DEVELOPING LEADERSHIP

DURING UNIT TRAINING EXERCISES

U.S. ARMY

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DEVELOPING LEADERSHIP DURING UNIT TRAINING EXERCISES

Unit leaders contribute substantially to their unit's mission success or lack of success. For this reason, the Army devotes considerable resources to foster the development of leaders during unit training exercises. Leader development is an important part of the job of the leader's chain-of-command as well as individuals placed in a role of unit trainer or observer, coach, trainer (OCT). Their first responsibility is to provide leaders with accurate observations of their leadership and its impact on unit performance. Providing leadership feedback is a difficult, yet essential part of unit training exercises. Without it, the assessment of an important contributor to a unit's mission accomplishment, namely its leadership, is left undone.

The Center for Army Leadership (CAL) designed this handbook to provide unit leaders and unit trainers/OCTs the tools and techniques needed to identify and feed back to leaders what their leadership looks like and how it impacts Soldier performance and mission accomplishment. Armed with this information, the individual leader is then able to quickly respond and improve their performance. Improved leader performance translates into better Soldier motivation and mission accomplishment.

Guided discovery learning is an important underpinning of the concepts in this handbook. Where possible, unit leaders and unit trainers/OCTs ought to leverage the many techniques and ideas for implementing the principles of guided discovery learning to develop subordinate leaders. Doing so places the individual leader being observed in charge of their learning, with the unit trainer/OCT and chain of command in a supporting role. The use of guided discovery learning during unit training exercises prepares the individual leader to be a self-guided learner in any contemporary operating environment.

PURPOSE

The purpose of this handbook is to provide unit leaders, unit trainers (lane or collective task trainers), and Combat Training Center (CTC)/Mission Command Training Program (MCTP) OCTs with techniques to develop leadership during unit training exercises. For brevity, the term unit trainer will be used throughout, recognizing that the term encompasses all the developer roles and responsibilities noted earlier. The role of unit trainer applies to both officers and noncommissioned officers, be they in the same unit of assignment as an observed leader, serving at a higher echelon, or otherwise serving as a home station unit trainer, OCT, or mentor. The presented techniques are also applicable to a wide variety of unit training contexts, including home station training, readiness exercises, battle drills, deployments, and contingency operations.

ORGANIZATION

This handbook describes how unit trainers create an overarching developmental climate. Within this climate, unit trainers learn how to apply the principles of guided discovery learning with the leaders they observe and provide feedback to. This handbook describes providing effective feedback based on deliberate observation and assessment, placed within the larger context of guided discovery learning methods. Appendix A includes behavioral descriptions of leadership at various levels of proficiency to support leader observation and feedback. Appendix B provides the tools mentioned within the handbook.

DESIRED OUTCOMES

Unit trainers who:

➢ Create a developmental climate conducive to the giving and receiving of feedback.
➢ Observe leaders in field situations, accurately and consistently, identifying their strengths and developmental needs.
➢ Model guided discovery learning methods and techniques.
➢ Translate observations into meaningful feedback to encourage self-discovery.
➢ Are self-aware of their own leadership strengths and developmental needs.
➢ Maintain awareness of the training exercise tempo and identify tasks to optimally position themselves to observe and engage leaders effectively.

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GAINING ACCEPTANCE

An initial (and ongoing) objective of a unit trainer is to create a climate that supports leader development. Especially if the unit trainer is not assigned as a member of the unit itself, a key accomplishment is to be accepted as part of the team for the leader you are providing feedback to. This means the unit leader views you as an advisor and coach dedicated to facilitating their success. Starting with the first encounter, unit trainers position themselves as a competent and trusted advisor by communicating and modeling the Army leader attributes and leader competencies, especially those relevant to a developmental climate (builds trust, develops others, creates a positive climate, etc.).

The objective of engaging in this kind of communication with a leader you observe is as much about listening to their response and understanding their situation as it is about clarifying your role and willingness to be a coaching resource. It is also important to build rapport by sharing something about yourself. Early in your interactions, briefly share your own experiences—including areas of specialized expertise and where you have less experience. Your candor builds credibility while at the same time you demonstrate it is okay to bring up personal developmental needs. Initial communication might start like this:

➢ Unit trainer: "The only thing I want out of this is to help you (and your staff/unit) maximize your capability to be the best you can be." (Warrior Ethos, ADP 6-22)

➢ Unit trainer: "I am a developmental resource for you. This unit training is not your report card. Here, the measuring stick for success is for you to look back when it's all over and say, 'look how far I've come." (Develops Others, ADP 6-22)

➢ Unit trainer: "Tell me a little about yourself and your unit. What have you been going through leading up to this training exercise? How much experience do you have in your current leadership role? After the exercise, what comes next for you and the unit?" (Build Teamwork and Cohesion, ADP 6-22).

Activities to Build Teamwork and Cohesion

Carve out time in the training schedule to meet with the leader(s) you will observe and provide feedback to before the actual exercise begins.

➢ Grab a bite to eat. Guide the conversation to topics other than training.

➢ Get to know one another. This builds trust.

➢ Plan some spontaneous and friendly (low resource intensive) games between unit leaders, or the unit leaders and their counterpart trainers, prior to the exercise. Relax and show your human side.

It is important to establish trust and a developmental climate. It is optimal when the unit and its leaders are receptive to the unit trainers' role—engaged and ready to develop. With some individuals, it will take the unit trainer more time interacting to build the necessary level of rapport. Some individuals will seek more attention and feedback, and some will want less.

TTPs for Creating a Developmental Climate

Subtle actions on your part build trust and communicate you are in the role of trainer and developer rather than evaluator. Experienced unit trainers use the following techniques to create a developmental climate:

- Cover rather than smother.
  - o Early in the unit training, plan time away from the leader(s) you are observing. After your initial observations, give them time and space to exercise leadership without being under the spotlight of a unit trainer.
- Take an indirect approach.
  - o Start off by providing descriptions of what you are observing along with positive and negative outcomes. Refrain from interpreting or drawing conclusions. Let the observed leader connect the dots as to the causes of what is going well and what needs to improve.
- Give every unit and leader a fresh and objective start.
  - o The different leaders a unit trainer observes may be performing at different levels of effectiveness. The bottom line is to observe and assess each leader on their individual merit and an objective standard.

Familiarize leaders with guided discovery, observation, and feedback methods

The leader and unit you are working with should be made aware of your role—facilitating guided discovery learning along with being an observer of leadership attributes and competencies, and a feedback provider. Describe to the leader how you may ask questions designed to guide the leader themselves toward learning.

Walk the leaders through the SOAR method (see Observing Leadership) and how you plan to use it to support their leader development. This helps them understand why you take notes and why you ask questions during the training exercise. Leaders will also be more supportive of your requests for their time during the exercise, to pause, hear their questions, and provide them with feedback as the situation warrants. The following guided discovery learning techniques demonstrate that the learning is developmental, and the leader plays an important role in learning through self-discovery (guided by the unit trainer).

In addition to delivering an observation directly, unit trainers can use indirect methods. Indirect methods place more responsibility on the leader to identify their own strengths and developmental needs. Indirect methods employ the techniques of guided discovery learning. These techniques are designed to engage leaders to discover their learning needs, supported by the unit trainers.

What is Guided Discovery Learning?

Guided discovery learning is an advanced technique that engages the observed leader in their learning. This type of learning is effective because:

- It is the leader's responsibility to make sense of incoming information and integrate it with their personal base of experience and knowledge of relevant doctrine (discovery).

- ➤ Learning and transfer of knowledge to the job are maximized because the unit trainer keeps the leader generally on track through hints, direction, coaching, feedback, or modeling.
- ➤ When learning is guided, it enables deeper understanding of targeted concepts, principles, and strategies.

Pure discovery learning is less effective than guided discovery learning. With discovery learning alone:

- ➤ The leader merely executes without having to think about it.
- ➤ The leader makes sense of incoming information using whatever criteria they feel relevant.
- ➤ The unit trainer is passive, providing no guidance or feedback concerning the rules or criteria the leader is using for problem solving.

Guided discovery learning is also more effective than prescriptive methods in which the unit trainer gives the correct answer to a problem. Prescriptive methods:

- ➤ Require neither thinking nor deep learning. The leader merely executes the prescribed solution given to them by the unit trainer.
- ➤ The unit trainer is directive and prescriptive, providing not just rules or criteria for problem solving, but full-blown solutions to the problem. The leader provides little to no perspective or input.

Guided discovery learning techniques are an effective way to deliver leadership observations (such as those documented through the SOAR method). The following techniques are methods commonly employed by unit trainers when in the position of developing a leader or leaders during unit training.

Review the following techniques to determine feedback methods. Work these methods into your delivery of leadership observations when interacting with a leader during unit training:

- ➤ Positive Reinforcement.
- ➤ Open-Ended Questioning.
- ➤ Multiple Perspectives.
- ➤ Scaling Questions.
- ➤ Cause and Effect Analysis.
- ➤ Recovery from Setbacks.
- ➤ Leverage Perfect Intelligence.
- ➤ Ideas for working with a non-responsive leader.

Technique: Positive Reinforcement

When to use it? The first observations of a leader ought to focus on what they are doing right. Commenting on positive actions upfront shows a commitment to balanced and fair observation. It also builds confidence and confirms performance that is productive and accomplishing an objective.

How to Employ this Method

1. Identify leader behaviors to continue.
2. Verbalize encouragement to the leader after the behavior is observed.
3. Be specific and identify the behavior you want to reinforce.

EXAMPLE

Leader Competency: Establish contact and interact with others who share common interests (Leads – Extends Influence beyond the Chain of Command); Introduce new ideas in the face of challenging circumstances (Intellectual Capacity – Innovation).

Unit Trainer: Hey, good work this morning at the negotiations! I've never seen a leader handle a negotiation with a local leader quite the way you did. Bringing gifts for the village chief's children was very innovative.

Providing positive reinforcement does not come naturally to everyone. For people who don't readily give positive feedback, practice with a small set of phrases. Other examples include:

- The positive climate you reinforced with the troops this morning shows you are on the right track.
- The unit's success today was in large part due to your communication skills.
- I wish there were more leaders who delegate responsibilities like you do.
- Great job stepping in and coaching that junior officer through that task today.

NOTE

When providing positive reinforcement, remember to be genuine and identify the specific leadership behavior you want to reinforce. Don't say something just to say it. It will come off as disingenuous, which negatively influences the working relationship.

Technique: Open-Ended, Powerful Questioning

The mere asking of an open-ended question gets the leader to start thinking about the situation and their leadership relative to unit performance. Broad questions maximize the potential for discovery. More specific questions may be needed if they are not identifying issues that need attention. If a question leads to new insights, learning, or discovery, it is considered a powerful question. Unit trainers should be selective, deliberate, and make sparse use of questions – leading to the potential for it to be heard, be powerful, and have impact.

Advantages of this approach? It gives the leader hints about what they may need to do differently yet allows them to discover on their own what the actual issue is.

When to use it? This technique is useful when the leader has time to listen to the unit trainer, reflect, and do something about the situation at hand.

How to Employ this Method

1. Identify the outcome you want the leader to realize.
2. Ask general questions about factors related to that outcome.
3. Ask more specific questions and provide hints until the leader connects the outcome with their actions.

EXAMPLE

Leader Competency: (Leads – Communicates).

Unit trainer starts with general questions:

- How have things been going today?
- What have you been focusing your efforts on today?
- Are you satisfied with the results of your efforts?

If needed, transition to more specific questions:

- How did your role in the operations order go today?
- Why were there so many questions asked about the operations order?
- What indications do you have that subordinate units understood the priorities you communicated?

Only when needed, adjust the exact need identified:

- What evidence do you have that your communication of the concept of the operation was clear and articulate?
- What indications do you have that your peers were convinced this concept was going to achieve the commander's intent?
- What steps have you taken today to establish contact and build trust with the new players in this scenario?
- How could you improve next time, in a similar situation?

Follow-Up to Open-ended Questioning

1. Listen closely to the leader's response.
2. Confirm and reinforce what you hear to be an accurate assessment.
3. Probe further or offer outcome-based evidence if they are not accurately assessing the situation.

EXAMPLE

Leader Competency: Encourages open and candid communications (Develops – Creates a Positive Climate). Apply multiple perspectives and approaches to assessment, conceptualization, and evaluation (Intellectual Capacity – Mental Agility).

Unit Trainer: I noticed there was confusion among subordinate units as to why the use of cordon and search is best. Why was that?

Leader: I went over it two to three times with them. As I was talking it through each time, I did use some different words each time. Perhaps that led to confusion.

Unit Trainer: I agree with you on that point. When planning the operation, how did your staff differ in their opinions of the situation with the local leaders?

Leader: Well, my S-3 had the right idea and the only one pushing back on this was the S-2.

Unit Trainer: How did you handle these differences and come to a tactical decision based upon staff input?

Leader: I didn't think the S-2 had a grasp of what needed to be done so I pushed ahead with the S-3's recommendation. Though now it appears the S-2's assessment had merit.

Unit Trainer: What can you do next time to improve the decision-making process when generating strategy?

Leader: I'll need consider each viewpoint a little more closely and generate discussion of potential second-order effects.

Technique: Multiple Perspectives

This technique helps a leader see the situation they are in from another person's perspective (or a different frame of reference). A complementary step to the decision-making process is to understand a problem and appreciate its complexities before seeking to solve it, a concept known as Design.

Unit trainers help the leader frame the current situation through open-ended questions. This technique's purpose is to prompt thinking creatively and innovatively in their approach.

When to use it? This technique should be used when a leader appears to be stuck in a limited way of thinking, or unable to break away from a mental block.

EXAMPLE

Leader Competency: Form sound opinions and make sensible decisions and reliable guesses (Intellectual Capacity – Sound Judgment); Reflect on what is learned and organize to create new knowledge (Develops – Prepares Self (Knowledge Management)).

Unit Trainer: If you were a fly on the wall in your targeting meetings, what would you observe yourself saying and doing that contributes to the discussion being effective? …being ineffective?

Leader: As for making the meetings more effective, I think I quickly make decisions on targeting priorities and we go back to work getting steel on prioritized targets quickly…

As for what makes the meetings ineffective…, I guess I don't ask many questions about the quality of the intelligence that supports our targeting. We have ended up wasting much of our resources on questionable and dated intelligence.

Unit Trainer: Ok, why don't you try a few changes and see what effect it has. Which person or evidence would be able to tell you it is more effective?

Leader: My XO is pretty observant… they would tell me if my changes are improving the process.

Technique: Scaling Questions

The scaling technique is useful in facilitating a leader's self-understanding of how difficult or challenging a problem is in relative terms. It also facilitates incremental improvement and helps an individual recognize that progress has been made.

How to Employ this Method

1. Using a 10-point scale (where 10 is best, and 1 is worst), ask the leader to assess their performance on an action or behavior, such as how they are demonstrating a leader competency.
2. Ask the leader what they could do differently to improve performance one or two points to the scale.

EXAMPLE

Leader Competency: Form sound opinions and make sensible decisions and reliable guesses (Intellectual Capacity – Sound Judgment).

Unit Trainer: On a scale of 1 to 10, with 10 being best, how would you rate the timeliness of your decisions once you receive information?

Leader: I would probably put it at a 5. I was waiting on more intelligence on the location of the suspects. Subordinate units barely had enough time to put out their operations order. They did not have time to rehearse cordon and search procedures.

Unit Trainer: What could you do to move that one point on the scale, to a 6?

Leader: Next time I need to decide to execute with less than perfect intelligence and keep to our timetable. I can always issue a FRAGO if more intelligence comes in. We need to get out there and find the bad guys before they have a chance to move.

Unit Trainer: (after the leader executes a quicker decision) Now that you implemented changes in your decision making and allowed them time to work, where on the scale would you rate it now?

Leader: I would put my decision-making speed this time at around a 7. I am still cautious, but by huddling my key intelligence experts briefly I was able to clarify the intelligence picture, make a decision, and keep the orders process flowing.

Technique: Cause and Effect Analysis

Leader actions are often several layers or processes removed from their consequences. The cause and effect analysis is a method to identify the root (or original) cause of consequences and outcomes.

Why this Approach? This method of analysis is important because a leader and unit will continue to experience a negative outcome until the actual root cause is identified and resolved.

When to use it? When there is limited time and capability for personnel to address shortcomings. Identification of a root cause focuses on remedial actions to fix the problem and change the consequence.

How to Employ this Method

Ask 'What?' to show or depict consequences or outcomes. Ask what is causing it to happen ('what?' rather than 'why?').

Continue to ask "What?" and "What else?" until all causes have been identified. This should be worked out graphically in a notebook or on a whiteboard.

Depict the relationships between causes and effects (see example).

Identify which causes, if removed or changed, would prevent reoccurrence of the outcome or consequence.

Identify solutions or changes to implement without causing other negative outcomes or consequences to occur.

Coach the leader to be proactive about using root cause techniques to avoid negative outcomes before they occur.

EXAMPLE

Leader Competency: Builds and maintains alliances, and remains firm, fair and respectful to gain trust (Leads – Extends Influence beyond the Chain of Command); Anticipate or adapt to uncertain or changing situations (Intellectual Capacity – Mental Agility).

Unit Trainer: Let's go through what might have caused the bad guys to get away today.

Leader: I am fresh out of answers and all for it.

Unit Trainer: What caused the roadblocks to be unmanned today?

Leader: The local militia did not show up to man them.

Unit Trainer: What caused the local militia to not show up today?

Leader: Well, they did not get paid last week, and we missed meetings with their leader, the town council member. I think they take this as a sign of disrespect.

Unit Trainer: What caused the local militia to not get paid last week?

Cause	Effect
Unmanned roadblocks	Bad guys got away
Local militia didn't show	Unmanned roadblocks
Local militia didn't get paid last week	Local militia didn't show
Convoy with cash was delayed	Local militia didn't get paid

Leader: Convoy runs carrying the cash were delayed. We have had a surge in IEDs and all of the routes had to be re-cleared.

Unit Trainer: Given this sequence of events, what could have been done differently to ensure the militia was manning the check points?

Leader: For one, if I had been meeting regularly with the village chief, I could have let him know what was going on and give assurances of eventual payment. Second, if I had been told we were having route problems, aircraft could have flown the cash to us. Getting cash to the militia was just not a critical event we stayed on top of.

Unit Trainer: I agree. The relationship and trust you establish with the town council member has direct effects on many of the unit's outcomes.

Technique: Recovery from Setbacks

When a leader experiences a difficult situation, setback, or seemingly insurmountable challenge, a unit trainer helps restore confidence and prevent conditions from going from bad to worse.

How to Employ this Method

1. Reinforce a strength; a leadership behavior the individual is performing well. Help the leader recognize they are already successfully handling some part of the task.
2. Ask open-ended questions to increase the leader's awareness of the situation, and probe for solutions.
3. Provide recommendations if/when the leader is unable to arrive at an appropriate course of action.
4. Increase the percentage of positive reinforcement and support, relative to negative reinforcement.

EXAMPLE

Leader Competency: Establishes and imparts clear intent and purpose (Leads – Leads Others); Determines information-sharing strategies (Leads – Communicates); Displays understanding of the importance of building alliances (Leads – Extends Influence beyond the Chain of Command).

Unit Trainer: I heard about the setback you experienced this morning. The local populace is refusing to cooperate with your unit. Is this correct?

Leader: We are getting zero intelligence from the locals. I don't get it. In my commander's intent, I emphasized we must gain the trust and confidence of the local populace to achieve our end state, but it isn't happening.

Unit Trainer: You have an understanding of the importance of trust and the need for influence with the local populace. Let's talk through options for what you might do differently to turn this around. When was the last time you did some serious battlefield circulation and met with subordinate leaders?

Leader: The last time I got out to visit with subordinate units was a week ago.

Unit Trainer: So it is way past due to get out there; I'll walk with you! Let's talk through ideas to better understand why your commander's intent is not being implemented at the small unit level. Let's talk strategy and the unit's background in working with locals.

With the Recovery from Setbacks technique, the unit trainer lends support and encouragement while helping the individual explore actions they have taken in the past that might help in the current challenge to get the leader back on track.

Technique: Leverage Perfect Intelligence

By virtue of position, a unit trainer often knows something is going wrong or right before the leader knows it. They are also aware of intentions for an exercise and perhaps opposing force positions. The unit trainer may leverage their 'perfect intelligence' selectively and without compromising the operational scenario. There is an art to knowing when to impart aspects of that perfect intelligence to a leader. A great deal of learning occurs by providing an observed leader with hints and bits of information.

Unit trainers carefully weigh the pros and cons of providing a leader with hints during training exercises. It is important to allow situations and events to unfold without premature intervention. If the unit trainer provides information or solutions too soon, the value of a challenging situation for leader development diminishes, as situations of ambiguity and adversity compel leaders to eventually adapt and problem-solve on their own.

At the same time, a unit trainer does not want to hold on to information that may inhibit learning during the exercise itself. Without hints, a leader may experience a situation and its consequences, but not effectively learn from it. With hints and additional information, a leader sets off on a learning expedition while the situation itself is still evolving. The inquisitive leader will take action to follow up on the unit trainer's lead and find out why systems or people did not perform to expectations, a learning expedition that is valuable in and of itself.

EXAMPLE

Unit Trainer: I heard the bad guys got away today, any idea what happened?

Leader: We thought we had every escape route covered… I can't figure out how they got away.

Unit Trainer: Are you aware that your local militia did not show up today to man their checkpoints?

Leader: No, I did not know that. At the rehearsal they all nodded in agreement to the plan. And we received reports by radio that all of their vehicle inspections had turned up negative. I better check into the situation and see what happened.

Special Situation: Working with aNon-Responsive Leader

There will be times when a leader does not respond to any of the previously mentioned feedback or discovery learning methods. When this occurs, the unit trainer might first reflect on why this is occurring and if there is anything the unit trainer might do differently to prompt a leader's response. Ultimately, the responsibility for learning lies with the observed leader. Even in such difficult situations there are techniques to use that may gain the leader's attention and create learning opportunities.

How to Employ this Method

1. Redirect your efforts to work with the leader's subordinates, peers, or superior. They are most likely feeling the consequences of the leader's behavior. Support the leader's adaptation to the identified developmental needs by providing solutions and taking action to mitigate impact on the unit's mission. The leader will notice the change in unit mission performance and want to know why it is occurring.

2. Resources and time permitting, swap places with a fellow unit trainer or have another unit trainer observe the non-responsive leader. Compare notes—are your observations consistent with theirs? Do they have suggestions or insights to the leader's behavior you have not considered?

3. Leverage the experience of the unit trainer team or unit's chain of command. Discuss the situation with those you know that are good at observing leadership. Obtain their perspectives and ideas on how to work with non-responsive leaders.

Summary: Leader Observation and Guided Discovery

Observing for Leadership

- ➢ Identify a time and situation to observe leader behavior.
- ➢ Talk over leader observation and feedback techniques with a peer.
- ➢ Refresh your knowledge from unit trainer leadership references.
- ➢ Know your leader's background and experience.
- ➢ Observe for leadership.
- ➢ Determine the appropriate time to deliver the observation.

Delivering an Observation

- ➢ Confirm the situation.
- ➢ Ask for a self-assessment.
- ➢ Clarify and come to an agreement.
- ➢ Add your observations (specific behaviors).
- ➢ Raise future-oriented questions; ask for a recommendation.
- ➢ Reinforce something they are doing correctly (validate a strength).

Return to Observation and Follow-up

- ➢ Allow the leader time and space to adjust their actions.
- ➢ Observe for a change in leader actions.
- ➢ Give brief verbal and non-verbal reinforcement when changes in behavior are observed.
- ➢ Observe changes in outcomes and consequences.
- ➢ Draw attention to changes in outcomes and consequences—reinforce success.

Actions to create a developmental climate will most likely extend into the training exercise itself. At the same time, you will need to start observing your leaders. This section provides ways to accurately observe and describe leadership.

SEEING LEADERSHIP IN YOUR OBSERVATIONS

Observing leadership requires skill, discernment, and practice:

➢ Unit trainers must be knowledgeable of the Army leadership requirements model (LRM; ADP 6-22), the descriptions of leader competency and the action behaviors associated with each competency.

➢ Unit trainers need to discern, or differentiate, between leaders influencing actions and doctrinal planning processes and procedures.

➢ Unit trainers should practice the specific observation of leadership to become experienced in how leader actions are likely to impact Soldier motivation and mission results.

ADP 6-22

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

Leadership is the art and science of interacting with others—not only through direction and instructions—but by role-modeling and actions. When a leader says one thing but does something that is inconsistent, or does not hold subordinates accountable, this causes confusion and undermines trust. Leadership, according to Army doctrine, is comprised of attributes and core leader competencies, as depicted in ADP 6-22.

LEADERSHIP REQUIREMENTS MODEL

Understanding the competencies and attributes in the Army's leadership requirements model (ADP 6-22) is critical for unit trainers to make careful and accurate leadership observations.
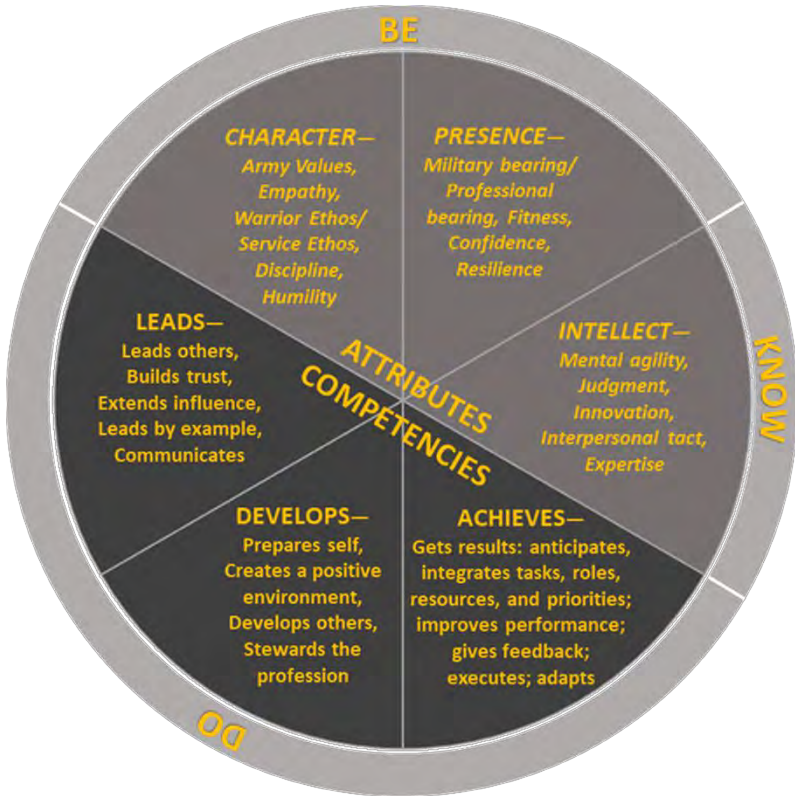
The core leader competencies include how Army leaders *lead* people, *develop* themselves, their subordinates, and organizations, and *achieve* mission accomplishment.

Core Leader Competency Categories

Competencies provide enduring, clear, and consistent expectations for Army leaders and are universal actions the Army expects leaders to do: lead, develop, and achieve.

➢ Leads: Leaders set goals and establish a vision, motivate, or influence others to pursue the goals, 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.

➢ Develops: Leaders foster teamwork, express care for individuals, promote learning, maintain competence and self-awareness, coach, counsel and mentor others, and foster job development.

➢ Achieves: Leaders set priorities, organize taskings, manage resources, execute plans to accomplish the mission and achieve goals.

Core Leader Attribute Categories

Attributes are characteristics inherently part of a leader's total core, physical, and intellectual aspects, and shape how leaders behave in their environment.

➢ Displays Character: Moral and ethical qualities of an individual revealed through their decisions and actions: Adheres to Army Values, demonstrates empathy, humility, and the Warrior Ethos.

➢ Displays Presence: How a leader is perceived by others based on the leader's outward appearance, demeanor, actions, and words: Military and professional bearing, fitness, confidence, and resilience.

➢ Displays Intellect: Mental tendencies or resources that shape a leader's conceptual abilities and affect a leader's duties and responsibilities: Mental agility, sound judgment, innovation, interpersonal tac, and expertise.

ACCURATE, DESCRIPTIVE OBSERVATIONS

Observing leadership is accomplished by watching how a leader interacts with and influences others. Written directives, verbal communications, and leader actions all provide indications of how a leader influences others. Unit trainers also learn about others' leadership by observing actions by peers, subordinates, and superiors.

When observing leadership, the following three key components ensure observations are accurate and descriptive:

1. Plan observation around key events.
2. Observe a pattern of behavior.
3. Record important observations without delay.

> **NOTE**
>
> Step 3, record important observations without delay has three important parts:
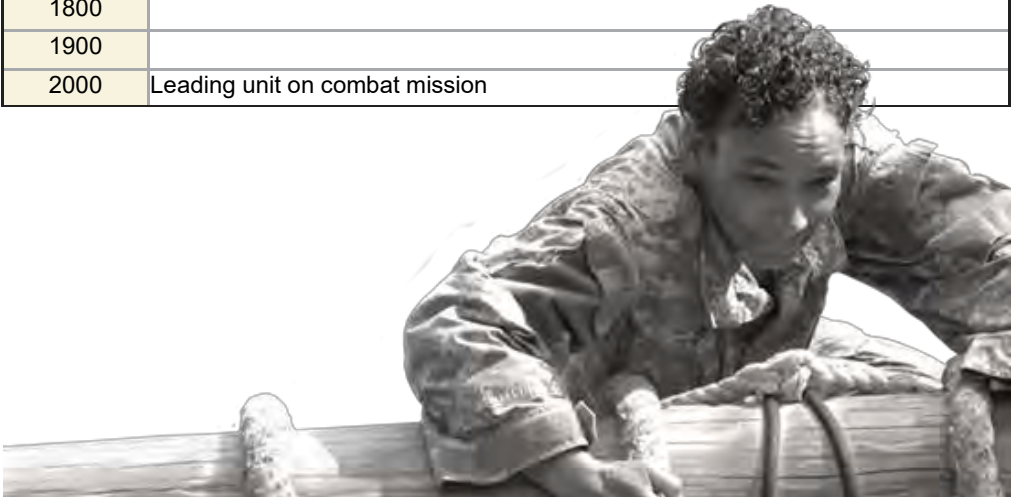> - Use words that depict action.
> - Link to effects and outcomes.
> - Use the SOAR method.

Plan Observations Around Key Events

Unit trainers learn, through experience, when they need to be present to observe key unit events. The same goes for observing individual leadership.

➢ Use a daily calendar to identify events likely to compel a leader to demonstrate a considerable number of leadership competencies and attributes.

➢ In the example below, the unit trainer's counterpart is a captain.

LEADER OBSERVED	CPT Smith	
OBSERVATION WINDOW	**SITUATION TO OBSERVE**
0800	Talk with platoon leader about combat patrol that did not perform well the previous night.
0900	
1000	Interview with media reporter
1100	
1200	
1300	Negotiation with city mayor
1400	
1500	Issuing operations order
1600	
1700	Pre-combat inspections
1800	
1900	
2000	Leading unit on combat mission

Observe for a Pattern of Behavior

With time and frequent observation, a unit trainer gains confidence and starts to see a consistent pattern of behavior. It is a unit trainer's judgment call as to when to consider an observation as a pattern of behavior. To observe a pattern, make a note of how often a leader exhibits the same behavior in each time period. The frequency of behavior may indicate a pattern. If a period has passed, and the unit trainer finds the ability to predict the leader's actions, then a pattern of behavior has likely emerged.

Record Important Observations without Delay

Use Words that Depict Action

A unit trainer needs to describe what the leader is doing when they are in the act of leading. By writing down an observation using action words, the unit trainer ensures the leader will be able to recognize it when it is communicated back to them. An observation written down using action words appears like this:

"SFC Jenkin's voice was barely audible and monotone. The Soldiers could barely hear him during the mission rehearsal."

"CPT Rider looked directly into the eyes of each platoon leader as she issued the order."

Link to Effects and Outcomes

The impact of the leader's leadership may be immediately observed in the verbal and non-verbal reactions of others who are in direct proximity to the leader. Or it could be that leaders and Soldiers in subordinate echelons will feel the positive or negative consequences of a leader's action. Leadership also affects task or mission accomplishment.

Trace mission results and look for leader actions that contribute to success or lack of success. There could also be a delay in time between the leader's actions and their consequences. The impact may not reveal itself for hours or days. The following is a correct example of an observation that includes an impact:

Observation: SFC Jenkins' voice was barely audible and monotone. Soldiers could barely hear him during the mission rehearsal.

Impact: One vehicle missed making a turn on the convoy route. The vehicle drove down a road banned from traffic due to IEDs. Vehicle attacked by IED: 2 WIA and 1 destroyed vehicle.

> **NOTE**
>
> Observational notes in raw form typically go through some translation before they are verbally provided to the observed leader. See Delivering an Observation for Impact for the 'how to' of feedback delivery.

How to Use the SOAR Method

Important details of a leadership observation may be lost or be inaccurately recorded if not written down soon after occurrence. Use a format for recording your observations called the SOAR method. SOAR stands for situation, observation, associate & assess, and reinforce & recommend. The SOAR method provides a quick, accurate, and consistent way to take notes. Accurate and complete notes will come in handy when providing the leader with feedback. The SOAR elements are:

➢ Situation: Describe the assessment situation and conditions. This should include the time, location, event, or other situation context.

➢ Observation: Describe the leadership behaviors the leader exhibits.

➢ Associate & Assess: Identify and associate the competency or attribute that best describes the leader's actions.

➢ Reinforce & Recommend: Record how you will reinforce the leader's behavior through praise or correction.

Accurate and complete notes are useful when providing leaders with feedback. The SOAR Method is one way for leaders to record observations; however, leaders might choose to use a different method that fits their own style and needs.

NOTE

The SOAR method is not a score sheet for an observed leader's performance, nor is it a report to hand over to the leader. The SOAR method is a way to help you, the observer, record leadership observations and plan a leadership feedback discussion with the observed leader.

RECORD OF OBSERVATION

Situation: (Describe behavior and impact on mission and or Soldiers)

Observation: (Describe behavior and impact on mission and or Soldiers)	**Associate & Assess**: (Identify competency – attribute and assess proficiency)
	[Assess: + Strength; √ Standard; (DN) Need]

Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and the recommendations for action to sustain/improve leader behavior)

ASSOCIATE & ASSESS USING BEHAVIORAL INDICATORS

When observing leadership, it is important to frame observations in a context consistent with Army doctrine. Appendix A includes descriptions of performance indicators for each of the competencies and attributes in the Army's LRM as presented in ADP 6-22.

Using the Performance Indicators

Behaviors are grouped into categories of the core leader competencies (Lead, Develop and Achieve) and leader attributes (Character, Presence, Intellect). These descriptions provide examples of three levels of proficiency for behaviors, including those representing a developmental need, the standard, and a strength.

When using the rubrics presented in Appendix A, first review the behavior that represents the standard for leader performance. A leader demonstrating quality leadership to standard will exhibit these behaviors. In contrast, the adjacent descriptions represent the behaviors that reflect a developmental need (leader falls short of the standard) or a strength (leader surpasses the standard) for each competency and attribute.

DEVELOPMENTAL NEED (DN)	STANDARD ✓	STRENGTH +
Leader behaviors that represent a developmental need	Leader behaviors that represent the standard	Leader behaviors that represent a strength

As you compare your observations with the performance indicators in Appendix A, determine the level of proficiency of the leader you are observing. In the 'Associate & Assess box of the SOAR card, write down the competency and use a short-hand method to indicate whether the observed leader:

➢ Demonstrates a strength +
➢ Meets the standard ✓
➢ Demonstrates a developmental need (DN)

EXAMPLE OF LEADER OBSERVATION:

Situation

Several enemy forces are operating in an urban area. The previous unit commander convinced a prominent city council member to support U.S. Army forces, but the council member's support came with a price tag—pay for his private security force to guard town checkpoints and provide intelligence. The incoming battalion commander is seeking to understand the problem in this new area of operation. Prior to being briefed by the primary staff, he attempts to energize his subordinates by reiterating the importance of attaining success in the mission early on. The tone of his statements appears to motivate those to whom he speaks. However, while being briefed by his primary staff, it is obvious that he defers to his operations officer (S-3) and discounts the assessment of his more junior intelligence officer (S-2).

The S-3, although respectful of the enemy situation, believes the unit's combat power is

sufficient in and of itself to root out the enemy. The S-3 recommends an aggressive cordon and search across the entire town. The S-2 believes the enemy's location can be identified by taking some time to work with the town council member and his private security force. To date, the battalion commander has ignored this advice and cancelled two scheduled meetings with the town council member, citing the importance of site visits to unit outposts throughout the area and daily meetings at higher headquarters.

During the staff meeting, the commander asks the S-3 for an assessment, indicates non-verbal approval of what he hears, and does not ask follow-up questions. He then asks for the S-2 assessment. The S-2 says, "I think we need to continue working with the town council member to maintain trust and leverage the manpower and intelligence he brings to the table." The commander cuts him off by saying, "That's the same thing you've repeating. It's not working."

It is evident the commander agrees with the S-3 and believes the problem is the enemy. He is not open to hearing the S-2's suggestion that the unit's poor relations with locals who could help find the enemy is causing a lack of cooperation. In a sidebar conversation, the commander tells the XO to "Reel in the S-2 to what we are trying to do operationally."

The commander, upon recommendation by the S-3, orders an aggressive, town-wide cordon and search to be planned and executed from 0200 to 0500. He believes by showing the unit's might, the town council member will better understand who is in charge and provide the needed support.

Observation

The unit trainer immediately makes note of the positive tone the commander attempts to set:

➢ The unit trainer associates the commander's behavior with modeling the Warrior Ethos, and assesses this as a Strength (+)

➢ The unit trainer associates how the commander energized others as an influence technique within Leads Others, as this set the tone for the briefing. This is assessed as meeting the Standard (✓)

The unit trainer is also attuned to the leadership dynamic between the commander and their staff:

➢ While the commander is supportive and open to the S-3's viewpoint, he is dismissive of the S-2. This behavior could potentially damage the S-2's confidence and self-esteem.

➢ The unit trainer associates the commander's dismissiveness with others' input with Creates a Positive Climate. This is assessed as a potential Developmental Need (DN).

➢ The unit trainer associates the commander's lack of consideration for alternative solutions for effects with Mental Agility because the commander only attended to immediate conditions and surface outcomes when making decisions. This is assessed as a potential Developmental Need (DN).

Finally, the unit trainer notes the commander's reluctance to continue working with the town council member (at the S-2's recommendation). This is potentially an important opportunity to build an alliance and establish trust:

➢ The unit trainer associates this missed opportunity with Extends Influence beyond the Chain of Command, as the commander could have attempted to build a trusting relationship outside the organization. This is assessed as a potential Developmental Need (DN).

Refer to Appendix A to see how the unit trainer associated these behaviors with the competencies and attributes. These observations are captured in the SOAR format on the next page.

RECORD OF OBSERVATION

Situation: (Describe behavior and impact on mission and or Soldiers)

BN Cdr receives briefing at 1900 14-Nov
Unit assumed control of this area one week ago
S-2 and S-3 brief Cdr on latest intel and plans.
Decision to cordon & search town is made at recommendation of S-3.
S-2 input downplayed and recommendation ignored.

Observation: (Describe behavior and impact on mission and or Soldiers)	**Associate & Assess**: (Identify competency – attribute and assess proficiency)
Emphasis on attaining success in communication with staff	Warrior Ethos +
	Leads Others ✓
Uses positive tone and energetic talk to communicate importance of the mission.	(conveys significance of the work)
	Creates a Positive Climate (DN) (encourages open & candid communication)
Was dismissive of the S-2's assessment and recommendation	
	Mental Agility (DN)
No consideration to alternative solutions or timeframes	Extends Influence (DN) (Builds trust with those outside lines of authority)
Missed opportunity to build trusting relationship with the Village chief	[Assess: + Strength; ✓Standard; (DN) Need]

Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and the recommendations for action to sustain/improve leader behavior)

Reinforce: Praise for initial motivation, demonstrating Warrior Ethos in leading. Help Cdr realize the effect of their actions on the working climate in the unit and understand the potential impact of marginalizing a junior officer's input.

Recommend: Remain open to diverse points of view, and aware of the climate being set. Increase inclusiveness in communications and strive for a shared understanding. First determine the most effective strategy for problem solving and consider second and third order effects beyond surface outcomes.

Capitalize on opportunities to meet with local leaders (village chief) and build trust. These contacts increase understanding of the unit's situation and area of operations.

Once you have observed and assessed leadership, it is important to plan how you will deliver your observations back to the observed leader.

Delivering an Observation for Impact provides examples and techniques for the verbal delivery of SOAR method notes discussed earlier. The following verbal delivery examples are annotated with the part of the SOAR method they come from [example: SOAR, Situation]. This will help you understand how to apply SOAR written notes to the verbal delivery of feedback.

The delivery methods that follow provide an observed leader with an understanding of the impact their behaviors have on consequences. The two-way communication techniques used for delivering an observation should motivate the observed leader to start acting in ways that improve leader and unit performance.

PREPARATION AND TIMING

Before training starts, explain the SOAR method and its use as a feedback tool. Emphasize the developmental nature of the feedback.

The timing of a discussion of leadership observations is critical and decisive in whether a situation is perceived as evaluative or developmental. Determining the appropriate time for the delivery of an observation is at the discretion of the unit trainer. Consider the following when planning your delivery approach:

➢ During the Action: Sometimes observations can be delivered as they occur during a training exercise. Part of guided discovery learning relies on during the action feedback. Care must be taken, however, to not disrupt the training exercise itself.

➢ Finding a Break in the Action: Find the right break in the action to deliver your observations. This could be during a lull after a major event has occurred and leader strengths and developmental needs were evident.

➢ End-of-Day or at Completion of a Major Event: Consider waiting until the end of the day, especially if observations you need to deliver are lengthier and require more discussion. Wait until after the unit or staff group AAR is conducted to put a leader's actions into the unit context. Deliver observations to the leader in private for their personal development.

If observation delivery is best done at the completion of an event, consider letting the leader set the time for the discussion. At a minimum, provide a heads up about a situation or circumstance you would like to talk about. This allows the leader an opportunity to reflect and psychologically prepare to listen and receive. This approach reduces the likelihood they will be preoccupied, nervous or defensive. Examples of a unit trainer employing this approach include:

> *"I'll be back in about 30 minutes and I'd like to talk with you about how things went this morning. I'm going to ask you about how you led the team through the scenario and some of the approaches you took during the decision-making task."* [SOAR, Situation]

> *"The simulation you led your staff through this afternoon was very successful. What were your contributions to it or any areas you would change or improve pertaining to your role and actions? Hold those thoughts. Is there a time you'd prefer to talk later today so we can share observations"* [SOAR, Situation]

DELIVERING AN OBSERVATION

The following steps are an effective way to deliver an observation. These steps represent an indirect approach to providing leadership observations. Once each element in the SOAR method is completed, you are ready to discuss what you have observed, and reinforce and recommend actions. The following steps provide a framework for delivering observations, and flow in a logical sequence.

1. Confirm the Situation

State the situation and clarify that your observation was on the demonstration of leadership. Reiterate the information you recorded in the 'Situation' block of the SOAR card.

> *"I would like to discuss the actions you took in the battlefield simulation you just led with your staff."* [SOAR, Situation]

2. Ask for a Self-Assessment

Ask the leader for a self-assessment of the situation and their actions. Their responses should match your assessment. If it does not, ask for more specifics.

"How effective was the communication between you and the subordinates you were leading? And how could you tell?" [SOAR, Associate and Assess]

"What factors did you observe that may have contributed to miscommunication or a vague under- standing among the troops?" [SOAR, Associate and Assess]

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3. Clarify and Come to an Agreement

Either confirm or continue probing until the leader validates your assessment of the situation. Come to an agreement on the linkage of actions and consequences.

"That is what I saw as well."

"Actually, in my observations I noted that you were directive in your message and didn't ask for questions. Would you agree that this is the approach you took?" [SOAR, Observation]

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4. Add your Observations

Include observations the leader may not be aware they are doing. Build on what they have already said to increase their self-awareness. Include specific behaviors that had an impact on the consequence or outcome.

"Your assessment is correct. When you asked for other viewpoints, a good sharing of information followed." [SOAR, Observation]

"It was clear some staff had different opinions or points to add but didn't have an opportunity to share." [SOAR, Observation]

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5. Engage and Expand

Raise questions that prompt them to think about how to act or respond in the future. Ask them for recommendations about how to take better actions in the future, to avoid problems, or take advantage of an opportunity.

"How will you handle a similar situation next time?" [SOAR, transition to Reinforce and Recommend]

"What steps can you take to avoid this outcome in the future?" [SOAR, transition to Reinforce and Recommend]

6. Reinforce – Validate a Strength

Once you and the leader agree on the behaviors that contributed to a consequence and a recommendation for the future, provide reinforcement on what the leader is doing correctly.

"Your influencing strategies are working for you, keep it up." [SOAR, Reinforce and Recommend]

"Consider closing out staff meetings with more opportunities for questions or discussion. Your pre-meeting planning and organizing is effective – you should continue that." [SOAR, Reinforce and Recommend]

Additional Tools for Providing Feedback

The Leader Effectiveness and Development Reference (LEADR)

CAL designed the Leader Effectiveness and Development Reference (LEADR) to support trainers in providing leader development through doctrinally aligned, on-the-spot feedback on leadership (see Appendix B). The LEADR card serves as a tool for trainers to observe, assess, and provide feedback on leadership attributes, competencies, and command climate.

The LEADR card focuses on the Army's leadership requirements model (LRM). The model identifies core competencies and attributes required for all Army leaders regardless of rank, grade, or uniform to be effective in their leadership role. Collectively, the competencies and attributes of the LRM are significant contributors to individual and unit readiness and effectiveness. The LEADR card was developed with the intention that trainers would have frequent conversations and ongoing developmental conversations with their leader.

The front of the LEADR card contains doctrinal definitions of leadership and command climate along with succinct definitions of LRM competencies and attributes. The back of the card contains information on how to facilitate the feedback conversation with a leader. Effective communication ensures the feedback is accurate and timely, enabling informed decision-making and ultimately effective leader development.

The Leader Development Self-Assessment (LDSA)

The Leader Development Self-Assessment (LDSA) was designed to help facilitate self-reflection and improve self-awareness during training exercises (see Appendix B). It was developed to complement the LEADR card discussed above. Using both tools together

provides trainers and leaders with a common framework of language and expectations. Being self-aware means seeing oneself as viewed by others and understanding the levels of influence one is likely to have with followers. While part of this is facilitated through your conversations with the leader, the other part is conducting self-reflections of their own skills and abilities.

Self-awareness if fundamental to understanding one's abilities. Leaders should know where their strengths and developmental needs lie: what they do or do not know, what they are or are not skilled at, and what is in their span of control. Even though they should be self-aware, not all leaders are. Leaders vary in their proficiency levels in leadership attributes/competencies and their preparation for each situation. Leaders require self-awareness if they are to accurately assess their own experience and competence as well as earn the trust of those they influence.

The LDSA asks leaders to rate themselves on LRM competencies and attributes, factors related to their unit's command climate, training observations (such as "my unit's work/rest cycle met my Soldiers' needs"), and open-ended questions designed to enhance self-reflection and self-awareness. These self-assessments should be done throughout the training exercise and followed by feedback conversations with you as their trainer, with a focus on the leader's strengths, areas of improvement, and accuracy of the leader's self-assessment.

Additional Tips for Providing Feedback

➢ Focus on the leader's behavior.
➢ Identify what the leader has control over.
➢ Use focused questions (see Building a Climate for Development) as a form of feedback to create discovery learning.
➢ Give the leaders the first opportunity to provide a recommendation to your observation.

LESSONS LEARNED FROM DELIVERING OBSERVATIONS

Here are actions unit trainers should avoid when delivering an observation to a leader. These are especially important when direct observations involve emotion, or the unit trainer has not taken time to prepare for delivery.

➢ Passing judgment on a leader's actions: "You are abrasive when giving orders."

➢ Vagueness and generality of the message: "You are a good leader."

➢ Using absolutes or generalities (e.g., always, never): "You never follow-up after meetings."

➢ Feedback is late or after the fact: "Two days ago, you gave ambiguous instructions at the mission rehearsal."

➢ Observations applied to general traits or the total person: "Your personality is that of an introvert."

It is also important for unit trainers to learn from the delivery of their observations. It is helpful for unit trainers to reflect on their delivery after an interaction. Self-reflective questions include:

➢ Was the leader receptive to what we discussed?

➢ What nonverbal cues were observed during our discussion?

➢ How easily did they identify the behaviors that needed to change?

➢ Did the leader ask for techniques or ideas on how to change or improve?

➢ Is there evidence the leader is acting on the observations?

Once observations have been delivered, look for the next opportunity to observe leadership behaviors. From there, gauge how well the observation was received, what steps the leader has taken to change behavior, and what impact the change is having on unit outcomes.

LEADER RECEPTIVENESS TO FEEDBACK

Trust and a developmental climate are critical to ensuring the leader is receptive to unit trainer observations. If a unit trainer is perceived to be genuinely interested in helping and developing, the leader will be more attuned to listening and remaining receptive to observations. To gauge receptiveness, remain attuned to verbal and non-verbal cues. These may be conveyed in the form of verbal disagreement or resistance, or non-verbal gestures such as folded arms, rolling eyes, or a lack of attentiveness.

If you sense the leader is becoming defensive to the delivery of your observations:

➢ Reaffirm the intent of your feedback is to maximize the leaders' capabilities.

➢ Remind the leader that your observations are for the purpose of development – not evaluation or judgment.

➢ Reiterate what they have been doing well and note any incremental progress made thus far.

APPLYING THE SOAR METHOD IN THE FIELD

Review the performance indicators before you observe leaders in action. Do this to associate your observations with the various levels of proficiency under each competency and attribute. Prior to an observed event, create a table of four boxes in a notebook or other medium. Draw the boxes large enough so there is sufficient space.

Situation:	
Observation:	Associate & Assess:
Reinforce & Recommend:	

1. Before the observed event, record the situation in the top box. Include information such as the date/time, place, and mission or task the leader is involved in. Also note any other key players in the situation and the climate of their relationship (if known).

2. Observe for leadership. During and immediately following an event, record your observations of leadership in the observations box.

3. Refer to the performance indicators in Appendix A to associate observed behaviors with competencies and attributes. Indicate proficiency as either a developmental need, meeting the standard, or a strength. In the associate/assess box, associate each competency or attribute with one of the following symbols:
   - Strength (+)
   - Meets Standard (√)
   - Developmental need (DN)

4. Following the event, record how you will reinforce the behaviors you have observed, and note recommendations you will make to the leader. Make these notes in the bottom box.

DELIVERING SOAR METHOD USING GUIDED DISCOVERY LEARNING

When planning your approach to deliver these observations, refer to the notes you recorded.

In your delivery, be prepared to highlight strengths (+), where they meet the standard (√) and most importantly developmental needs (DN).

The discussion that follows should lead to reinforcement and recommendations from you.

Engage in a guided discovery learning conversation:

➢ Ask open-ended questions to help the leader realize the impact their actions had on the mission and Soldier outcomes.

➢ Guide them toward realizing strengths and improving on developmental needs.

A Review of the Process for Delivering an Observation:

(Tip to remember: use the acronym CA CARS)

1. Confirm the situation.
2. Ask for a self-assessment.
3. Clarify and come to an agreement.
4. Add your observations.
5. Raise future-oriented questions; ask for recommendation.
6. Strengthen the leader—validate and reinforce positives.

Review the examples on the following pages to see how the SOAR method is recorded and how these observations are delivered to the observed leader.

EXAMPLE 1

Background:

At assembly area (AA) Bender, a unit trainer is paired with SFC Olson, who is about to lead a 9 vehicle convoy to an attack position 12 km away. SFC Olson's mission is to successfully deliver all 9 vehicles to the attack position. He leads 5 subordinate NCOs and 8 junior enlisted Soldiers.

Employing the SOAR method:

Situation: (Describe behavior and impact on mission and or Soldiers)

1900 14 MAR – AA Bender
SFC Olson leads convoy of 9 vehicles
9 drivers and 13 other troops (5 NCOs and 8 junior enlisted)
High morale and enthusiasm among the unit

Observation:(Describe behavior and impact on mission or Soldiers)	**Associate & Assess**: (Identify competency – attribute and assess proficiency)
Provided initial guidance and followed-up; ensured everyone understood objective and requirements and kept in contact	Creates Positive Climate ✓
	Leads Others ✓
Promoted optimistic attitudes and expectations among troops	Leads by Example (DN)
	Develops Leaders (DN)
Ensured all drivers completed PCIs	Gets Results ✓
Improperly wore kneepads at ankles	
Missed opportunities to delegate leadership responsibility to subordinates during this task	
Mission completed	[Assess: + Strength; ✓ Standard; (DN) Need]

Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and the recommendations for action to sustain/improve leader behavior)

Reinforce: Troops and drivers were prepared, well informed, and motivated

Recommend: (Leads by Example) Several junior enlisted Soldiers wore kneepads around ankles violating the standard

Reinforce: Mission completed successfully, but missed opportunities to delegate/develop subordinate leaders

EXAMPLE 1

Upon recording these observations, the unit trainer in this situation then engages SFC Olson in guided discovery learning.

(Confirm the situation – Ask for self-assessment)

Unit Trainer: How do you think this mission went?

SFC Olson: It went well – we completed the mission because everyone knew what they were doing and stayed motivated.

(Come to an agreement – Add your observations)

Unit Trainer: I agree – your initial guidance on the task ensured everyone understood the objectives, and you promoted positive attitudes among them. How else did you ensure success for the drivers?

SFC Olson: We have some newer troops, so I went around and made sure everyone had done pre-combat inspections of their vehicles and gear. We made a few corrections after that and were all good.

(Open-ended questions to reveal developmental needs – Add your observations)

Unit Trainer: I definitely think the PCI contributed to your success. But, given you had other experienced SSGs with you, could one of them have personally checked on the PCIs?

SFC Olson: I guess they could have, and then reported to me. I got caught in the moment and wanted to be positive we were all ready to go.

(Reinforce – Open-ended questions to reveal developmental needs)

Unit Trainer: Delegating something like that can go a long way – those SSGs will have your job someday. You had a lot of visibility before the convoy left – it's clear the troops respect you. But was there anything about your appearance that might have conveyed the wrong message about standards?

SFC Olson: You mean my kneepads? I meant to take them off, but I started feeling rushed to get going.

(Add your observations – Reinforce)

Unit Trainer: I noticed several Soldiers also wearing kneepads around their ankles – including you – which is not to standard. Demonstrating the standard is an easy way to set expectations of others.

EXAMPLE 2

Background:

In the battalion command post, a unit trainer is paired with CPT Erickson, a BCT battle captain. CPT Erickson's duties include conducting periodic intelligence briefings.

Employing the SOAR method:

Situation: (Describe behavior and impact on mission and or Soldiers)

07 APR to 10 APR – BCT command post

CPT Erickson has been briefing the BCT commander on intelligence-gathering in the area. Coordination with personnel outside the team has been minimal.

Observation: (Describe behavior and impact on mission and or Soldiers)	**Associate & Assess**: (Identify competency – attribute and assess proficiency)
Briefings are lucid, concise, and tailored to the audience	Communicates, Interpersonal Tact +
Briefing content demonstrates a firm understanding and ability to manage knowledge	Prepares Self ✓
	Mental Agility +
Changes to conditions required new approaches to collect information; Erickson evaluates effectively and presented well thought-out information	Domain Knowledge ✓
	Extends Influence (DN)
Demonstrates knowledge of facts & relevant geopolitical awareness	
Did not act on opportunity to engage with visiting allied partners, though need info sharing	[Assess: + Strength; ✓ Standard; (DN) Need]

Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and the recommendations for action to sustain/improve leader behavior)

Praise: He received few follow-up questions from senior leaders which indicates briefings are thorough and complete

Reinforce: Domain knowledge is driving their success, though finding opportunities to extend influence could improve (Provide Recommendation)

EXAMPLE 2

Using the SOAR methods notes to guide development:

Upon recording these observations, the unit trainer in this situation then engages CPT Erickson in guided discovery learning.

(Confirm the situation - Ask for self-assessment)

Unit Trainer: I'd like to chat about your role in the CP this week. How do you think the intelligence briefings were received?

CPT Erickson: I'm not certain. I haven't received much feedback. I didn't have to field many questions.

(Come to an agreement – Add your observations)

Unit Trainer: That is a good sign. Looking around the room, your superiors have appeared satisfied with the level of detail they are receiving. You have tailored each message to the audience well and ensured a shared understanding of the content. There were guests present this morning... did you interact at all with the allied partners that were visiting?

CPT Erickson: No, I didn't. They met with another coordinating cell.

(Open-ended questions to reveal developmental needs – Add your observations)

Unit Trainer: They were from the same unit that recently visited the area you gave a briefing on yesterday. What information might they have had to share with you?

CPT Erickson: If they just visited that area, they could have provided a lot of perspective on the intel we have. I really should have approached them when they had a break. My team has gathered some intel but not much of it is current.

(Reinforce- Validate a strength)

Unit Trainer: I agree. Building relationships with allied partners saves a lot of leg work. You have been managing the information you have very well. Continue to look for new sources of information through reliable contacts such as these leaders.

APPENDIX A
EXAMPLE BEHAVIORAL INDICATORS

(as presented in FM 6-22, *Developing Leaders*)

DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
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.	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.	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.

BUILDS TRUST		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
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.	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.	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.

EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently demonstrates understanding of indirect influence. Misses or passively acts on opportunities to build trusting relationships outside the organization.	Demonstrates understanding of conditions of indirect influence. Builds trust to extend influence outside the organization. Displays understanding of the importance of building alliances.	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.

LEADS BY EXAMPLE		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Demonstrates conduct inconsistent with the Army Values. Displays a lack of commitment and action. Remains unaware of or unconcerned about the example being set.	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.	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.
COMMUNICATES		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
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.	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.	Models 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.

PREPARES SELF		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Reluctant to accept responsibility for learning. Downplays feedback. Acts on information without regard to source, quality, or relevance. Ineffectively transfers new information into knowledge.	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.	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.

CREATES A POSITIVE CLIMATE		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
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.	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.	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.

DEVELOPS OTHERS		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Disinterested in motivating and enabling others' growth. Focuses on tasks without consideration of improving organizational effectiveness.	Demonstrates willingness to motivate and help others grow. Provides coaching, counseling, and mentoring. Builds team skills and processes to improve individuals and the organization.	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.

STEWARDS THE PROFESSION		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
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.	Supports developmental opportunities of subordinates. Takes steps to improve the organization. Carefully manages resources of time, equipment, people, and money.	Applies a mindset that looks to strengthen the profession of arms into the future. Assumes some risk to forgo 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.

GETS RESULTS

DEVELOPMENTAL NEED	STANDARD	STRENGTH
Demonstrates a limited understanding of supervising, managing, monitoring, and controlling priorities of work. Hasty prioritization and planning lead to incomplete guidance and direction.	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.	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.

ARMY VALUES		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently demonstrates loyalty, duty, respect, selfless service, honor, integrity, or personal courage. Demonstrates frequent lapses in judgment.	Consistently demonstrates loyalty, duty, respect, selfless service, honor, integrity, and personal courage.	Models loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Promotes the associated principles, standards, and qualities in others.

EMPATHY		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Exhibits resistance or limited perspective on others' needs. Communicates indifference or lack of understanding. Unapproachable; disinterested in personally caring for Soldiers, DA Civilians, or others.	Demonstrates an understanding of another person's viewpoint. Identifies with others' feelings and emotions. Displays desire to care for Soldiers, DA Civilians, and others.	Attentive to others' views and concerns. Personally acts to improve situations for Soldiers, DA Civilians, Family members, local community, or even potential adversaries. Models empathy for others.

WARRIOR ETHOS		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently demonstrates the Warrior Ethos; downplays its importance. Fails to do what is right.	Demonstrates the spirit of the Warrior Ethos.	Models the spirit of the Warrior Ethos. Instills this behavior in subordinates and others.

DISCIPLINE		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Fails consistently to adhere to rules, regulations, or standard operating procedures.	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.	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.

HUMILITY		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Presents as meek, timid, or passive (under-expression) or as overconfident and arrogant (overexpression). Unaware of personal abilities and limitations.	Demonstrates confidence, competence, and a willingness to seek out feedback from others. Willing learner who demonstrates accurate self-awareness.	Understands they are part of a larger organization and works toward something more important than themselves.

MILITARY AND PROFESSIONAL BEARING		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently projects a professional image of authority. Allows professional standards to lapse in personal appearance, demeanor, actions, and words.	Possesses a commanding presence. Projects a professional image of authority. Demonstrates adherence to standards.	Models a professional image of authority. Commanding presence energizes others. Exemplifies adherence to standards through appearance, demeanor, actions, and words.

CONFIDENCE		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently displays composure or a calm presence. Allows a setback to derail motivation. Displays a less than professional image of self or unit.	Displays composure, confidence, and mission-focus under stress. Effectively manages emotions and remains in control of emotions when situations become adverse.	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.

FITNESS		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
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 nonphysical domains of holistic health and fitness (nutrition, mental, spiritual, and sleep).	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.	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.

RESILIENCE		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Slowly recovers from adversity or stress. Inconsistently maintains a mission or organizational focus after a setback.	Recovers from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.	Quickly recovers from setbacks. Focuses on the mission and objectives during [Removed], injuries, and stress. Maintains organizational focus despite adversity. Fosters this capacity in their Soldiers through leading by example and by providing tough, realistic training.

MENTAL AGILITY		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently adapts to changing situations. Attends to immediate conditions and surface outcomes when making decisions. Hesitates to adjust an approach.	Demonstrates open-mindedness. Recognizes changing conditions and considers second- and third-order effects when making decisions.	Models a flexible mindset and anticipates changing conditions. Engages in multiple approaches when assessing, conceptualizing, and evaluating a course of action.

SOUND JUDGMENT		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Inconsistently demonstrates sound situational assessment. Hesitates in decision making when facts are not available. Forms opinions outside of sensible information available.	Demonstrates sound decision-making ability. Shows consideration for available information, even when incomplete.	Models sound judgment. Engages in thoughtful assessment. Confidently makes timely decisions in the absence of all facts.

INNOVATION		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Relies on traditional methods when faced with challenging circumstances.	Offers new ideas when given an opportunity. Provides novel recommendations when appropriate.	Consistently introduces new ideas when opportunities exist to exploit success or mitigate failure. Creatively approaches challenging circumstances and produces worthwhile recommendations.

INTERPERSONAL TACT		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Demonstrates lapses in self-awareness when interacting with others. Misses cues regarding others' perceptions, character, and motives. Presents self inappropriately or not tactfully.	Maintains self-awareness of others' perceptions and changes behaviors during interactions accordingly to reach desired performance outcomes.	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.

EXPERTISE		
DEVELOPMENTAL NEED	**STANDARD**	**STRENGTH**
Demonstrates uncertainty or novice proficiency in technical aspects of position. Inconsistently applies competence of joint, cultural, and geopolitical knowledge. Displays indifference toward expanding.	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 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.

APPENDIX B
FEEDBACK TOOLS

SOAR (Situation, Observation, Associate and Assess, Reinforce and Recommend) Leadership Feedback Tool

GTA 22-01-005, Leader Effectiveness and Development Reference (LEADR)

GTA 22-01-006, Leader Development Self-Assessment (LDSA)

GTAs are available on the Central Army Registry (CAR) at
https://rdl.train.army.mil/catalog/dashboard.

Situation: (Describe behavior and impact on mission and or Soldiers)	
Observation: (Describe behavior and impact on mission and or Soldiers)	**Associate & Assess**: (Identify competency – attribute and assess proficiency) [Assess: + Strength; ✓ Standard; (DN) Need]
Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and the recommendations for action to sustain/improve leader behavior)	

GTA 22-01-005
AUGUST 2023

LEADERSHIP EFFECTIVENESS AND DEVELOPMENT REFERENCE (LEADR) CARD

LEADERSHIP

THE ACTIVITY OF INFLUENCING PEOPLE BY PROVIDING PURPOSE, DIRECTION, AND MOTIVATION TO *ACCOMPLISH THE MISSION* AND *IMPROVE THE ORGANIZATION* (ADP 6-22).

COMPETENCIES: WHAT A LEADER DOES

- **LEADS OTHERS:** influences others effectively
- **BUILDS TRUST:** respects others, exercises fairness, & builds rapport
- **EXTENDS INFLUENCE:** uses indirect influence, influences those outside direct authority
- **LEADS BY EXAMPLE:** walks the talk, exemplifies Army values through actions
- **COMMUNICATES:** shares information effectively
- **PREPARES SELF:** self-motivated, self-aware of developmental needs
- **CREATES A POSITIVE ENVIRONMENT:** builds cohesive teams that are positive, fair, & inclusive
- **DEVELOPS OTHERS:** provides coaching, counseling, & mentoring to help others grow
- **STEWARDS THE PROFESSION:** manages unit resources, improves unit systems & SOPs
- **GETS RESULTS:** prioritizes, organizes, & tasks others

ATTRIBUTES: WHO A LEADER IS

- **CHARACTER:** Army Values, Empathy, Warrior Ethos, Discipline, Humility
- **PRESENCE:** Military Bearing, Professional Bearing, Fitness, Confidence, Resilience
- **INTELLECT:** Mental Agility, Judgment, Innovation, Interpersonal Tact, Expertise

COMMAND CLIMATE FACTORS:

Shared attitudes members have about their unit, leaders, & policies. Climate influences unit outcomes (readiness, trust, cohesion, performance; ADP 6-22).

- Leadership
- Communication
- Respect/Values
- Team Cohesion
- Empowerment
- Growth/Development
- Innovation/Adaptability
- Recognition
- Order/Discipline
- Fairness

LEADERSHIP EFFECTIVENESS AND DEVELOPMENT REFERENCE (LEADR) CARD

CTC'S MISSION

PROVIDE A CRUCIBLE TRAINING EXPERIENCE *FOCUSED ON UNIT READINESS BALANCED WITH LEADER DEVELOPMENT* IN COMPLEX AND HIGHLY REALISTIC OPERATIONAL ENVIRONMENTS (AR 350-50).

DISCUSSION POINTS

Ask your RTU counterpart how their overall leadership effectiveness was during this training rotation.

Discuss a competency, attribute, or command climate factor that you observed your RTU counterpart being effective. Include specific example(s).

Discuss a competency, attribute, or command climate factor your RTU counterpart could improve. Include specific example(s).
- *What factors (situational, personality, past experiences) could have influenced your behavior in this way?*
- *How are you, others, and/or the unit impacted by this behavior?*
- *How did you intend for this behavior to come across to others? How do you think others perceived this behavior?*

Brainstorm with your RTU counterpart how they could improve.
- *What are you focused on right now?*
- *Where do you see yourself/your unit in 48 hours?*
- *What do you need to do to get there? What can I do to help?*

TIPS ON PROVIDING EFFECTIVE FEEDBACK

- Make the conversation a two-way street
- Put yourself in your counterpart's shoes
- Brief back what your counterpart said
- Encourage your counterpart to think of ways to improve their effectiveness

LEADERSHIP MATTERS!

Effective leadership compensates for deficiencies whereas poor leadership can negate advantages (ADP 3-0).

Center for Army Leadership

Headquarters, Department of the Army.

FOR DEVELOPMENTAL PURPOSES ONLY

Leader Development Self-Assessment (LDSA)

Guidance

The LDSA is designed for RTU leaders at CTCs. This self-assessment is not a score sheet for your performance, nor is it a report to hand over to your OCT. Rather, the LDSA is a method to help you reflect on your leader development during this training event. Use this tool to facilitate your **peer-to-peer leader development coaching** session with your OCT counterpart.

✳ Once you write on this assessment, it belongs to you. It should not be submitted to OCTs, the TAFF, or your unit. ✳

Leadership	**CTC's Mission**	**Command Climate**
The activity of influencing people by providing purpose, direction, and motivation to *accomplish the mission* and *improve the organization* (ADP 6-22).	Provide a crucible training experience *focused on unit readiness balanced with leader development* in complex and highly realistic operational environments (AR 350-50).	Shared perceptions and attitudes about the unit's daily functioning and practices, for which commanders and *all Army leaders are responsible* (AR 600-100).

Leader Competencies and Attributes

Guidance

Effective leadership compensates for deficiencies whereas poor leadership can negate advantages (ADP 3-0). Use this rating system to reflect on your leadership competency and attribute skills (LRM, ADP 6-22).

❖ I want to **improve** my skills.
❖ I am **satisfied** with my skills.

			Improve	Satisfied
LEADS	**Leads Others:** influences others effectively		☐	☐
	Builds Trust: respects others, exercises fairness, and builds rapport		☐	☐
	Extends Influence: uses indirect influence, influences those outside of direct authority		☐	☐
	Leads by Example: walks the talk, exemplifies values through action		☐	☐
	Communicates: shares information effectively		☐	☐
DEVELOPS	**Prepares Self:** self-motivated, self-aware of developmental needs		☐	☐
	Creates a Positive Environment: builds cohesive teams that are positive, fair, and inclusive		☐	☐
	Develops Others: provides coaching, counseling, and mentoring to help others grow		☐	☐
	Stewards the Profession: manages unit resources, improves unit systems & SOPs		☐	☐
ACHIEVES	**Gets Results:** prioritizes, organizes, and tasks others to accomplish mission		☐	☐
CHARACTER	Army values, Empathy, Warrior Ethos, Discipline, Humility		☐	☐
PRESENCE	Military Bearing, Professional Bearing, Fitness, Confidence, Resilience		☐	☐
INTELLECT	Mental Agility, Judgment, Innovation, Interpersonal Tact, Expertise		☐	☐

Command Climate Factors

Guidance

When leaders build positive climates, positive outcomes are more likely (e.g., readiness, performance, trust, cohesion, and discipline; ADP 6-22).Use the statements below to check the pulse of your unit's overall health, well-being, and morale.

		Agree	Disagree
LEADERSHIP	Workloads and assignments are manageable with existing resources.	☐	☐
COMMUNICATION	Information flows effectively through the chain of command.	☐	☐
RESPECT	Disrespectful behavior is not tolerated (e.g., hazing, bullying, discrimination, SHARP).	☐	☐
TEAM COHESION	Individuals work well together.	☐	☐
DEVELOPMENT	Individuals receive the necessary training to learn the skills needed to do their job.	☐	☐
ADAPTABILITY	Innovative ideas are welcome.	☐	☐
EMPOWERMENT	People are free to exercise disciplined initiative within commander's intent.	☐	☐
RECOGNITION	Individuals are recognized for work that exceeds expectations.	☐	☐
DISCIPLINE	Discipline is enforced consistently and fairly.	☐	☐
FAIRNESS	Work assignments and opportunities are based on performance and ability.	☐	☐

DO NOT COLLECT THESE ASSESSMENTS OR AGGREGATE RESULTS

FOR DEVELOPMENTAL PURPOSES ONLY

Self-Reflection & Self-Awareness

Guidance

Leader preparation begins with self-awareness about one's strengths and limitations, followed by self-development. In no other profession is the cost of being unprepared to lead so unforgiving in terms of mission failure and loss of life (ADP 6-22). Consider these questions below as part of your **leader development** discussion with your OCT.

❖ What does leader development look like for **you** at CTCs?

❖ How are **you** developing others during this training rotation?

❖ On a scale of 1-9, how effective are **you** as a leader (e.g., LRM competencies/attributes)?
❖ How do you get a 10?

❖ How can your OCT counterpart help **your** leader development during this training rotation?

Unit Rotation Observations

Guidance

Think about how this training rotation has gone so far and respond to the following statements.

	Agree	Disagree
My unit has performed well during the planning, preparation, and/or execution phase.	☐	☐
My unit has prioritized safety/hygiene/health & welfare.	☐	☐
My unit's work/rest cycle met my soldiers' needs.	☐	☐
My unit's Equipment Status Report (ESR) and Unit Status Report (USR) were accurate.	☐	☐
My unit's common operating picture (COP) was up to date and accurate.	☐	☐
My unit's communication plan met my unit's training needs.	☐	☐
I have a good understanding of my unit's TACSOP.	☐	☐
I have a good understanding of the roles/responsibilities of those directly <u>above</u> and <u>below</u> me in my chain of command.	☐	☐

Leader Development Summary

❖ If you had to deploy tomorrow, how would you rate your unit's readiness? ☐ Ready ☐ Almost Ready ☐ Not Ready
Explain your rating:

❖ How has your understanding of your unit's mission and commander's intent developed during this training rotation?

❖ Considering how you've assessed yourself/your unit on this assessment, identify your potential blind spots.

❖ Have you received leader development opportunities during your training rotation so far? ☐ Yes ☐ No

DO NOT COLLECT THESE ASSESSMENTS OR AGGREGATE RESULTS

For further information or to comment on this handbook,
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