Introduction to Army Leadership

Part 3 of 3

Competencies: Leads, Develops, Achieves
Introduction to Army Leadership

Part 1
• Overview
• Definitions
• Levels of LDRS
• ADP 6-22
• BE-KNOW-DO
• ALRM
• CC LDP

Part 2
• CC LDP
• Attributes
  • Character
  • Presence
  • Intellect

Part 3
• CC LDP
• Competencies
  • Leads
  • Develops
  • Achieves
Class Objectives

- Explain the characteristics of a "Pentathlete" leader
- Explain the Army Leadership Requirements Model
- Provide examples of leader competencies in action
- Understand how to assess a leadership climate
- Discuss ways to conduct effective counseling
“In short, Army leaders in this century need to be Pentathletes, multi-skilled leaders who can thrive in uncertain and complex operating environments ... innovative and adaptive leaders who are experts in the art and science of the profession of arms.”

“The Army needs leaders who are decisive, innovative, adaptive, culturally astute, effective communicators and dedicated to life-long learning.”

Dr. Francis J. Harvey
Former Secretary of the Army
23 June 2005 Speech to CGSOC
The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

The Leadership Requirements Model establishes what leaders need to be, know and do. A core set of requirements informs leaders about expectations.

**Attributes**

**Character**
- Army Values
- Empathy
- Warrior Ethos / Service Ethos
- Discipline

**Presence**
- Military and professional bearing
- Fitness
- Confidence
- Resilience

**Intellect**
- Mental agility
- Sound judgment
- Innovation
- Interpersonal tact
- Expertise

**Leads**
- Leads others
- Builds trust
- Extends influence beyond the chain of command
- Leads by example
- Communicates

**Develops**
- Creates a positive environment
- Fosters esprit de corps
- Prepares self
- Develops others
- Stewards the profession

**Achieves**
- Gets results

**Competencies**

- Oath to Constitution
- Subordinate to law & civilian authority
- Combat Power: Unifier and Multiplier
- Influence: Commitment, Compliance and Resistance
- Positive and harmful forms of leadership

**Outcomes**
- Secured U.S. interests
- Mission success
- Sound decisions
- Expertly led organizations
- Stewardship of resources
- Stronger families
- Fit units
- Healthy climates
- Engaged Soldiers & Civilians
The University of Akron
Army ROTC

The 42nd Ohio Volunteer Battalion
Spring Semester, 2014

LEADERSHIP ASSESSMENT REPORT

PART I - Attributes (what a leader is): Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves.

<table>
<thead>
<tr>
<th>ARMY VALUES</th>
<th>Comments mandatory in Part III for all &quot;NO&quot; entries</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LOYALTY</td>
<td>Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers</td>
<td>Yes/No</td>
</tr>
<tr>
<td>2. DUTY</td>
<td>Fulfills professional, legal, and moral obligations</td>
<td>Yes/No</td>
</tr>
<tr>
<td>3. RESPECT</td>
<td>Treats others as they should be treated, promotes dignity, consideration, &amp; fairness</td>
<td>Yes/No</td>
</tr>
<tr>
<td>4. SELFLESS SERVICE</td>
<td>Places welfare of others and Army priorities before self</td>
<td>Yes/No</td>
</tr>
<tr>
<td>EMPATHY</td>
<td>The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions</td>
<td>Yes/No</td>
</tr>
<tr>
<td>WARRIOR ETHOS</td>
<td>I will always place the mission first, I will never accept defeat, I will never quit, I will never leave a fallen comrade</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

PART II - Core Leader Competencies (what a leader does): Works to lead others, develops themselves, their subordinates and organizations to achieve mission accomplishment.

<table>
<thead>
<tr>
<th>LEADS</th>
<th>Leads Others</th>
<th>Extends Influence beyond CoC</th>
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<tbody>
<tr>
<td>LD</td>
<td>ESL</td>
<td>EI</td>
</tr>
<tr>
<td>Leads by Example</td>
<td>ESL</td>
<td>CO</td>
</tr>
<tr>
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<td>ESL</td>
<td>DO</td>
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<th>DEVELOPS</th>
<th>Creates a Positive Environment</th>
<th>Prepares Self</th>
<th>Develops Others</th>
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<tr>
<td>CP</td>
<td>ESL</td>
<td>PS</td>
<td>ESL</td>
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<td>DL</td>
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<th>ACHIEVES</th>
<th>Gets Results</th>
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<tbody>
<tr>
<td>GR</td>
<td>ESL</td>
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</tbody>
</table>
A Leader Who Leads

The application of character, presence, intellect, and abilities while guiding others toward a common goal and mission accomplishment

**Leads Others**
Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives

**Builds Trust**
To establish conditions of effective influence and for creating a positive environment

**Extends Influence Beyond Chain of Command**
Uses indirect means to influence others outside normal chain of command; involves diplomacy, negotiation, conflict resolution and mediation

**Leads By Example**
Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character

**Communicates**
Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques
A Leader Who Develops

Taking actions to foster teamwork, encourage initiative, and to accept personal responsibility, while demonstrating care

Creates a Positive Environment / Fosters Esprit de Corps

Creates a positive cultural and ethical environment

Prepares Self

Self-study, self-development, and multi-skilled; ensures they are prepared to lead

Develops Others

Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile

Stewards the Profession

As part of the leader development responsibilities, they must prepare themselves and act to promote long-term stewardship of the Army
A Leader Who Achieves

Sets objectives and focuses on mission accomplishment

Gets Results

- Structuring what needs to be done so results are consistently produced
- Developing and executing plans while providing direction, guidance, and clear priorities toward mission accomplishment
- Manages the resources required for mission accomplishment
Assessing Climate

- Army leaders *shape the climate* of their organizations
- Tools for assessing
  - Ethical Climate Assessment Survey (ECAS)
    - [http://tsg3.us/tng_lib/unit_dig_lib/fm22_100/appd.pdf](http://tsg3.us/tng_lib/unit_dig_lib/fm22_100/appd.pdf)
  - Command Climate Survey
- Questions such as...
  - Do leaders know what they are doing?
  - Do leaders have the courage to admit when they are wrong?
  - Do leaders act on the feedback they have been given?
  - Is leader behavior consistent with Army values?
Counseling

• Provides feedback to subordinate leaders

• 3 types of counseling
  - event counseling
  - performance counseling
  - professional growth counseling

• Counselor should be an active listener, respectful, self-aware and culturally aware; and possess empathy and credibility

http://www.armycounselingonline.com/download/FM%206-22%20Appendix%20B.pdf
Twelve O’clock High

- 918th Heavy Bombardment Group
- Leadership Challenges
- Commander relieved 
  \( (\text{struggle between mission versus men}) \)
- Unit suffered heavy losses, poor morale, lack of standards, unwilling to take tactical risk
- New Commander: BG Savage
- Evaluate BG Savage in Core Leader Competencies using the “Blue Card” provided
Practical Exercise:

How will YOU demonstrate the Leader Competencies when planning and executing the following tasks?

Think of this as a reverse evaluation ... what do I need to DO ... ... in order to complete the mission successfully ... ... and receive an EXCELLENT leadership assessment??
Scenario: APFT

- Your ROTC program will conduct an Army Physical Fitness Test (APFT) in six weeks. You have been put in charge of this training event.
- Using your “Blue Card,” write out a list of tasks (actions) for each Leader Competency: Leads, Develops, and Achieves. Ensure that you address each sub-task.

FOR EXAMPLE:  
1. Leads  
   a) Leads Others (LD)  
   b) Builds Trust (BT)  
   c) Extends Influence Beyond CoC (EI)  
   d) Leads by Example (LE)  
   e) Communicates (CO)

How will I ... Lead Others?  
How will I ... Build Trust?
Scenario: Lab

• Your ROTC program will conduct a Leadership Lab focused on Individual Movement Techniques (IMT) in six weeks. You have been put in charge of this training event.

• Using your “Blue Card,” write out a list of tasks (actions) for each Leader Competency: Leads, Develops, and Achieves. Ensure that you address each sub-task.

FOR EXAMPLE:
1. Leads
   a) Leads Others (LD)
   b) Builds Trust (BT)
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   d) Leads by Example (LE)
   e) Communicates (CO)

   How will I ... Lead Others?
   How will I ... Build Trust?
Scenario: CWST

- Your ROTC program will conduct Combat Water Survival Training (CWST) in six weeks. You have been put in charge of this training event.

- Using your “Blue Card,” write out a list of tasks (actions) for each Leader Competency: Leads, Develops, and Achieves. Ensure that you address each sub-task.

FOR EXAMPLE:

1. Leads
   a) Leads Others (LD)
   b) Builds Trust (BT)
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