



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



A "Pentathlete" Leader

“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.”



U.S. ARMY

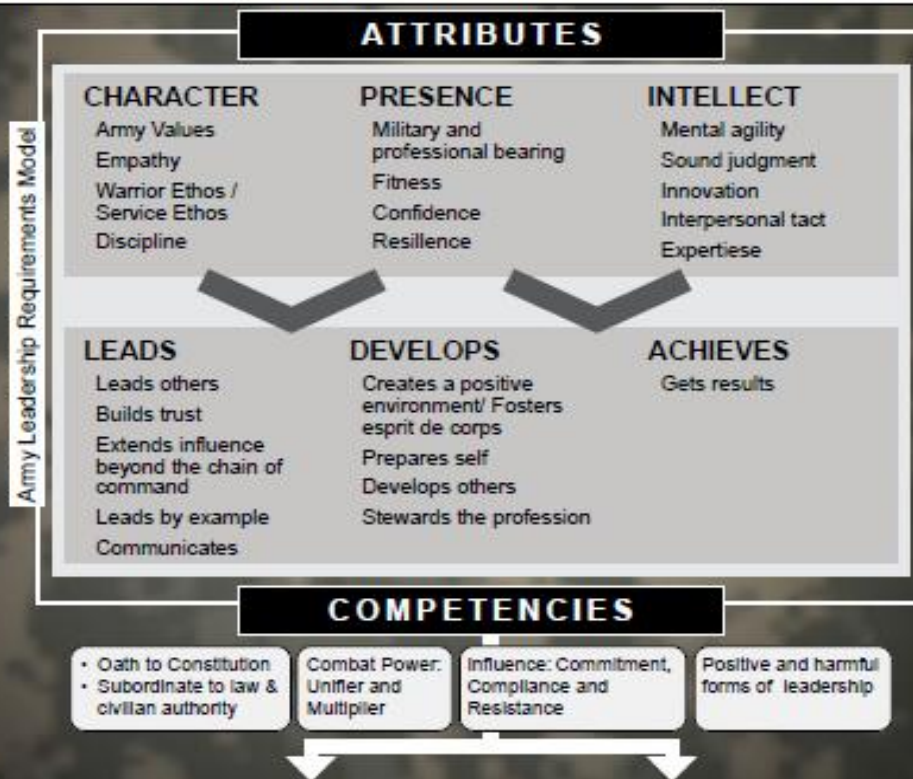
Influencing people by providing purpose, direction, and motivation



ADP 6-22 Army Leadership

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.



Outcomes

- Secured U.S. interests
- Mission success
- Sound decisions
- Expertly led organizations
- Stewardship of resources
- Stronger families
- Fit units
- Healthy climates
- Engaged Soldiers & Civilians

CONTENTS

- Purpose of Leadership
- Components of Leadership
- Applying Influence
- Leader Attributes
- Leader Competencies
- Leaders and Courage
- Situational Leadership
- Informal and Collective Leadership
- Command and Leadership
- Leadership Requirements Model
- How Leaders Develop

Other documents:

- Briefing

Levels of Leadership Direct – Refine ability to apply competencies at a proficient level Organizational – Apply competencies to increasingly complex situations Strategic – Shape the military through change over extended time	Special Conditions of Leadership Formal – designated by rank or position, command is an example Informal – take initiative and apply special expertise when appropriate Collective – synergistic effects achieved with multiple leaders aligned by purpose Situational – actions adjusted to complex and uncertain environments
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LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

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

1. Character: A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences

ARMY VALUES (Comments mandatory in Part III for all "NO" entries)		Yes	No			Yes	No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers							
2. DUTY: Fulfills professional, legal, and moral obligations				5. HONOR: Adherence to the Army's publicly declared code of values			
3. RESPECT: Treats others as they should be treated, promotes dignity, consideration, & fairness				6. INTEGRITY: Does what is right both legally and morally, honest in word and deed			
4. SELFLESS-SERVICE: Places welfare of others and Army priorities before self				7. PERSONAL COURAGE: Faces fear, danger, or adversity			
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions							
WARRIOR ETHOS: I will always place the mission first, I will never accept defeat, I will never quit, I will never leave a fallen comrade							

Mark "E", "S", or "N" for each observed attribute and/or core leader competency. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

2. Presence

The impression that a leader makes on others, which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)

MB	Military Bearing	E	S	N	PF	Physically Fit	E	S	N
Projecting a commanding presence and professional image of authority					Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress				
CF	Confident	E	S	N	RS	Resilient	E	S	N
Projects self-confidence and certainty; demonstrates composure and poise; calm and collected; possesses self control of emotions					Showing a tendency to recover quickly from setbacks, shock, adversity, stress or injury while maintaining a mission and organizational focus				

3. Intellectual Capacity

The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities.

MA	Mental Agility	E	S	N	SJ	Sound Judgment	E	S	N	IN	Innovation	E	S	N
Flexibility of mind; a tendency to anticipate or adapt to ever-changing conditions; improvisation					Assesses situations and draws feasible conclusions; makes sound and timely decisions					Ability to introduce something new; is original in thoughts and ideas; creative				
IP	Interpersonal Tact	E	S	N	OK	Domain Knowledge	E	S	N					
Effectively interacts with others; possesses the capacity to understand personal					Possessing facts, beliefs, and logical assumptions in relevant areas; technical, tacit									

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

1. Leads

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

LD	Leads Others	E S N EI	Extends Influence beyond CoC	E S N
Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives			Uses indirect means to influence others outside normal chain of command Involves diplomacy, negotiation, conflict resolution and mediation	
LE	Leads by Example	E S N CO	Communicates	E S N
Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character			Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques	

2. Develops Taking actions to foster team work, encourage initiative, and to accept personal responsibility, while demonstrating care

CP	Creates a Positive Environment	E	S	N	PS	Prepares Self	E	S	N	DO	Develops Others	E	S	N
	Creates a positive cultural and ethical environment					Self-study, self-development and becoming multi-skilled, ensures they are prepared to lead					Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more visible			

3. Achieves

- Sets objectives and focuses on mission accomplishment

GR	Gets Results	E S N
Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment		



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

Develops Others

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

Prepares Self

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

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

*What does
this mean?*

- Army leaders shape the climate of their organizations
- Tools for assessing
 - ✓ Ethical Climate Assessment Survey (ECAS)
http://tsg3.us/tnsg_lib/unit_dig_lib/fm22_100/appd.pdf
 - ✓ Command Climate Survey
<http://www.jackson.army.mil/sites/eo/docs/647>
- 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



Twelve O'clock High

- 918th Heavy Bombardment Group
- Leadership Challenges
- Commander relieved
(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?



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)

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.

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)
- c) Extends Influence Beyond CoC (EI)
- d) Leads by Example (LE)
- e) Communicates (CO)

How will I ... Lead Others?

How will I ... Build Trust?



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