing the aid materials and efforts. The policy hinges on three subtasks: all aid delivery convoys should use varied routes to relief stations in order to minimize the risk of being ambushed; locals within the district are required to register for aid, at which point they will be given an individual aid identification number; and each person who receives weekly aid supplies must provide their number and identification to ensure that they are not receiving extra aid. These parameters were established in concert with the NGO as an effective way to thwart the criminal elements from stealing extra aid supplies. Captain Kent, you, and the other platoon leaders agreed that these subtasks were the best way to organize and protect aid delivery.

You were motivated and quickly worked with your platoon sergeant and squad leaders to implement the policy at your relief station. While this initially slowed the distribution of aid, now that the locals coming to your relief station are familiar with the system, aid is now passed out efficiently with little concern about people receiving incorrect levels of aid. In addition, you have instituted patrols (in concert with local law enforcement) throughout the district to make sure that the criminal elements are not stealing aid from those who need it. Captain Kent asked for daily status reports from both you and your fellow platoon leaders at each relief station. In your first status report meeting, you realize that your station is having very few problems as compared to your counterparts who have not yet implemented the policies. You think that perhaps your fellow platoon leaders would be better served if they quickly implemented some of the protocols they helped develop. While Captain Kent allowed each of his platoon leaders to do as they saw fit at their individual relief stations, he believes that the agreed-upon methodology best serves the mission and asks the other platoon leaders to implement the joint policies quickly. As part of this request, he asks that you visit the other stations and help the other platoon leaders implement the policies as you did so successfully. To this end, you ask the other platoon leaders when would be good for you to come to their stations and help out. "I am pretty busy right now implementing the changes, but I understand the system and will implement the changes", says LT Brown, the first platoon leader. "I don't really have time for meetings either but will make the necessary changes", says LT Sparrow, the other platoon leader. At the next status report meeting, your station is still performing well with tight security and efficient aid distribution. The other districts are performing slightly better but have still not implemented the joint policies. Intermittent raids on

transport convoys have caused supply issues. Robberies, however, seem to be the biggest issue. When asked why they have not yet changed their methods since the last meeting, the other platoon leaders state that they are providing enough security for the locals to get aid from the stations and that once the supplies are distributed, it is up to them to protect their own supplies from theft. You try to reiterate the parameters established together with Captain Kent and describe the need to help keep the criminal element from stealing and profiting from the aid of others. Unfortunately, the other platoon leaders do not see it as their problem. Upon learning of the failings and poor attitude of the other platoons, Captain Kent, in no uncertain terms, emphasized the need for LTs Brown and Sparrow to make the changes so that criminals could not take advantage of the local populace. Captain Kent ordered LTs Brown and Sparrow to adjust their tactics at their relief stations within a week.

### Scenario 5 Questions

1. In this scenario, there appears to be at least partial alignment, where is this alignment? Where does the alignment break down?
2. How was the break down in alignment discovered?
3. How could you have prevented the break in alignment?
4. How could the break in alignment have been prevented by Captain Kent?

*Check your answers on page 32.*

## SCENARIO 6: RESOURCE PRIORITIZATION FOR A LOCAL VILLAGE

### Background Information:

- **You are a captain working within a task force, deployed to Westland on a stability and support mission.**
- **There is a large village in your area of operations that has been very friendly to, and cooperative with, coalition forces.**
- **The village is located in a remote area of the country among rough terrain and is hard to access over land. Most of your supplies are airlifted in because current routes are inaccessible by large trucks.**

As a captain deployed to Westland, among your mission objectives is to conduct a needs assessment of a large village in your area of operations (AO) that is friendly to coalition forces. As part of this assessment, you must gather input from local leaders regarding their most pressing needs. You have a finite operating budget for meeting these needs. Therefore, you must prioritize their list to ensure you can have the greatest effect during your deployment.

To begin, you host a meeting with three local leaders to learn about their wants and needs. The first leader, Mayor Mak, lives on the north edge of the village. Much of the insurgent threat lies to the north of the village, and therefore, Mayor Mak feels exposed and vulnerable. Mayor Mak recently lost a son to insurgent violence and wants to ensure that this does not continue. Mayor Mak suggests the village's most pressing need is to stand up a police force. He states they need money to train and equip police officers so that the village can enjoy more stable security. The second leader, Mr. Restler, a village council member, runs a medium-sized farm that provides a large portion of the village's food. Last year, widespread drought devastated Mr. Restler's crops and as a result, the village experienced food shortages during the winter. Mr. Restler insists that digging new wells to supply fresh drinking water and crop irrigation are paramount. He pleads that the village has problems providing enough food and clean water to the residents not only because of droughts and other natural disturbances, but also because local criminal elements have pilfered food stores and sabotaged existing wells in retaliation against the village for assisting coalition forces. Thus, he argues that if the villagers are going to continue to support coalition forces, the coalition will need to ensure their food and water needs are met. Lastly, Mrs. Madina, a respected educator in the village, declares that the village is in need of a school. She points out there are many school-aged children in the village in need of a dedicated school house as well as school supplies. She goes on to say that a village as large as theirs should be able to establish a functioning school for the local children. You are receptive to each of the leaders' suggestions and see each as a very important and pressing need. However, your budget will not allow you to meet all of these needs and you need to develop a plan that uses the available budget to create the largest local effect. You leave the meeting prepared to consider the input and develop a plan.

After a long period of thought, you generate an additional idea to combine resources with another battalion in the AO to begin a new road system from the village to the nearest major urban population center. This idea came to you when you were considering how you would bring in the heavy equipment needed to dig wells, construct a school, or build a new police station. Although the nearest major city is close, it is very difficult to navigate the rough, mountainous terrain, making nearly all logistic supply inefficient and time consuming. In fact, many of your supplies arrive via airlift; therefore, getting local contractors to the area has proved difficult. You see the road construction as a fundamental need underlying and precluding the other needs of the village as well as your need to supply the brigade with necessary operational resources. When you heard the other battalion was supporting a road construction project, it made sense in your mind that this was a logical and fundamental step.

In your planning, you spent a great deal of time and effort thinking about how the idea of road construction would sit with the village leaders. You realized that in order for this project to be successful, you need to convince them of the immediate and long-term benefits and get them to agree that the road construction is a viable and worthy

project. You host another meeting with the three village leaders to discuss your ideas. During the meeting, you address each leader's concerns and explain how road construction can fulfill their wishes in the long run. You address Mayor Mak, who wanted to establish a police force, by explaining how new roads will help bring new police recruits into the area. You also explain how a new police force will need a headquarters to operate out of and that building the headquarters will require contractors to bring in heavy equipment that cannot be transported using the existing routes. In the meantime, coalition forces in the area can continue to provide village security. Next, you address Mr. Restler, who wanted to build a well for drinking and irrigation. You explain the need to bring in well-drilling equipment and that this equipment is not easily transported without proper roads. You point out that the village has a number of functioning wells for drinking water while acknowledging that they are not optimally located for supplying crop irrigation. You offer the possibility of acquiring a water truck to facilitate transport of water from the wells to their fields. Lastly, you address the desire of Mrs. Madina to have a school constructed in the village. You again highlight the logistical difficulty of bringing in sufficient construction equipment that would be required to build the school. However, you offer the possibility of acquiring school supplies and establishing a temporary structure (knowing these can be acquired at relatively little cost) that can serve as an interim schoolhouse until larger construction efforts are underway.

After hearing you out, the leaders seem to understand the logic and agree to your recommended course of action as long as your short-term plans for addressing security, irrigation, and schooling are implemented quickly. You assure the leaders that they will be, and advise that you will coordinate directly with them to facilitate the implementation of these plans. You inform the village leaders that you have Soldiers who are very knowledgeable about each of these respective projects and can assist them with meeting their short-term needs. You also let them know that their input and guidance on the projects is appreciated to ensure the solutions implemented are the best possible for the village. Agreeable to this approach, everyone leaves the meeting happy.

As time passes and progress is being made on the road construction, each of the three leaders work with the designated POCs to get their respective needs met through the interim plans. However, an uptick in insurgent activity requires assigning you and your company to focus your full attention on security issues. As a result, everyone have less time to work with the leaders to see to their specific needs. Furthermore, security and patrols have been increased on the northern edge of the village.

Mr. Restler and Mrs. Madina come to you to express concern. They feel that all of your resources and attention have gone to meet the needs of Mayor Mak, who wanted increased security, especially on the northern side of the village. They state that this is unfair and not in line with the mutual agreement that was made. Mr. Restler and Mrs. Madina demand that you remedy the situation. Their dissatisfaction has caused tension among leaders in the village and you feel that the village is becoming segmented and support of coalition forces may be dwindling.

### Scenario 6 Questions

1. There appears to be a lack of alignment at the end of your first meeting with the village elders. What are the reasons for the misalignment with respect to the village needs?
2. How do you (in this scenario) solve this issue?
3. Maintaining alignment is a continuous process. Describe how the achieved alignment begins to deteriorate in this scenario.
4. How would you address the issue to regain alignment among the villagers?

*Check your answers on page 34.*

## SCENARIO 7: IMPROVING UNIT READINESS AT THE COMPANY LEVEL

### Background Information:

- **You have recently assumed command of a National Guard company.**
- **Your unit is likely to be deployed to Westland, a fictional country, within the next 12 months.**
- **Upon taking command, you discover that several Soldiers are not within height and weight requirements and physical fitness scores are underwhelming across the unit.**
- **You meet with your platoon leaders and inform them that while the previous commander was maybe lax in ensuring the physical readiness of the unit, you will not be.**
- **You explain your intentions to start a six-month program to bring all Soldiers within the standard and motivate more Soldiers to exceed the minimum standard.**

You are a captain and are a new company commander in the Army National Guard. Due to the high operational tempo of military operations in Westland, you learn there is a strong likelihood that your battalion will deploy in the next year and that you should be preparing your troops. Unit records indicate numerous Soldiers are currently overweight. You also find that after reviewing the APFT scores for the company that a high percentage of Soldiers do not meet standards. You meet with your three platoon leaders to discuss the issue.

During the course of the conversation, platoon leaders insist that there is no problem and that the previous commander did not show concern since most Soldiers *were* at the standard and the unit was successful in its mission. Furthermore, they state that a few of the well-respected NCO leaders are unlikely to improve their APFT score by much. You explain to them that while the previous commander did not emphasize fitness as a priority, you plan to, as the looming deployment will require that they be physically fit. You explain that your goal for the unit is to have all Soldiers off weight control within six months and to drastically increase APFT scores. In six months, an APFT will be conducted for the entire company. Those who do not meet APFT standards will be required to complete the APFT before every drill day until they are up to standard.

To better connect with your Soldiers and assure them you are not “out to get them”, you address the entire company. You explain that you are not coming in trying to end careers or chapter Soldiers out needlessly, but that your focus is on unit readiness. Additionally, you explain that you see the inability for a unit to maintain APFT standards concerning, but the low APFT scores is a failure in leadership that you intend to correct. You would not ask them to do something that you could not do, and all Soldiers will be required to meet the standards.

As the months progress, you notice a significant improvement in most of your Soldiers, though 3rd platoon seems to be lagging in improvement. After four months, all but a few Soldiers in 1st and 2nd platoons are up to standard, and the platoon leaders have been conducting PT each day of drill. It is brought to your attention by one of the Soldiers unable to meet the standard in 3<sup>rd</sup> platoon that he does the same number of pushups, sit-ups, and even outpaces one Soldier in 2<sup>nd</sup> platoon in the two-mile run, yet somehow the 2<sup>nd</sup> platoon Soldier is passing the test while he is not. You encourage the Soldier to keep fighting on in the remaining month to make it to standard and that you will investigate his accusations.

Upon investigation, you find that some of the SGTs in charge of APFT testing have been fudging the numbers for each other to make sure they pass. These are all leaders with 15-20 years of experience and have proved very valuable during their service, so the platoon leaders seem to be turning a blind eye. You decide to meet with the platoon leaders and determine where your vision was misinterpreted. They state they do not see it as a problem since the years of experience these leaders have will be invaluable during the deployment. You restate to them the need for fitness amongst the entire company and discipline the platoon leaders and the sergeants appropriately so that they understand the seriousness of their infractions.



## SECTION B: ANSWER GUIDE

## SCENARIO 1: DEPLOYED BATTALION CONDUCTS RELIEF IN PLACE

**1. Where is the misalignment among the actors in the story? How can you tell?**

There appeared to be misalignment between the two battalion Commanders at first. The outgoing commander had made a deal with the locals to keep the military presence around their villages to a minimum whereas my battalion commander had the goal to increase the military presence in those remote areas. This misalignment is realized in paragraph 3. The strategy of my battalion commander would have offset the progress made by the outgoing commander, particularly in terms of cooperation from the locals. The two strategies were essentially in direct conflict and suggest the two commanders' fundamental understanding of effective COIN operations in the AO was misaligned.

**2. Which action(s) indicate you (as the character in the story) are working to produce alignment?**

For starters, I take my concern to my company commander in hopes that he would address it with our battalion commander. However, in order to convince my commander to talk with the battalion commander I needed to clearly convey what I saw to be the problem. I used rational persuasion as an influence technique to convince my company commander that the issue deserved some attention from the leadership.

**3. Which actions) indicate your battalion commander is working to produce alignment?**

Apparently, my company commander was able to get through to the battalion commander—or at least was able to convince him to discuss the issue with the outgoing battalion commander. In so doing, my battalion commander maintained an open mind and was able to see the strengths of the outgoing battalion's approach. As a result, he aligned our deployment strategy to compliment and expand that of the outgoing battalion.

**4. Was the outgoing battalion commander working to produce alignment? How can you tell?**

The outgoing commander is facilitating alignment in this scenario. You can tell when the outgoing commander notes that he shared his strategy with my battalion commander. This form of information sharing seems critical for producing alignment. More importantly, it appears that he explained to my battalion commander WHY this strategy has been effective. By providing my battalion commander with details on how the strategy was working it allowed my battalion commander to see how his previously devised strategy would be in direct conflict with existing states and could even undo all of the progress that had been made in the AO.

**Scenario 1 Debrief:** The presence of leadership behaviors for producing alignment is plentiful in Scenario 1. You, as a character in the story, initially try to hone in on existing direction of the outgoing battalion by inquiring about their accomplishments over the last year. You intend to use this to shape your vision for the deployment.

Furthermore, by establishing your vision to complement the progress of the outgoing battalion, you are producing alignment at the battalion level. By ensuring to not undo the progress made by the outgoing battalion, you are facilitating the larger campaign objectives and therefore producing alignment at even higher levels. Your battalion commander produces additional alignment to the new vision in the briefing by describing what the new vision is and articulates the importance of aligning your battalion's efforts with those of the outgoing battalion to best facilitate achievement of high-level campaign goals. The outgoing battalion commander provides a new direction on which your battalion aligns by informing everyone of what the outgoing battalion accomplished over the past year and to what end. The outgoing battalion commander also exemplifies the production of alignment in his description of negotiations with the local populace. He speaks to how a mutually beneficial end state will be

reached if the locals work in concert with US forces. Lastly, the outgoing battalion commander produces commitment to the upcoming deployment missions by emphasizing that your battalion commander cares for his Soldiers' well-being. Your battalion commander also works to produce commitment to the new direction by seeking everyone's ideas on how to maintain relationships with the local populace. Alignment could be improved in this scenario if the two battalion commanders had coordinated to produce alignment prior to the deployment. Time and effort producing alignment in-theater could have been saved. In addition, had your battalion commander consulted with his subordinate leader and included them in the development of the deployment plans, it is likely that commitment would have been attained earlier.

## SCENARIO 2: BORDER SECURITY TO CURB DRUG TRAFFICKING AND TERRORIST THREATS

1. Which action(s) indicate you (as the character in the story) are working to produce alignment?

*In this scenario, I do not do a great job producing alignment. I worked well with MAJ Patrick to define a training program but there is fundamental misalignment between me and Captain Smith regarding the reasons for stopping and checking vehicles at the checkpoint. Captain Smith seems to think that we want to stop terrorists who are smuggling drugs. He didn't seem to consider the possibility that people he knew to be law-abiding citizens could be coerced into trafficking by terrorist groups. Toward the end of the scenario, I explained this to him and it seemed to produce alignment between our understandings of the mission at hand.*

2. How can you tell the motives and actions of Captain Smith were not aligned with your direction and intent?

*The most critical piece of misalignment is at the bottom of paragraph 6 when Captain Smith proclaims that he is only concerned about stopping terrorists from entering the country and that drug trafficking is not the problem. Captain Smith did not consider that drug money is used to fund terrorist movements. This led to actions that clearly demonstrate his understanding of the how and why of policing drug trafficking was not aligned with mine (for example, instructing others to only check unfamiliar vehicles).*

3. What could you have done better in this story to produce alignment? Please explain.

*There are several acceptable options here. The most effective action may be to have been clearer with the original plan so that Captain Smith could more thoroughly understand how drug money finances terrorism and how that relates to the need to stop everyone. Had he understood that terrorists could be using locals to smuggle drugs rather than doing so themselves may have caused him to be more stringent in the first place. Furthermore, I could have included the officer in policy planning for the border patrol checks so that he would be more committed to following the procedures. Additionally, I "unilaterally" determined the recruits were ready to take on their mission. Had others been included in this decision, I may have been able to identify points of misalignment in terms of the recruits and Captain Smith's concept of the mission importance and requirements.*

**Scenario 2 Debrief:** Scenario 2 is a good example of how missteps in the alignment process can be fixed. In the beginning, what is presumably a shared direction to stop drug trafficking turns out not to be shared. What might appear to be a corrupt senior border patrol officer or at least an officer with relaxed vigilance in curbing drug trafficking was actually an issue of Captain Smith failing to subsume his personal goals within the larger goals of the collective. His personal goal was to not allow terrorists in the country. In order to improve alignment in this scenario, you could have checked with Captain Smith to confirm his understanding of the problem, seek his specific recommendations for addressing it, and inquire about any personal goals or ambitions he would like to achieve. This would have helped to develop a shared understanding of the mission direction, ensure efforts were aligned to achieve that direction, and spur commitment by aligning the personal goals and ambitions of Captain Smith with the larger mission goals. Ultimately, the direction of yourself and the senior border patrol officer are shared once you align your efforts. You explain to the officer that the terrorist organizations are being funded by the drug trafficking in the area and that if you help stop the drug trafficking, it will help to stop the terrorists. In realizing how aligning your efforts helps to achieve his goals, you gain Captain Smith's commitment to your directions.

### SCENARIO 3: KEEPING WHEELED VEHICLES OPERATIONAL

**1. In this scenario, which action(s) indicate you are trying to produce alignment?**

I am continually trying to get Sergeant Dyer to understand that operational wheeled vehicles are critical to our mission. In addition, I am trying to get Sergeant Dyer to help identify what the problem is in the motor pool that is holding up maintenance. By doing this I am trying to align my understanding and perspective on the issues to the understanding of Sergeant Dyer. I am attempting to align with Sergeant Dyer in terms of understanding the problems in the motor pool as well as align his appreciation of the importance of the wheeled vehicles with my mine and that of the higher ups.

**2. Where is the lack of alignment in this scenario? Please explain.**

The lack of alignment in this scenario exists between myself and Sergeant Dyer regarding the importance of having all of the wheeled vehicles operational. Sergeant Dyer seems unsatisfied with his new role and is not putting the appropriate amount of attention to it. He clearly does not agree my evaluation that having all of the vehicles operational is critical for mission success. This is clear in his final remark that all of the vehicles do not need to be "operational right now anyway." There is also a lack of alignment in that I do not fully understand what the problems in the motor pool are so I do not know how I may be able to go about helping fix those problems.

**3. What important factors may you have failed to consider in this scenario?**

As it is not mentioned in the scenario, the amount of available mechanics may be an issue. If Sergeant Dyer does not have enough mechanics on staff, that could be the reason for delays. Another factor could be the amount of time it takes to receive replacement parts. If many parts have to be shipped to the motor pool, this could be the reason for delay. Furthermore, Sergeant Dyer's recent transition to vehicle maintenance may have him feeling a bit overwhelmed. The scenario does not indicate that I was attentive to the conditions of the stressed maintenance officer. It appears that I attributed the problem to his processes or leadership in the motor pool without considering the effects the particular circumstances may have had on performance at the maintenance shop. Given the culture of Westland, the Sergeant Dyer may have really needed help but would not request it so that he could save face, especially if I inadvertently insulted him attributing the delays to his performance rather than some other situational factor.

**4. What could have been done better to produce alignment?**

In this scenario, more attention and thought could have been given to the state of Sergeant Dyer. It appeared that he was under a lot of stress and may have been overwhelmed with his new assignment. I could have been more culturally aware and realized that Sergeant Dyer's culture drives the need to save face and prevents him from asking for help even when it is most needed. I should have accounted for this in my interactions with him. The fact that Sergeant Dyer called the assignment "ridiculous" appears to be an indicator of lack of commitment to the direction set forth but could also just be a sign of his frustration. I would have no way of knowing without talking with him further. Unfortunately, the way I approached the situation dissuaded Sergeant Dyer from speaking with me productively.

**Scenario 3 Debrief:** While the direction in this scenario is not explicitly stated, it is to ensure the motor pool is fully functional as nearly all operations in the region require the use of wheeled vehicles. However, alignment and

commitment are the main issues in this scenario. You attempt to align your efforts with the maintenance officer by making sure his mechanics are knowledgeable and that the procedures they are using are the most efficient for getting vehicles operational. Unfortunately, the maintenance officer seems to be reluctant to align his work with your efforts. Furthermore, you can see evidence of a lack of commitment to the direction when he states that he does not think all vehicles need to be operational right now anyway. This sentence indicates that he does not appreciate the fact that nearly all missions require the use of wheeled vehicles, an assumption you erroneously made. A potential solution for you to help align your efforts would be to explain to the maintenance officer that you are not trying to prevent him from doing his job, but rather you just want to help him and his crews however you can. Explain that you just want to help him and his crews so that the mission to secure his country will be successful. To help with commitment, you could apply appropriate influence techniques to change his beliefs regarding how necessary the extra wheeled vehicles are and how his work is going to help in retaking the eastern part of his country from the extremists.

## SCENARIO 4: TRAINING THE LOCAL POLICE FORCE

The officers in this story are unhappy with having to attend training with recruits.

1. **What may be some underlying causes of the officers' reactions to the training concept?**

*As stated in the background information prior to the scenario, the local culture has very strong beliefs about the knowledge and power differences between older and younger citizens. This is the most likely cause for the resistance in the officers who feel that they should not be in the same class as the new recruits.*

2. **How could you have used the concept of alignment to avoid this problem?**

*Although I included officers in training development, my discussions prior to the implementation of the training program should have covered the fact that the training was for both officers and recruits. Attention to the cultural beliefs regarding power and knowledge differences in age would have led to conversation around the power-difference issue. This would have allowed me to take steps prevent the problems before the training was implemented. For example, I could have aligned the officers to the total training concept by increasing their commitment to the process. I should have said that they are there to be taught in a "train the trainer" type capacity, so that they will be able to see how to properly train future recruits while learning the techniques themselves. By giving a reason for them to be in the classroom with the recruits other than the fact that they need the training themselves I could have increased their commitment and aligned their understanding with mine in terms of how the training was to be executed.*

3. **How would the outcome have been different if alignment was stronger?**

*Stronger alignment of everyone's understanding of how the training was to be executed would have resulted in more buy-in from the officer. If a shared understanding of the training requirements and need for combining officer and recruit training had been more clearly established with the officers, their training attendance may have been more consistent. This would have increased their ability to properly provide the training to the recruits themselves and ultimately contributed to accomplishment of my training mission.*

**Scenario 4 Debrief:** The original direction agreed upon by all parties in this scenario is to rebuild the infrastructure of the city, starting with the police force. As part of this, training for new police recruits is created. Additionally, in seeming alignment with your direction, seasoned officers agree that it would be beneficial if they were trained as well. Unfortunately, commitment to the training is lost when the officers realize that they are in training with recruits. Although, you were all seemingly aligned with the same goal of training everyone to a standard, there was misalignment on how the training was to be executed. This is not explicitly stated but the loss of the officers' commitment is made clear in their attitudes and statements toward the training once they realized they were to be trained with the recruits. A potential way to get the commitment back would be to influence them to shift their beliefs about the appropriateness of training alongside recruits. The example answers show one way to achieve this through the use of rational persuasion and ingratiation. Particularly, telling the officers they are to attend the training in a "train the trainer" capacity would allow them to maintain their status and receive the training simultaneously with the recruits.

## SCENARIO 5: AID DISTRIBUTION IN A DROUGHT-STRICKEN AREA

1. **In this scenario, there appears to be at least partial alignment, where is that alignment? Where does the alignment break down?**

The alignment in this scenario exists between the battalion commander, my company commander and myself. We all appreciate the importance of securing the aid stations and ensuring orderly distribution. There is partial alignment between me and LTs Brown and Sparrow regarding how to execute our aid security mission. LTs Brown and Sparrow are following policy up to the point where they are distributing the aid. They are making sure to secure the convoys and pass out aid to those with identifiers. The breakdown in alignment exists within their belief that they do not need to protect the populace once they have received their aid. This represents their lack of alignment to the battalion and company commanders' intent to thwart criminal activity at the aid stations. Failing to protect the populace with regular patrols provides easy targets to the criminals which can only encourage the continued theft of aid from civilians. Preventing this was a key mission objective.

2. **How was the break down in alignment discovered?**

The breakdown was discovered in a meeting with the other LTs when they stated that once the aid was handed out to the populace; they felt it was up to them to secure it.

3. **How could you have prevented the break in alignment?**

As both Captain Kent and I had stressed on multiple occasions the need to follow policy, a continued effort to gain alignment by attempting to talk to LTs Brown and Sparrow was probably not the most effective strategy. Perhaps a better strategy would have been to gain their alignment through the use of rational persuasion. I should have explained how the larger mission objective necessitates the aid protection provision in the policy and how not enforcing it was hindering mission success. This would have established a shared understanding of how they contribute to the success of our mission and the mission of our higher leadership.

4. **How could the break in alignment have been prevented by Captain Kent?**

The break in alignment could be due to several factors so a definitive answer is difficult. That said, Captain Kent could have better explained how everyone's roles and each provision in the aid policy contributed to the success of the larger mission. This could have produced a stronger shared understanding which hopefully would have led to more alignment to the company's direction.

**Scenario 5 Debrief:** Captain Kent used the principles of mission command to articulate the overall direction of the aid security mission. In order to align everyone to that direction, a meeting is set where a joint policy is formulated to help achieve the mission. Unfortunately, LTs Brown and Sparrow are not fully on board as they do not seem to be attending to the mission objective of keeping criminals from stealing aid. This seems to be a result of a misalignment in their beliefs about the responsibility and ability of the local populace for protecting the aid they receive. You attempt to gain their commitment to the Captain Kent's vision by reiterating the need to keep the populace from having their aid stolen as this encourages ongoing criminal activity. In doing so, you attempt to align their efforts to the direction set forth by the battalion commander through your company commander. Further work needs to be done within this situation to help align LTs Brown and Sparrow to the shared direction expressed by the commander's intent. For example, soliciting ongoing feedback from LTs Brown and Sparrow on how to adapt the tactics to better achieve each of the mission objectives could get them to realize the importance of each

objective (that is, provide security for the NGO AND prevent criminal activity. Additionally, you could have candid discussions with the other LTs to identify, understand, and address the factors that are preventing them from implementing the policy in full. This would help align your understanding of the issues with theirs and enable more productive discourse around needed changes. Further alignment could be aided by having Captain Kent state specifically why he believes that the criminal element must be stopped and how their ongoing activity hurts the mission. In so doing, he will be attempting to shift the personal beliefs of LTs Brown and Sparrow regarding on whom the responsibility for protecting distributed aid falls.

## SCENARIO 6: RESOURCE PRIORITIZATION FOR A LOCAL VILLAGE

1. **There appears to be a lack of alignment at the end of your first meeting with the village leaders. What are the reasons for the misalignment with respect to the village needs?**

*Each leader has their own unique perspective on the needs of the village. Not surprisingly, each leader sees the need village need that is most relevant to them as greatest need for the village. In part, this may be due to unknown biases of the leaders. Nevertheless, in this scenario each village leader sees the needs of the village through their own point of view rather than thinking about how to achieve benefits for village as a whole. While each suggested project is worthwhile, they are not all fundable. The village leaders have failed to subsume their own personal goals within larger collective goals.*

**How do you (in this scenario) solve this issue?**

*The issue is solved when I suggest a road project that will indirectly help to achieve the needs of all of the leaders while building infrastructure for the village. The road project will allow easier movement of the heavy equipment and other resources required for each individual project. Meanwhile, I delegated POC responsibilities to my subordinate leaders to liaison with the village leaders on the smaller stopgap projects that will help with each of their needs specifically. You manage to align the perspectives of the village leaders by leading them to the realization that the road project will best facilitate all needs of the village as a collective. Not only is this suggestion capable of aligning the three village leaders when they understand how it supports their needs, it also aligns the work of my unit with the neighboring battalion. By combining resources into this one project, both my, and the other unit are able to advance our respective missions.*

2. **Maintaining alignment is a continuous process. Describe how the achieved alignment begins to deteriorate in this scenario.**

*The alignment begins to erode when insurgent activity forces me and my unit members to focus on securing the village. As security for the village is paramount to mission success, it was the top priority that I maintain it. Unfortunately, most of the insurgent attacks are happening around Mayor Mak's area of the village. Therefore, when I began pulling troops from the other projects to bulk up security it appeared to the other village leaders that I was taking care of Mayor Mak's needs while ignoring the needs of the other two. This misunderstanding starts to spur dissent among the leaders and other villagers causing everyone to lose sight of the common goal on which we were initially aligned.*

3. **How would you address the issue to regain alignment among the village leaders?**

*It is important that the other leaders understand that I was not ignoring their needs for the needs of Mayor Mak, but rather was shifting priorities on the fly to ensure their safety. Without village security, nothing else would have been possible. Making this clear and informing them that once I secured the village I had every intention of reallocating troops and resources back across the various stop-gap projects would help to keep them focused and aligned on the long-term goal.*

**Scenario 6 Debrief:** In the beginning of the scenario, the overall direction is to find a way to use a support and stability budget to support a local village. The village elders all want to better the village but are not aligned in terms of how the resources should be allocated. You suggest a separate road construction project that, while not immediately meeting any of their wishes, is a necessary and fundamental step toward meeting each of their long-

term goals. You make small concessions for each elder as a stopgap measure to help ensure commitment to the direction you are taking. You made an excellent step to produce alignment with the other unit in the AO by pooling your resources toward a mutually beneficial project. After agreeing to this approach as a way to achieve their long-term goals for the village, the alignment among the village leaders begins to erode when insurgents attacking the northern part of the village cause you to have to station more troops there for security. This makes it look like you are focusing more on Mayor Mak's needs to the detriment of Mr. Restler and Mrs. Madina's stated needs. This shift seems to the other leaders that your actions are not aligned with the agreed upon direction. When dealing with different perspectives, how your actions are viewed can be more important than the actual intent of the actions. It is important to keep an open dialogue in collective leadership to prevent such misunderstandings and keep everyone aligned and working toward the mutual goal.

## SCENARIO 7: IMPROVING UNIT READINESS AT THE COMPANY LEVEL

1. In this scenario, alignment with your vision will benefit the unit as a whole while being potentially detrimental to some individuals. What could be done to make sure that you maximize alignment even amongst those that could be adversely affected?

*Setting a six-month goal for the unit to allow members to acclimate to the new direction is a great start. It allowed me time to get everyone on board with the general direction I wanted to take the unit (that is, bringing everyone into APFT standards). By not penalizing subordinates from the start, I was able to demonstrate a good faith effort and that I really was focused on the well-being of the unit during the upcoming deployment. By applying the same standards to myself, I tried to lead by example. However, to really get the entire unit aligned, it may have been good to conduct some realistic drills to demonstrate how the deployed environment would demand they be physically fit. In addition, showing support and concern for the well-being of the struggling Soldiers can inspire them to increase their commitment to and alignment with, the unit goal I articulated.*

2. Which action(s) in this scenario indicate that members of your unit are not aligned with your unit goals?
  - Platoon leaders stating that APFT scores were unimportant so long as work and missions were accomplished.
  - SGTs fudging APFT scores.
  - The platoon leader who turned a blind eye to SGTs fudging APFT scores.
3. As a commander, alignment with your vision is often “forced” upon subordinates, how could you have enhanced commitment to the direction you had chosen to enhance “voluntary” alignment?

*In this scenario, I do a good job of attempting to connect with my Soldiers to increase their commitment to the new direction through inspiration. My hope was that their alignment to the new unit direction would be increased as a result of their commitment to the unit rather than compliance with my orders. To achieve sincere commitment to my direction, I could have participated in PT with your Soldiers to add additional encouragement and inspiration. Taking additional time during drill to demonstrate the grueling deployed environment may have also reminded my Soldiers of the importance of being physically fit in deployed environments.*

**Scenario 7 Debrief:** As the incoming commander, you are producing a direction for your subordinates to follow of making sure that everyone is physically fit. Though your platoon leaders are not originally aligned with your direction, you attempt to produce alignment by making platoon leaders know the reasoning behind your actions and you set fair goals for them to reach. You also attempt to elicit commitment and alignment to your goals by explaining the reasoning behind your actions to your lower subordinates as well as explaining that you will hold yourself and your officers to this standard. The intent of this was to produce cohesion and inspiration within your troops. Unfortunately, two of your platoon leaders and a few SGTs do not seem to share your beliefs regarding the importance of physical fitness. They are not aligned with your direction and you discipline them to help demonstrate your commitment to the direction you have set out for the unit. An action that could have been taken in this scenario to better produce alignment would have been to appoint squad leaders in each platoon as the PT leaders, tasking them with developing, implementing and managing a PT regimen. This would have provided a developmental opportunity for these subordinate leaders to step up and assume more leadership responsibility as well as facilitating buy-in and commitment from other Soldiers. The PT regimens could even be loosely structured while still facilitating alignment under the direction you provided with regard to getting the unit into fighting shape.