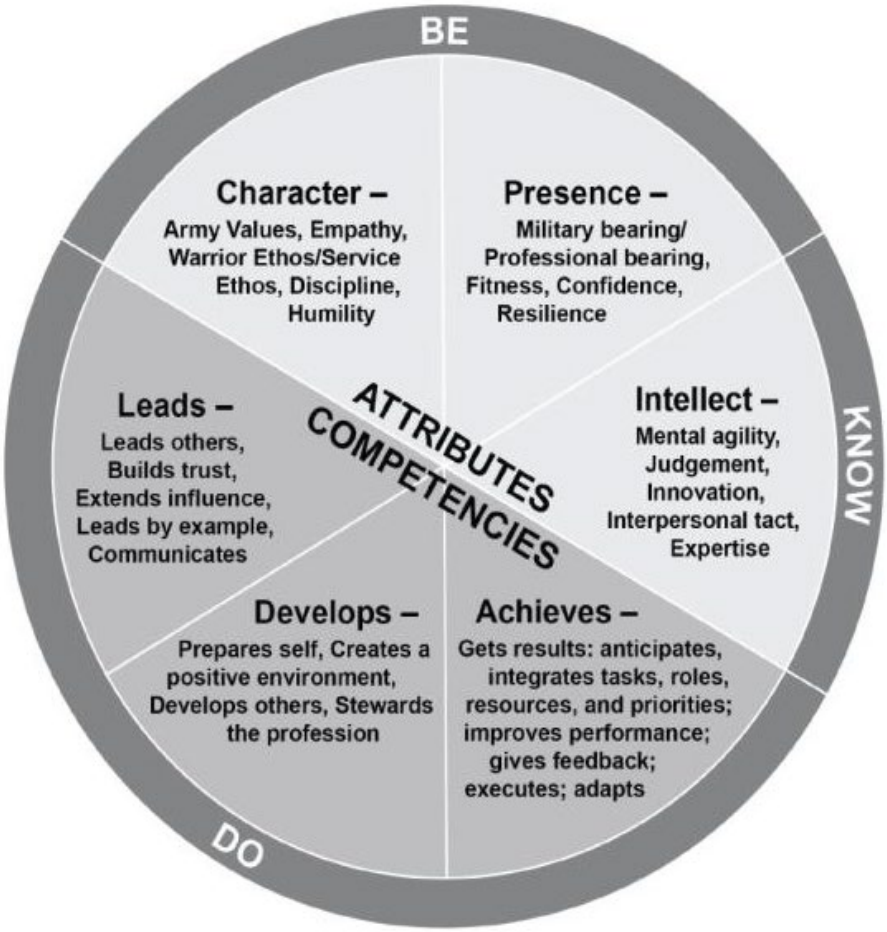
Army Leadership

U.S. Army Cadet Command
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This model aligns the desired outcome of leader development activities and personnel practices to a common set of characteristics valued throughout the Army. It covers the core requirements and expectations of leaders at all levels of leadership. Attributes are the desired internal characteristics of a leader—what the Army wants leaders to be and know. Competencies are skills and learnable behaviors the Army expects leaders to acquire, demonstrate, and continue to enhance—what the Army wants leaders to do.

Examples used in this document are designed to assist the user in defining the appropriate leadership attributes and competencies in accordance with ADRP 6-22 and FM 6-22.

The information is not intended to be used as a "grading rubric" for Cadets

Fundamentals of Developing Leaders (FM 6-22)

- Setting conditions for leader development. Leaders personally model behaviors that encourage leader development, create an environment that encourages on-duty learning, apply principles that accelerate learning, and get to know the leaders in the organization.
- Providing feedback on a leader's actions. Provide opportunities for observation, assessment, and feedback. Immediate, short bursts of feedback on actual leader actions enhance leader development in operational assignments as well as regular counseling.
- Enhancing learning. Use leaders as role models in the organization. Encourage mentoring, training, reflection, and study. Learning from other leaders is one of the most effective and efficient methods of development.
- Creating opportunities. Modify position assignments to challenge leaders. Be deliberate about the selection and succession of leaders. Integrate leader development across day-to-day activities. Evaluate its effectiveness.

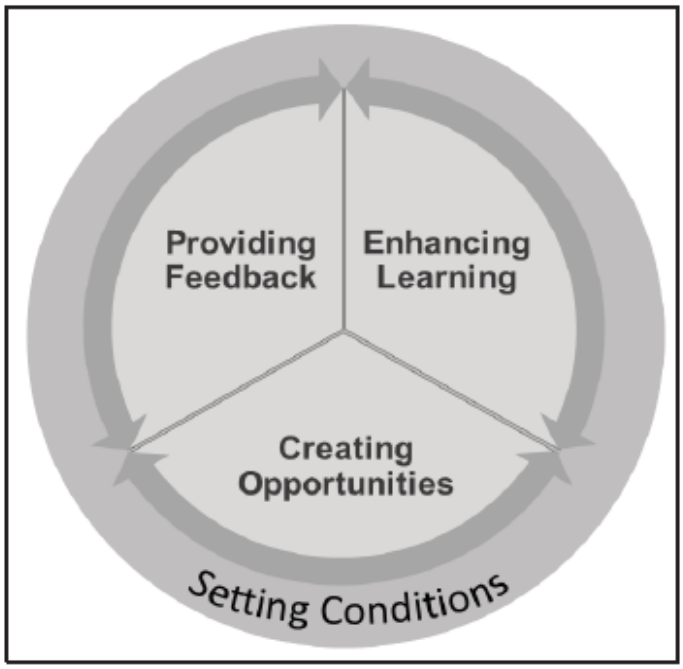


Figure 3-1. Fundamentals of developing leaders

Army leader

Anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization.(ADP 6-22)

***Army team building**

A continuous process of enabling a group of people to reach their goals and improve their effectiveness through leadership and various exercises, activities and techniques.

leader development

The deliberate, continuous, sequential, and progressive process—founded in Army values—that grows Soldiers and Army Civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the training and educational opportunities in the institutional, operational, and self-development domains. (AR 350-1)

leadership

The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. (ADP 6-22)

Character

6-9. ADRP 6-22 defines character as factors internal and central to a leader, which make up an individual's core and are the mindset and moral foundation behind actions and decisions. Leaders of character adhere to the Army Values, display empathy and the Warrior Ethos/Service Ethos, and practice good discipline. See table 6-1.

Table 2-3. Framing character

	STRENGTH	STANDARD	DEVELOPMENTAL NEED
		ARMY VALUES	
AV	Models loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Promotes the associated principles, standards, and qualities in others.	Consistently demonstrates loyalty, duty, respect, selfless service, honor, integrity, and personal courage.	Inconsistently demonstrates loyalty, duty, respect, selfless service, honor, integrity, or personal courage. Demonstrates frequent lapses in judgment.
		EMPATHY	
EM	Attentive to others' views and concerns. Personally acts to improve situations for Soldiers, Department of the Army Civilians, Family members, local community, or even potential adversaries. Models empathy for others.	Demonstrates an understanding of another person's viewpoint. Identifies with others' feelings and emotions. Displays desire to care for Soldiers, Department of the Army Civilians, and others.	Exhibits resistance or limited perspective on others' needs. Communicates indifference or lack of understanding. Unapproachable; disinterested in personally caring for Soldiers, Department of the Army Civilians, or others.
		WARRIOR ETHOS/SERVICE ETHOS	
WE	Models the spirit of the Warrior Ethos. Instills this behavior in subordinates and others.	Demonstrates the spirit of the Warrior Ethos.	Inconsistently demonstrates the Warrior Ethos; downplays its importance. Fails to do what is right.
		DISCIPLINE	
DP	Demonstrates discipline in personal performance. Encourages others to follow good practices of discipline as well. Enforces discipline when others fail to adhere to Army Values or other standard practices.	Demonstrates control of personal behavior according to Army Values. Adheres to the orderly practice of completing duties of an administrative, organizational, training, or operational nature.	Fails consistently to adhere to rules, regulations, or standard operating procedures.
		HUMILITY	
HU	Understands they are part of a larger organization and works toward something more important than themselves.	Demonstrates confidence, competence, and a willingness to seek out feedback from others. Willing learner who demonstrates accurate self-awareness.	Presents as meek, timid, or passive (under-expression) or as overconfident and arrogant (over-expression). Unaware of personal abilities and limitations.

Table 2-1. Attributes associated with *CHARACTER*

	Factors internal and central to a leader serving in either leader or follower roles that constitute an individual's character.	
AV	Army Values	• Values are principles, standards, or qualities considered essential for successful leaders. • Guide leaders' decisions and actions in accomplishing missions, performing duty, and all aspects of life. • The Army has seven values applicable to all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
EM	Empathy	• Propensity to experience something from another person's point of view. • Ability to identify with and enter into another person's feelings and emotions, enabling clearer communications and better guidance. • Desire to care for and take care of Soldiers and others.
WE	Warrior Ethos/ Service Ethos	• Internal shared attitudes and beliefs that embody the spirit of the Army profession.
DP	Discipline	• Decisions and actions consistent with the Army Values; willing obedience to lawful orders
HU	Humility	• Inherently motivated to support mission goals ahead of actions that are self-serving. • Possesses honest and accurate self-understanding. • Eager for input and feedback from others.

Presence

6-10. Presence is how others perceive a leader based on the leader's appearance, demeanor, actions, and words. Leaders with presence demonstrate military and professional bearing, fitness, confidence, and resilience. See table 6-2 on page 6-4.

Table 2-4. Framing presence

	STRENGTH	STANDARD	DEVELOPMENTAL NEED
	MILITARY AND PROFESSIONAL BEARING		
MB	Models a professional image of authority. Commanding presence energizes others. Exemplifies adherence to standards through appearance, demeanor, actions, and words.	Possesses a commanding presence. Projects a professional image of authority. Demonstrates adherence to standards.	Inconsistently projects a professional image of authority. Allows professional standards to lapse in personal appearance, demeanor, actions, and words.
	FITNESS		
FT	Sets a personal example in both the physical and non-physical readiness domains. Strength and endurance support emotional health and conceptual abilities under prolonged stress. Energetic attitude conveys importance of fitness to others and fosters an environment conducive to changing the culture of health and fitness in the Army.	Displays sound health, strength, and endurance that support emotional health and conceptual abilities under prolonged stress. Fitness combines both the physical and non-physical domains of holistic health and fitness that contribute to individual readiness to perform duties well in any environment.	Physical health, strength, or endurance is not sufficient to complete most missions. Fitness level unable to support emotional health and conceptual abilities under prolonged stress due to a lack of readiness in the non-physical domains of holistic health and fitness (nutrition, mental, spiritual, and sleep).
	CONFIDENCE		
CF	Projects self-confidence and inspires confidence in others. Models composure, an outward calm, and control over emotions in adverse situations. Manages personal stress and supports others experiencing stress.	Displays composure, confidence, and mission-focus under stress. Effectively manages emotions and remains in control of emotions when situations become adverse.	Inconsistently displays composure or a calm presence. Allows a setback to derail motivation. Displays a less than professional image of self or unit.
	RESILIENCE		
RS	Quickly recovers from setbacks. Focuses on the mission and objectives during shock, injuries, and stress. Maintains organizational focus despite adversity. Fosters this capacity in their Soldiers through leading by example and by providing tough, realistic training.	Recovers from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.	Slowly recovers from adversity or stress. Inconsistently maintains a mission or organizational focus after a setback.

Table 3-1. Attributes associated with *PRESENCE*

	How others perceive a leader based on the leader's outward appearance, demeanor, actions, and words.	
MB	Military and professional bearing	• Demonstrating character, competence, and commitment. • Setting the example and upholding standards. • Projecting a professional image of authority.
FT	Fitness	• Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
CF	Confidence	• Sense of ability to make right decisions and take right action, tempered with humility and sense of human limitations. • Projecting self-confidence and certainty in the unit's ability to succeed. • Demonstrating composure and outward calm through control over one's emotions.
RS	Resilience	• Tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

Intellect

6-11. Intellect is comprised of the mental tendencies or resources that shape a leader's conceptual abilities and affect a leader's duties and responsibilities. Leaders with high intellect are mentally agile, good at judgment, innovative, tactful around others, and expert in technical, tactical, cultural, geopolitical, and other relevant knowledge areas. See table 6-3.

Table 2-5. Framing intellect

	E STRENGTH	P STANDARD	C DEVELOPMENTAL NEED
		MENTAL AGILITY	
MA	Models a flexible mindset and anticipates changing conditions. Engages in multiple approaches when assessing, conceptualizing, and evaluating a course of action.	Demonstrates open-mindedness. Recognizes changing conditions and considers second- and third-order effects when making decisions.	Inconsistently adapts to changing situations. Attends to immediate conditions and surface outcomes when making decisions. Hesitates to adjust an approach.
		SOUND JUDGMENT	
SJ	Models sound judgment. Engages in thoughtful assessment. Confidently makes timely decisions in the absence of all facts.	Demonstrates sound decision-making ability. Shows consideration for available information, even when incomplete.	Inconsistently demonstrates sound situational assessment. Hesitates in decision making when facts not available. Forms opinions outside of sensible information available.
		INNOVATION	
IN	Consistently introduces new ideas when opportunities exist to exploit success or mitigate failure. Creatively approaches challenging circumstances and produces worthwhile recommendations.	Offers new ideas when given an opportunity. Provides novel recommendations when appropriate.	Relies on traditional methods when faced with challenging circumstances.
		INTERPERSONAL TACT	
IT	Demonstrates proficient interaction with others. Effectively adjusts behaviors when interacting with others. Understands others' character and motives and modifies personal behavior accordingly to optimize outcomes.	Maintains self-awareness of others' perceptions and changes behaviors during interactions accordingly to reach desired performance outcomes.	Demonstrates lapses in self-awareness when interacting with others. Misses cues regarding others' perceptions, character, and motives. Presents self inappropriately or not tactfully.
		EXPERTISE	
EX	Demonstrates expert-level proficiency with technical aspects of their position. Demonstrates understanding of joint, cultural, and geopolitical knowledge. Shares technical, technological, and tactical knowledge with subordinates and others.	Possesses facts and understanding of joint, cultural, and geopolitical events and situations, Seeks out information on systems, equipment, capabilities, and situations. Expands personal technical, technological, and tactical knowledge.	Demonstrates uncertainty or novice proficiency in technical aspects of position. Inconsistently applies competence of joint, cultural, and geopolitical knowledge. Displays indifference toward expanding knowledge or skill set.

Table 4-1. Attributes associated with *INTELLECT*

	Mental resources or tendencies that influence a leader's conceptual abilities and effectiveness.	
MA	Mental agility	• Flexibility of mind; the ability to break habitual thought patterns. • Anticipating or adapting to uncertain or changing situations; thinking through outcomes when current decisions or actions are not producing desired effects. • Ability to apply multiple perspectives and approaches.
SJ	Sound judgment	• Capacity to assess situations and draw sound, ethical conclusions. • Tendency to form sound opinions, make sensible decisions, and reliable guesses. • Ability to assess strengths and weaknesses of subordinates, peers, and enemies to create appropriate solutions and actions.
IN	Innovation	• Ability to introduce new ideas based on opportunities or challenging circumstances. • Creativity in producing ideas and objects that are both novel and appropriate.
IT	Interpersonal tact	• Being aware of others' perceptions and capacity to understand interactions with others. • Aware of the character, motives, and reactions of self and others and their effect on interpersonal interactions. • Recognizing diversity and displaying self-control, balance, and stability.
EX	Expertise	• Possessing a high level of domain knowledge and competence in an area, and the ability to draw and apply accurate, logical conclusions.

Lead

6-13. Leaders set goals and establish a vision, motivate or influence others to pursue the goals, build trust to improve relationships, communicate and come to a shared understanding, serve as a role model by displaying character, confidence, and competence, and influence outside the chain of command. See table 6-4 on page

Table 2-6. Framing leads

	E — STRENGTH	P — STANDARD	C — DEVELOPMENTAL NEED
	LEADS OTHERS		
LD	Demonstrates full range of influence techniques and applies them effectively. Continually assesses and monitors mission accomplishment and Soldier welfare. Attends to subordinate morale, physical condition, and safety. Implements interventions to improve situations. Assesses and mitigates risk to maximize potential for success.	Influences others effectively. Assesses and routinely monitors effects of task execution on subordinate welfare. Monitors conditions of subordinate morale and safety. Implements appropriate interventions when conditions jeopardize mission success. Assesses and manages risk.	Inconsistently demonstrates influence techniques. Fails to monitor risk factors affecting others. Allows mission priority to affect subordinate morale, physical condition, or safety adversely. Hesitates to act when risk factors escalate.
	BUILDS TRUST		
BT	Demonstrates trust in others when encountering new or unfamiliar situations. Bases trust on a thorough understanding of trustworthiness of others and self. Understands how much trust to project and grant to others. No hesitation in addressing problems that undermine trust.	Establishes trust by demonstrating respect to others and treating others in a fair manner. Uses common experiences to relate to others and build positive rapport. Engages others in activities and sharing of information that contribute to trust.	Inconsistently demonstrates trust. Displays respect differently to some without justification. Takes no action to build rapport or trust with others. Fails to address problems caused by team members who undermine trust. Fails to follow through on intentions, undermining trust.
	EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND		
EI	Demonstrates effective use of indirect influence techniques. Establishes trust to extend influence outside the chain of command. Proactively builds positive relationships inside and outside the organization to support mission accomplishment.	Demonstrates understanding of conditions of indirect influence. Builds trust to extend influence outside the organization. Displays understanding of the importance of building alliances.	Inconsistently demonstrates understanding of indirect influence. Misses or passively acts on opportunities to build trusting relationships outside the organization.
	LEADS BY EXAMPLE		
LE	Models sound leader attributes and competencies. Exemplifies the Warrior Ethos through actions regardless of situation. Demonstrates competence, confidence, commitment, and expects such behavior in others.	Demonstrates an understanding of leader attributes and competencies. Recognizes the influence of personal behavior and the example being set. Displays confidence and commitment when leading others.	Demonstrates conduct inconsistent with the Army Values. Displays a lack of commitment and action. Remains unaware of or unconcerned about the example being set.
	COMMUNICATES		
CO	Uses verbal and nonverbal means to maintain listener interest. Actively listens to remain open to sender's message. Adjusts information-sharing strategy based on operating conditions. Ensures prompt information dissemination to all levels. Avoids miscommunication through verifying a shared understanding.	Chooses appropriate information-sharing strategy before communicating. Conveys thoughts and ideas appropriately. Disseminates information promptly. Provides guidance and asks for a brief back or confirmation.	Misunderstands or fails to perceive nonverbal cues. Ideas not well organized or easily understood. Speaks without considering listener interest. Information dissemination is inconsistent or untimely.

Table 5-1. The competency *LEADS OTHERS*

LD

Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence focuses on compelling others to go beyond their individual interests and to work for the common good.	
Uses appropriate methods of influence to motivate others	• Uses methods ranging from compliance to commitment • Applies influence methods to adapt to the followers at a given point in time under the conditions of the situation
Provides purpose, motivation and inspiration	• Inspires, encourages, and guides others toward mission accomplishment. • Emphasizes the importance of organizational goals. • Determines the course of action to reach objectives and fulfill mission requirements. • Communicates instructions, orders, and directives to followers. • Ensures subordinates understand and accept direction. • Empowers and delegates authority to subordinates. • Focuses on the most important aspects of a situation.
Enforces standards	• Reinforces the importance and role of standards. • Performs individual and collective tasks to standard. • Recognizes and takes responsibility for poor performance; addresses it appropriately.
Balances mission and welfare of followers	• Assesses and routinely monitors effects of mission fulfillment on mental, physical, and emotional attributes of subordinates. • Monitors morale, physical condition, and safety of subordinates. • Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.

Table 5-2. The competency *BUILDS TRUST*

BT

Leaders build trust to mediate relationships and encourage commitment among followers. Trust starts from respect among people and grows from common experiences and shared understanding. Leaders and followers share in building trust.	
Sets personal example for trust	• Is firm, fair, and respectful to gain trust. • Assesses degree of own trustworthiness.
Takes direct actions to build trust	• Fosters positive relationship with others. • Identifies areas of commonality (understanding, goals, and experiences). • Engages other members in activities and objectives. • Corrects team members who undermine trust with their attitudes or actions.
Sustains a climate of trust	• Assesses factors or conditions that promote or hinder trust. • Keeps people informed of goals, actions, and results. • Follows through on actions related to expectations of others.

Table 5-3. The competency *EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND*

EI

Leaders need to influence beyond their direct lines of authority and beyond chains of command to include unified action partners. In these situations, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination.	
Understands sphere, means, and limits of influence	• Assesses situations, missions, and assignments to determine the parties involved in decision making, decision support, and possible interference or resistance.
Negotiates, builds consensus, and resolves conflict	• Builds effective working relationships. • Uses two-way, meaningful communication. • Identifies individual and group interests. • Identifies roles and resources. • Generates and facilitates generation of possible solutions. • Applies fair standards to assess options.

LE

Table 5-4. The competency *LEADS BY EXAMPLE*

Leaders serve as role models by maintaining standards and providing effective examples through their actions. All Army leaders should model the Army Values. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.	
Displays character	• Sets the example by modeling expected standards of duty performance, personal appearance, military and professional bearing, physical fitness, and ethics. • Makes right decisions and takes right actions, consistent with the leader's intent and bounded by the Army Values. • Completes individual and unit tasks to standard, on time, and within the commander's intent. • Demonstrates determination, persistence, and patience. • Uses sound judgment and logical reasoning.
Exemplifies the Warrior Ethos	• Removes or fights through obstacles, difficulties, and hardships to accomplish the mission. • Demonstrates the commitment to persevere despite adversity, obstacles, and challenges. • Demonstrates physical and moral courage. • Shares hardships with subordinates.
Leads with confidence in adverse situations	• Provides leader presence at the right time and place. • Displays self-control, composure, and positive attitude. • Is resilient. • Remains decisive after discovering a mistake. • Acts in the absence of guidance. • Does not show discouragement when facing setbacks. • Remains positive when situations become confusing or change. • Encourages subordinates.
Demonstrates technical and tactical competence	• Performs duty with discipline and to standards, while striving for excellence. • Displays appropriate knowledge of equipment, procedures, and methods; recognizes and generates innovative solutions. • Uses knowledgeable sources and subject matter experts.
Understands the importance of conceptual skills and models them to others	• Displays comfort working in open systems. • Makes logical assumptions in the absence of facts. • Identifies critical issues to guide decision making and taking advantage of opportunities. • Relates and compares information from different sources to identify possible cause-and-effect relationships.
Seeks diverse ideas and points of view	• Encourages honest communications among staff and decision makers. • Explores alternative explanations and approaches for accompanying tasks. • Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems. • Discourages individuals from seeking favor through tacit agreement.

CO

Table 5-5. The competency *COMMUNICATES*

Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Followers share information candidly. Communication is essential to all other leadership competencies.	
Listens actively	• Listens and watches attentively. • Makes appropriate notes. • Tunes in to content, emotion, and urgency. • Uses verbal and nonverbal means to inform the speaker that they are paying attention. • Reflects on new information before expressing views.
Creates shared understanding	• Shares necessary information with others and subordinates. • Protects confidential information. • Coordinates plans with higher, lower, and adjacent organizations. • Keeps higher and lower headquarters, superiors, and subordinates informed. • Expresses thoughts and ideas clearly to individuals and groups. • Recognizes potential miscommunication and takes corrective action. • Uses appropriate means for communicating a message.
Employs engaging communication techniques	• States goals to energize others to adopt and act on them. • Uses logic and relevant facts in dialogue; expresses well-organized ideas. • Speaks enthusiastically and maintains listeners' interest and involvement. • Makes appropriate eye contact when speaking. • Uses appropriate gestures. • Uses visual aids as needed. • Determines, recognizes, and resolves misunderstandings.
Is sensitive to cultural factors in communication	• Maintains awareness of communication customs, expressions, actions, or behaviors. • Demonstrates respect for others.

Develop

6-14. Leaders foster teamwork; express care for individuals; promote learning; maintain expertise, skills, and self-awareness; coach, counsel and mentor others; foster position development, and steward the profession of arms. See table 6-5.

Table 2-7. Framing develops

	E	P	C
	STRENGTH	***STANDARD***	***DEVELOPMENTAL NEED***
	CREATES A POSITIVE ENVIRONMENT/FOSTERS ESPRIT DE CORPS		
CP	Exemplifies a positive attitude and expectations for a productive work environment. Actively corrects problems preventing a positive climate. Conveys a priority for development in the organization. Encourages innovative, critical, and creative thought. Uses lessons learned to improve organization.	Promotes expectations and attitudes conducive to a positive, fair, and inclusive work environment. Demonstrates optimism and encourages others to develop and achieve. Builds cohesion and teamwork.	Demonstrates negative expectations and attitudes not conducive to a productive work environment. Focuses primarily on task accomplishment. Expects zero-defects. Holds honest mistakes against subordinates.
	PREPARES SELF		
PS	Seeks feedback. Seeks learning opportunities to improve self. Demonstrates knowledge management proficiency. Integrates information from multiple sources; analyzes, prioritizes, and uses new information to improve processes.	Accepts responsibility for learning and development. Evaluates and incorporates feedback. Analyzes and organizes information to create knowledge. Focuses on credible sources of information to improve personal understanding.	Reluctant to accept responsibility for learning. Downplays feedback. Acts on information without regard to source, quality, or relevance. Ineffectively transfers new information into knowledge.
	DEVELOPS OTHERS		
DO	Seizes opportunities to teach, coach and mentor. Fosters position development and enrichment. Knows subordinates and prepares them for new positions. Helps individuals identify and reach career goals. Improves unit productivity.	Demonstrates willingness to motivate and help others grow. Provides coaching, counseling, and mentoring. Builds team skills and processes to improve individuals and the organization.	Disinterested in motivating and enabling others' growth. Focuses on tasks without consideration of improving organizational effectiveness.
	STEWARDS THE PROFESSION		
SP	Applies a mindset that looks to strengthen the profession of arms into the future. Assumes some risk to forego some short-term or personal gains in favor of improving one's own organization, other units, and other individuals. Cooperates by providing more assistance to others than expected to receive in return.	Supports developmental opportunities of subordinates. Takes steps to improve the organization. Carefully manages resources of time, equipment, people, and money.	Fails to extend assistance to others or other units. Disregards oversight of the tracking and use of resources. Fails to improve subordinates for subsequent assignments and fails to take steps to leave the organization in equal or better condition than when this leader arrived.

Develop

6-14. Leaders foster teamwork; express care for individuals; promote learning; maintain expertise, skills, and self-awareness; coach, counsel and mentor others; foster position development, and steward the profession of arms. See table 6-5.

CP

Table 6-2. The competency *CREATES A POSITIVE ENVIRONMENT*

Leaders establish and maintain positive expectations and attitudes to support effective work behaviors and healthy relationships. Leaders improve the organization while accomplishing missions. They should leave the organization better than it was when they arrived.	
Fosters teamwork, cohesion, cooperation, loyalty and esprit de corps	• Encourages people to work together effectively. • Promotes teamwork and team achievement to build trust. • Draws attention to the consequences of poor coordination. • Integrates new members into the unit quickly.
Encourages fairness and inclusiveness	• Provides accurate evaluations and assessments. • Supports equal opportunity. • Prevents all forms of harassment. • Encourages learning about and leveraging diversity.
Encourages open and candid communications	• Shows others how to accomplish tasks while respectful and focused. • Displays a positive attitude to encourage others and improve morale. • Reinforces expression of contrary and minority viewpoints. • Displays appropriate reactions to new or conflicting information or opinions. • Guards against groupthink.
Creates a learning environment	• Uses effective assessment and training methods. • Encourages leaders and their subordinates to reach their full potential. • Motivates others to develop themselves. • Expresses the value of interacting with others and seeking counsel. • Stimulates innovative and critical thinking in others. • Seeks new approaches to problems. • Communicates differences between professional standards and a zero-defects mentality. • Emphasizes learning from one's mistakes.
Encourages subordinates to exercise initiative, accept responsibility, and take ownership	• Involves others in decisions and informs them of consequences. • Allocates responsibility for performance. • Guides subordinate leaders in thinking through problems for themselves. • Allocates decision making to the lowest appropriate level. • Acts to expand and enhance subordinate's competence and self-confidence. • Rewards initiative.
Demonstrates care for follower well-being	• Encourages subordinates and peers to express candid opinions. • Addresses subordinates' and families' needs (health, welfare, and development). • Stands up for subordinates. • Routinely monitors morale and encourages honest feedback.
Anticipates people's on-duty needs	• Recognizes and monitors subordinate's needs and reactions. • Shows concern for how tasks and missions affect subordinate morale.
Sets and maintains expectations for individuals and teams	• Clearly articulates expectations. • Creates a climate that expects positive performance, recognizes superior performance, and does not accept poor performance. • Challenges others to match the leader's example.

Develop

6-14. Leaders foster teamwork; express care for individuals; promote learning; maintain expertise, skills, and self-awareness; coach, counsel and mentor others; foster position development, and steward the profession of arms. See table 6-5.

PS

Table 6-1. The competency *PREPARES SELF*

Leaders prepare to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek self-development. Leaders maintain self-discipline, physical fitness, and mental well-being. They continue to improve their technical, tactical, and leadership expertise.	
Maintains mental and physical health and well-being	• Recognizes imbalance or inappropriateness of one's own actions. • Removes emotions from decision-making. • Applies logic and reason to make decisions or when interacting with emotionally charged individuals. • Recognizes sources of stress and maintains appropriate levels of challenge to motivate self. • Manages regular exercise, leisure activities, and time away. • Stays focused on life priorities and values.
Expands knowledge of technical, technological, and tactical areas	• Seeks knowledge of systems, equipment, capabilities, and situations. • Keeps informed about developments and policy changes inside and outside the organization.
Expands conceptual and interpersonal capabilities	• Understands the contribution of concentration, critical thinking, imagination, and problem solving in different task conditions. • Learns new approaches to problem solving. • Applies lessons learned. • Filters unnecessary information efficiently. • Reserves time for self-development, reflection, and personal growth. • Considers possible motives behind conflicting information.
Analyzes and organizes information to create knowledge	• Reflects on prior learning; organizes insights for future application. • Considers source, quality or relevance, and criticality of information to improve understanding. • Identifies reliable resources for acquiring knowledge. • Sets up systems of procedures to store knowledge for reuse.
Maintains relevant cultural awareness	• Learns about language, values, customary behavior, ideas, beliefs, and patterns of thinking that influence others. • Learns about results of previous encounters if culture plays a role in mission success.
Maintains relevant geopolitical awareness	• Learns about relevant societies experiencing unrest. • Recognizes Army influences on unified action partners and enemies. • Understands the factors influencing conflict and peace building, peace enforcement, peacekeeping, peacemaking, and peace operations.
Maintains self-awareness: employs self-understanding and recognizes effect on others	• Evaluates personal strengths and weaknesses. • Learns from mistakes to make corrections; learns from experience. • Seeks feedback; determines areas in need of development. • Determines personal goals and makes progress toward them. • Develops capabilities where possible but accepts personal limitations. • Seeks opportunities to use capabilities appropriately. • Understands self-motivation under various task conditions.

Develop

6-14. Leaders foster teamwork; express care for individuals; promote learning; maintain expertise, skills, and self-awareness; coach, counsel and mentor others; foster position development, and steward the profession of arms. See table 6-5.

Table 6-4. The competency *DEVELOPS OTHERS*

Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through developing others. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.	
Assesses developmental needs of others	• Determines strengths and weaknesses of subordinates under different conditions. • Evaluates subordinates in a fair and consistent manner. • Assesses tasks and subordinate motivation to consider ways to improve work assignments, cross-train on tasks, and accomplish missions. • Designs ways to challenge subordinates to improve weaknesses and sustain strengths. • Encourages subordinates to improve processes.
Counsels, coaches, and mentors	• Improves subordinate's understanding and proficiency. • Uses experience and knowledge to improve future performance. • Counsels, coaches, and mentors subordinates, subordinate leaders, and others.
Facilitates ongoing development	• Maintains awareness of existing individual and organizational development programs and removes barriers to development. • Supports opportunities for self-development. • Arranges training opportunities for subordinates to improve self-awareness, confidence, and competence. • Encourages subordinates to pursue institutional learning opportunities. • Provide subordinates information about institutional training and career progression. • Maintains resources related to development.
Builds team or group skills and processes	• Presents challenging assignments for team or group interaction. • Provides resources and support for realistic, mission-oriented training. • Sustains and improves relationships among team or group members. • Provides feedback on team processes.

DO

Table 6-5. The competency *STEWARDS THE PROFESSION*

Leaders take care of the Army profession by applying a mindset that embodies cooperative planning and management of all resources, but especially providing for a strong Army team. Leaders actively engage in sustaining full military readiness and preventing the loss of effectiveness as far into the future as possible.	
Supports professional and personal growth	• Supports developmental opportunities for subordinates such as professional military educaiton attendance, key developmental assignments in other organizations, and broadening assignments.
Improves the organization	• Makes decisions and takes action to improve the organization beyond their tenure.

SP

Achieve

6-15. Leaders achieve by setting priorities, organizing taskings, managing resources, developing thorough and synchronized plans, executing plans to accomplish the mission, and achieving goals See table 6-6 on page 6-8.

Table 2-8. Framing achieves

STRENGTH E	*STANDARD* P	*DEVELOPMENTAL NEED* C
GETS RESULTS		
Balanced application of all leadership competencies to accomplish mission objectives and improve the organization. Demonstrates understanding of supervising, managing, monitoring, and controlling of priorities of work. Reflects on end state before issuing guidance. Provides subordinates autonomy to accomplish the work.	Prioritizes, organizes, and coordinates taskings for others. Plans for expected setbacks and enacts appropriate contingencies when needed. Monitors, coordinates, and regulates subordinate actions but allows subordinates to accomplish the work.	Demonstrates a limited understanding of supervising, managing, monitoring, and controlling priorities of work. Hasty prioritization and planning lead to incomplete guidance and direction.

GR

Table 7-1. The competency *GETS RESULTS*

A leader's ultimate purpose is to accomplish organizational missions. A leader gets results by providing guidance and influence while managing resources, as well as performing the other leader competencies. Gets results focuses on consistent task accomplishment through supervising, managing, monitoring, and controlling work.	
Prioritizes, organizes, and coordinates taskings for teams or other organizations structures/groups	• Ensures the course of action achieves the desired outcome through planning. • Organizes groups and teams to accomplish work. • Ensures subordinates can execute all tasks in the time available and in the correct sequence. • Limits overspecification and micromanagement.
Identifies and accounts for capabilities and commitment to task	• Considers duty positions, capabilities, and developmental needs when assigning tasks. • Conducts initial assessments to assume a new task or position. • Keeps followers focused on vision, intent, directive, and plan.
Designates, clarifies, and deconflicts roles	• Establishes and employs procedures for monitoring, coordinating, and regulating subordinate's actions and activities. • Mediates peer conflicts and disagreements.
Identifies, contends for, allocates, and manages resources	• Tracks people and equipment. • Allocates adequate time for task completion. • Allocates time to prepare and conduct rehearsals. • Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility. • Attracts, recognizes, and retains talent.
Removes work barriers	• Protects organization from unnecessary taskings and distractions. • Recognizes and resolves scheduling conflicts. • Overcomes obstacles preventing accomplishment of the mission.
Recognizes and rewards good performance	• Recognizes individual and team accomplishments; rewards appropriately. • Credits subordinates for good performance; builds on successes. • Explores reward systems and individual reward motivations.

GR

Achieve

6-15. Leaders achieve by setting priorities, organizing taskings, managing resources, developing thorough and synchronized plans, executing plans to accomplish the mission, and achieving goals See table 6-6 on page 6-8.

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GR

Table 7-1. The competency *GETS RESULTS* (continued)

Seeks, recognizes, and takes advantage of opportunities to improve performance	• Asks incisive questions. • Anticipates needs for actions; envisions ways to improve. • Acts to improve the organization's collective performance. • Recommends best methods to accomplish tasks; uses information and technology to improve individual and group effectiveness. • Encourages staff to use creativity to solve problems.
Makes feedback part of work processes	• Gives and seeks accurate and timely feedback. • Uses feedback to modify duties, tasks, procedures, requirements, and goals. • Uses assessment techniques and evaluation tools (such as after action reviews) to identify lessons learned and facilitate consistent improvement. • Determines the appropriate setting and timing for feedback.
Executes plans to accomplish the mission	• Schedules activities to meet commitments in critical performance areas. • Notifies peers and subordinates in advance of required support. • Keeps track of task assignments and suspenses; attends to details. • Adjusts assignments, if necessary. • Assesses progress toward mission accomplishment, provides additional guidance, or resets the team as necessary.
Identifies and adapts to external influences on the mission and organization	• Gathers and analyzes relevant information about changing conditions. • Determines causes, effects, and contributing factors of problems. • Considers contingencies and their consequences. • Makes necessary, on-the-spot adjustments.

GR