thelightningpress.com

TLS7
SMARTBOOK

TLS7: The Leader's
SMARTbook, 7th Ed.

FM **7-0**

FM **6-22**

Leadership
& Combat Power

The Human
Advantage

Developing
Leaders

Counseling, Coaching,
Mentoring

Building Teams

Training to
Fight & Win

H2F

LEADERSHIP
&TRAINING

Leadership as a Dynamic of Combat Power

The Lightning Press
Norman M. Wade

thelightningpress.com

TLS7
SMARTBOOK

TLS7: The Leader's SMARTbook, 7th Ed.

LEADERSHIP
&TRAINING

Leadership as a Dynamic of Combat Power

The Lightning Press
Norman M Wade

The Lightning Press

2227 Arrowhead Blvd.
Lakeland, FL 33813
24-hour Voicemail/Fax/Order: 1-800-997-8827
E-mail: SMARTbooks@TheLightningPress.com

www.TheLightningPress.com

(TLS7) The Leader's SMARTbook, 7th Ed.
Leadership as a Dynamic of Combat Power

TLS7 is the seventh edition of The Leader's SMARTbook, completely updated for 2023. TLS7 focuses on leadership as a dynamic of combat power (FM 3-0, 2022), developing leaders, and training, the most important thing the Army does to prepare for operations. Topics and chapters include Army leadership and the profession (ADP 7-0); developing leaders (FM 6-22); counseling, coaching, and mentoring (ATP 6-22.1); Army team building (ATP 6-22.6); training to fight and win (ADP 7-0 / FM 7-0 / FM 7-22); planning & preparation: training guidance, meetings, schedules, briefs; executing training events and exercises, holistic health & fitness (H2F); training evaluations, assessments, and after action reviews.

Copyright © 2023 Norman M. Wade

ISBN: 978-1-935886-95-2

About our cover photo: Chopper Evacuation. Green Berets assigned to 3rd Special Forces Group (Airborne) move to load onto a UH-60 Blackhawk helicopter for extraction during a training event near Nellis Air Force Base, Nev. Aug. 27, 2019. U.S. Special Forces and U.S. Air Force Joint Terminal Attack Controllers conducted a raid and utilized multiple weapon systems ranging from smalls arms weapons to A-10 Thunderbolt II aircraft. (U.S. Army photo by Sgt. Steven Lewis.) Other photos courtesy U.S. Army and the Department of Defense.

Printed and bound in the United States of America.

(TLS7)
Notes to Reader

Leadership as a Dynamic of Combat Power

Combat power is the total means of destructive and disruptive force that a military unit/formation can apply against an enemy at a given time. It is the ability to fight.

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

The **human dimension** encompasses people and the interaction between individuals and groups, how they understand information and events, make decisions, generate will, and act within an operational environment. A **human advantage** occurs when a force holds the initiative in terms of training, morale, perception, and will.

Today's Army demands **trained and ready units with agile, proficient leaders**. Army leaders are the competitive advantage the Army possesses that neither technology nor advanced weaponry and platforms can replace. **Developing leaders** is a complex and complicated undertaking because it is primarily a human endeavor—requiring constant involvement, assessment, and refinement.

The Army relies on **effective teams** to perform tasks, achieve objectives, and accomplish missions. Building and maintaining teams that operate effectively is essential. **Team building** is a continuous process of enabling a group of people to reach their goals and improve their effectiveness through leadership and various exercises, activities, and techniques.

The Army trains to fight and win—it is what we do in order to preserve the peace and to decisively defeat our enemies. We do this through challenging, relevant, and realistic training performed to the highest standards. The Army trains the way it operates. It does this by replicating in training how we expect to fight,closing the gap between operations and training.

To do this, the Army trains by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of unit readiness—**the Army's first priority.**

SMARTbooks - DIME is our DOMAIN!

SMARTbooks: Reference Essentials for the Instruments of National Power (D-I-M-E: Diplomatic, Informational, Military, Economic)! Recognized as a "whole of government" doctrinal reference standard by military, national security and government professionals around the world, SMARTbooks comprise a comprehensive professional library designed with all levels of Soldiers, Sailors, Airmen, Marines and Civilians in mind.

SMARTbooks can be used as quick reference guides during actual operations, as study guides at education and professional development courses, and as lesson plans and checklists in support of training. Visit **www.TheLightningPress.com**!

TLS7: The Leaders' SMARTbook, 7th Ed.
Leadership as a Dynamic of Combat Power

TLS7 is the seventh edition of The Leader's SMARTbook, completely updated for 2023. TLS7 focuses on leadership as a dynamic of combat power (FM 3-0, 2022), developing leaders, and training, the most important thing the Army does to prepare for operations. Topics and chapters include Army leadership and the profession (ADP 7-0); developing leaders (FM 6-22); counseling, coaching, and mentoring (ATP 6-22.1); Army team building (ATP 6-22.6); training to fight and win (ADP 7-0 / FM 7-0 / FM 7-22); planning & preparation: training guidance, meetings, schedules, briefs; executing training events and exercises, holistic health & fitness (H2F); training evaluations, assessments, and after action reviews.

Leadership

FM 6-22
(2022)

ADP 6-22
(w/Chg 1)

ATP 6-22.1

ATP 6-22.6

Combat Power

+

Training

FM 3-0 (2022)
Multidomain
Operations

FM 7-0
(2021)

ADP 7-0
(2019)

FM 7-22 H2F
(2022)

Intro: Leadership as a Dynamic of Combat Power (FM 3-0)

Combat power is the total means of destructive and disruptive force that a military unit/ formation can apply against an enemy at a given time. **It is the ability to fight.**

Leadership is the most essential dynamic of combat power. Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. It is the multiplying and unifying dynamic of combat power, and it represents the qualitative difference between units.

The **human dimension** encompasses people and the interaction between individuals and groups, how they understand information and events, make decisions, generate will, and act within an operational environment. The will to act and fight emerges from the complex interrelationship of culture, emotion, and behavior. A **human advantage** occurs when a force holds the initiative in terms of **training, morale, perception, and will**.

Chap 1: Army Leadership & Profession (ADP 6-22 w/Chg 1)

War is a lethal clash of wills and an inherently human endeavor that requires perseverance, sacrifice, and tenacity. Enduring the physical hardship, danger, and uncertainty of combat requires an **Army that is professionally committed and guided by an ethic** that motivates and guides its forces in the conduct of missions, performance of duty, and all aspects of life. **Leadership** is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. **Leadership as an element of combat power, coupled with information, unifies the warfighting functions.**

Chap 2: Developing Leaders (FM 6-22)

Army leaders are the competitive advantage the Army possesses that neither technology nor advanced weaponry and platforms can replace. **Developing leaders** is a complex and complicated undertaking because it is primarily a human endeavor—requiring constant involvement, assessment, and refinement. Today's Army demands trained and ready units with agile, proficient leaders. Practices include recruiting, accessions, **training (including coaching, teaching, mentoring, fostering and advocating self-development)**, education, assigning, promoting, broadening, and retaining the best leaders, while challenging them over time with greater responsibility, authority, and accountability.

Chap 3: Counseling, Coaching, Mentoring (FM 6-22 / ATP 6-22.1)

Leaders have three principal ways of developing others. They can provide knowledge and feedback through counseling, coaching, and mentoring. **Counseling** is central to leader development. Good counseling focuses on the subordinate's performance and issues with an eye toward tomorrow's plans and solutions. **Coaching** is a development technique used for a skill, task, or specific behaviors. While a mentor or counselor generally has more experience than the person being supported does, coaching relies primarily on teaching and guiding to bring out and enhance the capabilities already present. To help leaders acquire the necessary abilities, the Army relies on a leader development system that compresses and accelerates development of professional expertise, maturity, and conceptual and team-building skills. **Mentoring** is a developmental tool that can effectively support many of these learning objectives.

Chap 4: Team Building (ATP 6-22.6)

The Army relies on effective teams to perform tasks, achieve objectives, and accomplish missions. Building and maintaining teams that operate effectively is essential. **Team building** is a continuous process of enabling a group of people to reach their goals and improve their effectiveness through leadership and various exercises, activities, and techniques.

Chap 5: Training to Fight & Win (FM 7-0 / ADP 7-0)

The Army trains to fight and win. To do this, the Army trains by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of unit readiness—the Army's first priority.

Chap 6: Planning & Preparation (FM 7-0)

Planning in the training management cycle aligns prioritized training tasks with resources over time. The commander plans training one echelon down and ensures training two echelons down is evaluated. Commanders establish the unit's training **battle rhythm** to integrate and synchronize training activities, meetings, briefings, conferences, and reports.

Chap 7: Executing Training (FM 7-0 / FM 7-22 H2F)

Execution is the implementation of the long-range training guidance. It is the deliberate and purposeful accomplishment of each training event's training objectives. Executing increasingly challenging training events to the prescribed standard builds the training proficiency required to achieve designated mission-essential task proficiency levels. It also develops **increasingly capable, confident and lethal Soldiers, leaders, and units**.

Chap 8: Evaluation & Assessment (FM 7-0)

All training is evaluated. Evaluation is the observation of performance measured against standards. The commander relies heavily on evaluation results when **assessing proficiency.** Evaluations can be executed using internal or external assets. The evaluation of training occurs during the execution phase of training events as well as during the planning and preparation phases as leaders continually find ways to improve unit tactics, techniques, and procedures. Additionally, leaders use evaluations as opportunities to coach and mentor subordinates.

(TLS7)
References

The following primary references were used to compile *TLS7: The Leader's SMARTbook*. All references are open-source, public domain, available to the general public, and/or designated as "approved for public release; distribution is unlimited." *TLS7: The Leader's SMARTbook* does not contain classified or sensitive material restricted from public release.

TLS7 is the seventh edition of The Leader's SMARTbook, completely updated for 2023. TLS7 focuses on leadership as a dynamic of combat power (FM 3-0, 2022), developing leaders, and training, the most important thing the Army does to prepare for operations. Topics and chapters include Army leadership and the profession (ADP 7-0); developing leaders (FM 6-22); counseling, coaching, and mentoring (ATP 6-22.1); Army team building (ATP 6-22.6); training to fight and win (ADP 7-0 / FM 7-0 / FM 7-22); planning & preparation: training guidance, meetings, schedules, briefs; executing training events and exercises, holistic health & fitness (H2F); training evaluations, assessments, and after action reviews.

Field Manuals (FMs)

FM 3-0*	Oct 2022	Operations
FM 6-22*	Nov 2022	Developing Leaders
FM 7-0*	Jun 2021	Training
FM 7-22*	Oct 2020	Holistic Health and Fitness (H2F) (INCL C1)

Army Doctrinal Publications (ADPs)

ADP 3-0	Jul 2019	Operations
ADP 5-0	Jul 2019	The Operations Process
ADP 6-0	Jul 2019	Mission Command
ADP 6-22	Nov 2019	Army Leadership and the Profession (INCL C1)
ADP 7-0	Jul 2019	Training

Army Techniques Publications (ATPs)

ATP 6-22.1	Jul 2014	The Counseling Process
ATP 6-22.6	Oct 2015	Army Team Building

Other Publications

CALL 21-14*	Apr 2021	Building Cohesive Teams

* New or updated reference publication since last edition.

(TLS7)
Table of Contents

Intro
Intro: Leadership
(as a Dynamic of Combat Power)

<div style="float:left; border:1px solid; padding:4px;">**Chap 1**</div>

Leadership & the Profession

Chap 2
Developing Leaders

Chap 3

Counseling, Coaching, Mentoring

Chap 4

Building Teams

Training to Fight & Win

Chap 6

Planning Training & Preparation

Chap 7

Executing Training

Chap 8

Training Evaluation & Assessment

Intro: Leadership
(as a Dynamic of Combat Power)

Ref: FM 3-0, Operations (Oct '22).

Combat power *(see pp. 1-2 to 1-3)* is the total means of destructive and disruptive force that a military unit/formation can apply against an enemy at a given time (JP 3-0). It is the ability to fight. The complementary and reinforcing effects that result from synchronized operations yield a powerful blow that overwhelms enemy forces and creates friendly momentum. **Army forces deliver that blow through a combination of five dynamics.** The dynamics of combat power are—

Dynamics of Combat Power

A Leadership

B Firepower

C Information

D Mobility

E Survivability

Warfighting functions
Friendly systems and tasks generate combat power

Combat power
Applied against the enemy

Command and control

Intelligence

Movement and maneuver

Combined arms
Complementary and reinforcing effects

Fires

Protection

Sustainment

Leadership
Information
Survivability
Firepower
Mobility
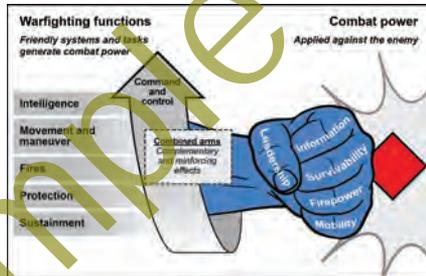
See following pages (0-2 to 0-3).

Leadership is the most essential dynamic of combat power. Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (ADP 6-22). It is the multiplying and unifying dynamic of combat power, and it represents the qualitative difference between units. Leadership drives C2 but is also dependent upon it. The collaboration and shared understanding inherent in the operations process prepare leaders for operations, expand shared understanding, hone leader judgment, and improve the flexibility that leaders apply to the other dynamics of combat power against enemy forces.
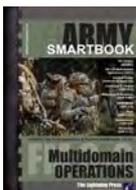
Refer to AODS7: The Army Operations & Doctrine SMARTbook (Multidomain Operations). Completely updated with the 2022 edition of FM 3-0 , AODS7 focuses on Multidomain Operations and features rescoped chapters on generating and applying combat power: command & control (ADP 6-0), movement and maneuver (ADPs 3-90, 3-07, 3-28, 3-05), intelligence (ADP 2-0), fires (ADP 3-19), sustainment (ADP 4-0), & protection (ADP 3-37).

I. Leadership in Operations

The Army's Mission

The Army's primary mission is to organize, train, and equip its forces to conduct prompt and sustained land combat to defeat enemy ground forces and seize, occupy, and defend land areas. It supports four strategic roles for the joint force. Army forces shape operational environments, counter aggression on land during crisis, prevail during large-scale ground combat, and consolidate gains.

Operations

Army forces achieve objectives through the conduct of operations. An operation is a sequence of tactical actions with a common purpose or unifying theme (JP 1, Vol 1). Operations vary in many ways. They occur in all kinds of physical environments, including urban, subterranean, desert, jungle, mountain, maritime, and arctic. Operations vary in scale of forces involved and duration. Operations change factors in the physical, information, and human dimensions of an operational environment.

Operational Categories

Army forces meet a diverse array of challenges and contribute to national objectives across a wide range of operational categories, including large-scale combat operations, limited contingency operations, crisis response, and support to security cooperation.

A. The Nature of Operations *(BSS7, pp. 1-2.)*

Military operations are human endeavors—a contest of wills characterized by violence and continuous adaptation among all participants. During operations, Army forces face thinking and adaptive enemies, differing agendas of various actors, and changing perceptions of civilians in an operational area. As friendly forces try to impose their will on enemy forces, enemy forces resist and seek to impose their will on friendly forces. A similar dynamic occurs among civilian groups whose own desires influence and are influenced by military operations. Appreciating these relationships among opposing human wills is essential to understanding the fundamental nature of operations.

Military operations are also inherently dynamic and uncertain. The complexity of friendly and enemy organizations, unique combinations of terrain and weather, and the dynamic interactions among all participants create uncertainty. Chance and friction further increase the potential for chaos and uncertainty during operations. Chance pertains to unexpected events or changes beyond the control of friendly forces, while friction describes the obstacles that make the execution of even simple tasks difficult. Both are always present for all sides during combat.

The scale, scope, tempo, and lethality of large-scale combat operations add to the dynamic and uncertain nature of war, making precise cause-and-effect determinations difficult or delayed. For example, the commander and staff may be uncertain about the exact location and strength of an enemy force. Even if the staff feels confident about the enemy's location and strength, the commander still questions what to infer from those facts—the enemy's intentions, for example. Even if the commander makes a reasonable inference, the many options available to the enemy make predicting the enemy's exact behavior difficult. Given the nature of operations, the object of planning is not to eliminate uncertainty but to develop a framework for action in the middle of it. Leaders who understand the dynamic and uncertain nature of operations are better prepared to develop effective and ethically reasoned plans than those who do not.

B. Multidomain Operations

Ref: FM 3-0, Operations (Oct '22), pp. 1-2 to 1-3 and 3-1 to 3-2.

The Army's operational concept is multidomain operations. Multidomain operations are how Army forces contribute to and operate as part of the joint force. Army forces, enabled by joint capabilities provide the lethal and resilient landpower necessary to defeat threat standoff approaches and achieve joint force objectives.

> **Multidomain operations** are the **combined arms** employment of **joint and Army** capabilities to create and exploit **relative advantages** that achieve objectives, defeat enemy forces, and consolidate gains on behalf of joint force commanders. *(See AODS7, pp. 1-2 to 1-3 and 1-37 to 1-62.)*

During operations, small advantages can have significant impacts on the outcome of the mission, particularly when they accrue over time. Creating and exploiting relative advantages are therefore necessary for all operations, and they become even more critical when opposing sides are evenly matched. A relative advantage is a location or condition, in any domain, relative to an adversary or enemy that provides an opportunity towards or achieve an objective. Commanders seek and create relative advantages to exploit through action, and they continually assess to identify ways to expand opportunities.

Army leaders are accustomed to creating and exploiting relative advantages through the combined-arms approach that traditionally focuses on capabilities from the land, air, and maritime domains. The proliferation of space and cyberspace capabilities further requires leaders who understand the advantages those capabilities create in their operational environment. The ability to integrate and synchronize space and cyberspace capabilities at the most effective tactical echelon expands options for creating advantages to exploit.

Multidomain operations fracture the coherence of threat operational approaches by destroying, dislocating, isolating, and disintegrating their interdependent systems and formations, and exploiting the opportunities these disruptions provide to defeat enemy forces in detail. Army forces therefore require timely, accurate, relevant, and predictive intelligence to understand threat characteristics, capabilities, objectives, and courses of action. Intelligence initially drives what combinations of defeat mechanisms commanders pursue as they employ the capabilities of their forces in space and time against enemy forces. Army forces combine maneuver and targeting methods to defeat enemy formations and systems. Army forces employ maneuver to close with and destroy enemy formations in close operations. Targeting generally sets priorities for information collection, fires, and other key capabilities to disintegrate enemy networks and systems. Leaders execute the targeting process to create advantages that enable freedom of maneuver and exploit the positional advantages created by maneuver.

Because uncertainty, degraded communications, and fleeting windows of opportunity characterize operational environments during combat, multidomain operations require disciplined initiative cultivated through a mission command culture. Leaders must have a bias for action and accept that some level of uncertainty is always present. Commanders who empower leaders to make rapid decisions and to accept risk within the commander's intent enable formations to adapt rapidly while maintaining unity of effort.

Refer to AODS7: The Army Operations & Doctrine SMARTbook (Multidomain Operations). Completely updated with the 2022 edition of FM 3-0 , AODS7 focuses on Multidomain Operations and features rescoped chapters on generating and applying combat power: command & control (ADP 6-0), movement and maneuver (ADPs 3-90, 3-07, 3-28, 3-05), intelligence (ADP 2-0), fires (ADP 3-19), sustainment (ADP 4-0), & protection (ADP 3-37).

II. The Human Dimension *(AODS7, pp. 1-20 to 1-21.)*

Ref: FM 3-0, Operations (Oct '22), pp. 1-21 to 1-23.

For Army forces, an operational environment includes portions of the land, maritime, air, space, and cyberspace domains. Understanding the **physical, information, and human dimensions** of each domain helps commanders and staffs assess and anticipate the impacts of their operations.

Operations reflect the reality that war is an act of force (in the physical dimension) to compel (in the information dimension) the decision making and behavior of enemy forces (in the human dimension). Actions in one dimension influence factors in the other dimensions.

Dimensions

- **Physical Dimension**
- **Information Dimension**
- **Human Dimension**

The **physical dimension** is the material characteristics and capabilities, both natural and manufactured, within an operational environment. While war is a human endeavor, it occurs in a material environment, and it is conducted with physical things. Each of the domains is inherently physical. Terrain, weather, military formations, electromagnetic radiation, weapons systems and their ranges, and many of the things that support or sustain forces are part of the physical dimension. Activities or conditions in the physical dimension create effects in the human and information dimensions.

The **information dimension** *(AODS7, pp. 2-13 to 2-18)* is the content, data, and processes that individuals, groups, and information systems use to communicate. Information systems include the technical processes and analytics used to exchange information. The information dimension contains the information itself, including text and images. It also includes the flow or communication pathways of information. Information exchange may be in the form of electromagnetic transmission, print, or speech. The information dimension connects humans to the physical world.

Human Advantage

The human dimension encompasses people and the interaction between individuals and groups, how they understand information and events, make decisions, generate will, and act within an operational environment. The will to act and fight emerges from the complex interrelationship of culture, emotion, and behavior. Influencing these factors—by affecting attitudes, beliefs, motivations, and perceptions—underpins the achievement of military objectives.

Commanders and staffs identify relevant actors and anticipate their behavior. Actors are individuals, groups, networks, and populations. Relevant actors are actors who, through their behavior, could substantially impact campaigns, operations, or tactical actions. From this understanding, commanders develop ways to influence relevant actor behavior, decision making, and will through physical and informational means.

A **human advantage** occurs when a force holds the initiative in terms of **training, morale, perception, and will.** Human advantages enable friendly morale and will, degrade enemy morale and will, and influence popular support. Examples of human advantages include leader and Soldier competence, morale of troops, and the health and physical fitness of the force. Forces with a cultural affinity to the population in which they operate are also a form of a human advantage. For Army forces, the mission command approach to C2 is a significant human advantage that enhances the friendly decision cycle.

A. Human Advantages during COMPETITION *(AODS7, pp. 1-63.)*

The institutional depth and professionalism of U.S. Army personnel contribute to the morale and will of partner security forces as Army forces interact across all ranks and echelons. Army formations serve as a professional force operating under the rule of law as guests in a specific region to facilitate the accomplishment of mutual military training goals. This can be a powerful advantage over adversaries who seek to extract concessions, including financial and informational gains, from other countries or groups. This bond of trust forms the foundation of the U.S. alliance system, and it is the primary means to ensure the security of the United States and its partners. Examples of activities that help achieve human advantages include—

- Training U.S. and partner nation forces in multinational exercises at combat training centers.
- Routine interaction with allies and other unified action partners that builds and maintains human, technical, and procedural interoperability through agreed-to standards.
- Hosting international officers at U.S. professional military education programs and sending U.S. officers to international military schools.
- Sustained presence by theater-aligned advisor teams that builds relationships and promotes interoperability over time.

B. Human Advantages during CRISIS *(AODS7, pp. 1-77.)*

While enduring relationships with alliance and coalition partners may be in place at the theater strategic level as a crisis develops, at the operational and tactical levels it is likely that units have less experience operating with one another. Forces deploying into a theater may have experience working with the security forces of partner nations if they were regionally aligned or worked together in a professional military education or training setting, but most will not have such experience. This requires leaders who have worked with joint and multinational partners to focus their staffs on the most critical interoperability tasks necessary for effective coalition operations. It also requires awareness of the difficulty in fully understanding situations when dealing with other cultures. Employing the liaison networks built by the theater army during competition will enable simultaneous in-theater training exercises with the deployment of Army forces. This facilitates early shared understanding, helping leaders and subordinate units integrate with allied and partner forces in the most expeditious and efficient manner possible while also signaling determination to adversaries. Demonstrated readiness for combat operations and interoperability among U.S., allied, and partner forces helps to upset adversary risk calculations and deter further aggression.

C. Human Advantages during ARMED CONFLICT *(AODS7, pp. 1-87.)*

Because war is a clash between opposing human wills, the human dimension is central to war. Army formations are principally designed to achieve objectives through the threat or employment of lethal force, which has a psychological effect. Understanding an enemy force's tolerance for casualties and the political and social will to endure them is important to understanding the level of effort required to prevail against enemy forces in large-scale combat operations. Leaders do everything possible in the physical and information dimensions to reduce the enemy's will to fight. During armed conflict, human advantages include—

- Political and national will that supports strategic objectives.
- Experienced, well-trained formations.
- Leadership well versed in the mission command approach to C2.
- Adherence to the law of war.
- Unit cohesion and Soldiers with the mental and physical stamina for combat.
- Interoperability and mutual trust between allies and host-nation partners.

Commander Presence on the Battlefield

Ref: FM 3-0, Operations (Oct '22), pp. 8-2 to 8-4.

Commanders provide leadership in combat to inspire their Soldiers, especially in challenging situations. Command presence is the influence commanders have on those around them, through their physical presence, communications, demeanor, and personal example. Commanders establish command presence through personal interaction with subordinates, either physically or virtually through C2 systems, and demonstrating their character, competence, dignity, strength of conviction, and empathy prior to and throughout operations.

Commanders go where they can best influence operations, assess units, and improve unity of effort. Where commanders place themselves on the battlefield is one of the most important decisions they can make. Commanding forward allows commanders to effectively assess and manage the effects of operations on their formations through face-to-face interactions. It allows them to gather information about actual combat conditions, but it must be balanced against the requirement to be where the best overall situational awareness can be maintained for the entire formation. As far as operational conditions allow, leadership should be exercised up front at critical times and places without interfering with subordinate leader prerogatives, becoming unreachable by other elements of the unit, or making it simpler for the enemy to target multiple echelons of leadership in one place.

At the battalion level and below, commanders lead by personal example, acquire much information themselves, and communicate face to face with those they direct. Typically, they position themselves well forward to influence the main effort during different phases of an operation. However, even at these levels, commanders cannot provide direct leadership for their whole unit given the challenges of maintaining continuous communications when units are dispersed or in contested electromagnetic environments.

At higher levels, echeloned command posts are central to effective C2. During operations, commanders must assess the situation up front as often as possible without being disruptive to the focus of subordinate commanders. They deliberately plan and organize their C2 approach to mitigate their loss of broad situational understanding during battlefield circulation by the development of subordinate commanders, and staff officers empowered to make decisions on the commander's behalf to exploit opportunities and respond to changing circumstances without needing to ask permission.

Commanders convey importance and focus the efforts of the command by how they communicate, regardless of where they are physically located. A calm and authoritative tone of voice generates a sense of presence, as does a crisp and efficient manner of providing guidance; both require practice to master. No matter their location, effective commanders encourage their troops, sense their morale, and inspire through personal example.

Imperative: Understand and Manage the Effects of Operations on Units and Soldiers

Continuous operations rapidly degrade the performance of people and the equipment they employ, particularly during combat. In battle, Soldiers and units are more likely to fail catastrophically than gradually. Commanders and staffs must be alert to small indicators of fatigue, fear, indiscipline, and reduced morale, and they must take measures to deal with these before their cumulative effects drive a unit to the threshold of collapse. Staffs and commanders at higher echelons must take into account the impact of prolonged combat on subordinate units, which causes efficiency to drop, even when physical losses are not great.

(See AODS7, pp. 1-44 to 1-45 for a listing of all imperatives.)

Chap 1

Leadership & the Profession

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 1.

For more than 240 years, the United States Army has protected the people and interests of the Nation. The Army is not alone. The Marines Corps, Navy, Air Force, Coast Guard, government agencies, and local law enforcement and firefighters all perform similar services to the Nation and its communities. All volunteered. In many cases, they choose to place themselves in harm's way based on a conviction that personal service makes a difference. Leading Soldiers requires an understanding of the Army profession and ethic that are the basis for a shared professional identity and underpin all leader decisions and actions. To inspire Soldiers to risk their lives requires professional leaders capable of providing purpose, direction, and motivation.

The Army Profession and Ethic

War is a lethal clash of wills and an inherently human endeavor that requires perseverance, sacrifice, and tenacity. The United States Army's primary reason for existence is to deploy, fight,and win the Nation's wars by providing ready, prompt, and sustained land dominance by Army forces across the range of military operations as part of the joint force. Enduring the physical hardship, danger, and uncertainty of combat requires an Army that is professionally committed and guided by an ethic that motivates and guides its forces in the conduct of missions, performance of duty, and all aspects of life.

Providing the purpose, direction, and motivation required to inspire others to risk their lives to accomplish missions requires leaders committed to their profession and ethic. To prepare Army leaders to fulfill their responsibilities, the Army profession develops Soldiers and Army civilians who demonstrate character, competence, and commitment through career-long training, education, and experience.

See pp. 1-6 to 1-7 for an overview and further discussion of the Army profession.
See pp. 1-8 to 1-9 for an overview and further discussion of the Army ethic.

I. Army Leadership

The Army experience over more than two centuries is that most people have leadership potential and can learn to be effective leaders. The ability to influence others is a central component of leadership. As a result, leader development has long been an Army priority. This development begins with education, training, and experience, and requires understanding about what Army leaders do and why

See chap. 2, Developing Leaders, for further discussion from FM 6-22

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. Leadership as an element of combat power, coupled with information, unifies the warfighting functions (movement and maneuver, intelligence, fires, sustainment, protection and command and control). Leadership focuses and synchronizes organizations. Leaders inspire people to become energized and motivated to achieve desired outcomes. An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

Influencing

Influencing is persuading people do what is necessary. Influencing entails more than simply passing along orders. Through words and personal example, leaders inspire purpose, provide direction, and when required motivation.

Purpose

Leaders provide clear purpose for their subordinates. Purpose gives subordinates a reason to achieve a desired outcome. Leaders convey purpose through direct means such as requests, directives, or orders. Leaders inspire subordinates to do their best by instilling a higher purpose that rises above self-interest. They explain why something should or must be done and provide context whenever possible. Subordinates who understand why they are doing something difficult and discern the higher purpose are more likely to do the right thing when leaders are not present to direct their every action.

Direction

Direction is telling others what to do. Providing effective direction requires that leaders communicate the desired end state for the direction they provide. To accomplish a mission, leaders prioritize tasks, assign responsibility, supervise, and ensure subordinates perform to standard. They ensure subordinates clearly understand their guidance, while allowing subordinates the opportunity to demonstrate initiative within the overall commander's intent. Providing clear direction allows subordinate initiative to adapt their tasks within the commander's intent when circumstances change.

The Army requires leaders who provide direction and subordinates who can execute without the need for continuous guidance. The Army needs leaders who understand, train, and employ mission command during the course of their duties. Mission command is the Army's approach to command and control that empowers subordinate decision making and decentralized execution appropriate to the situation (ADP 6-0). Mission command recognizes that no single person in an organization or unit can make every important decision at every critical moment, nor can a single person keep up with the number of simultaneous decisions organizations require during combat or other time-constrained environments.

Motivation

Motivation is the will and initiative to do what is necessary to accomplish a mission. While motivation comes from within, others' actions and words affect it. A leader's role in motivation is at times to understand others' needs and desires, to align and elevate individual desires into team goals, and to inspire others to accomplish those larger goals, even if it means risking their lives. At other times, such as time-constrained or dangerous situations, the leader gets subordinates to do things quickly and explain the reasons why later.

Indirect approaches to motivation can be as successful as direct approaches. Setting a personal example can sustain the drive in others. This becomes apparent when leaders share hardship and risk with subordinates. Leaders who personally share hardship and risk demonstrate to subordinates that they are invested in the outcome and willing and able to do what they ask subordinates to do. Indirect approaches such as these build confidence about the judgment, commitment, and attitude of the leader.

How leaders motivate others matters. There are practices that are always positive, while others are good or bad depending on the context of the situation. There are those who can inspire others to act because they respect the leader's judgment, respect that the leader earned. Earning this type of personal respect takes time, so leaders may need to motivate others initially based upon the authorities and respect inherent in their duty position. In either case, leaders should be judicious about using pressure or threat of punishment when motivating others, because doing so too often or when unnecessary breeds resentment and low morale. Aspiring leaders observe many different methods others use to motivate subordinates, and should remember and practice those that were most effective while avoiding those that negatively affected an organization.

II. Leadership Requirements Model

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 1-15 to 1-16.

The leadership requirements model is grounded in historical experience and determinations of what works best for the Army. Army research supports the model's completeness and validity. The model identifies core competencies and attributes applicable to all types and echelons of Army organizations. The model conveys expectations and establishes the capabilities needed of all Army leaders regardless of rank, grade, uniform, or attire. Collectively, the leadership requirements model is a significant contributor to individual and unit readiness and effectiveness.

As a common leadership model for the Army, the leadership requirements model aligns expectations with leader development activities and personnel management practices and systems. Understanding the expectations and applying the attributes and competencies prepares leaders for the situations they are most likely to encounter. The model informs leaders of the enduring capabilities needed regardless of echelon, mission, or assignment. All model components are interrelated and relate to the Department of Defense (DOD) civilian leader development framework found in DODI 1430.16.

Ref: ADP 6-22 (w/C1), Figure 1-3. The Army leadership requirements model.

The model's components center on what a leader is (attributes—BE and KNOW) and what a leader does (competencies—DO). A leader's character, presence, and intellect enable them to apply the core leader competencies and enhance their proficiency. Leaders who gain expertise through operational assignments, institutional learning, and self-development will be versatile enough to adapt to most situations and grow into greater responsibilities. Figure 1-3 illustrates the framework.

A major distinction between the attributes and competencies of the leadership require-ments model is that competencies are skills that can be trained and developed while attributes encompass enduring personal characteristics, which are molded through experi-ence over time. A Soldier can be trained to be an effective machine gunner, but may not necessarily be a brave machine gunner without additional experience. Every educational, operational, and self-development event is an opportunity for observation, feedback, and reflection.

Core Leader Attributes *(See pp. 1-17 to 1-26.)*

Attributes are characteristics internal to a leader. These affect how an individual behaves, thinks, and learns within certain conditions. Strong character, solid presence, and keen intellect enable individuals to perform the core leader competencies with greater effect. The three categories of core attributes are—

- **Character**: the moral and ethical qualities of the leader.
- **Presence**: characteristics open to display by the leader and open to viewing by others.
- **Intellect**: the mental and social abilities the leader applies while leading.

See pp. 1-17 to 1-26 for further discussion of core leader attributes.

Core Leader Competencies *(See pp. 1-27 to 1-28.)*

The core leader competencies are actions that the Army expects leaders to do: lead, develop, and achieve. Competencies provide an enduring, clear, and consistent way of conveying expectations for Army leaders. The core competencies are universal for all Army leaders. The core competency categories are—

- **Leads**: provides purpose, direction, and motivation; builds trust; provides an example; communicates.
- **Develops**: develops themselves, creates a positive climate, develops subordi-nates, and stewards the profession.
- **Achieves**: executes, adjusts, and gets results to accomplish tasks and missions on time and to standard.

Core leader competencies are covered in further detail on the following pages: leads (pp. 1-29 to 1-40), develops (pp. 1-41 to 1-48), and achieves (pp. 1-49 to 1-50).

Core Leader Attributes

Character	Presence	Intellect
• Army values • Empathy • Warrior ethos and Service ethos • Discipline • Humility	• Military and professional bearing • Fitness • Confidence • Resilience	• Mental agility • Sound judgement • Innovation • Interpersonal tact • Expertise

Leads	Develops	Achieves
• Leads others • Builds trust • Extends influence beyond the chain of command • Leads by example • Communicates	• Prepares self • Creates a positive environment • Develops others • Stewards the profession	• Gets results

Core Leader Competencies

III. Dynamics of Leadership

The most effective leaders adapt their approach to the mission, the organization, and the situation. A division commander addressing brigade commanders before conducting large-scale combat operations leads and communicates differently than a drill sergeant training new recruits in basic training. Constant change affects peacetime and combat operations. Personnel change out. Timelines move. Anticipated resources do not materialize. Adversaries do what was least expected. Weather keeps CAS assets grounded. Commanders, leaders, and staffs plan for possible changes and continually monitor progress to engage as needed. Leaders account for the important factors affecting the dynamics of leadership. Three consistent factors are—

• The leader.

• The led.

• The situation.

A. The Leader

An Army leader influences others to accomplish missions. A leader has the opportunity to lead when assigned responsibility, assuming a role, or being an informal leader within a team. Leaders motivate people both inside and outside the chain of command toward action or to change their thinking when appropriate. Formally or informally, regardless of position or rank, all Army members can find themselves in situations to lead and influence others. Leaders who adapt their actions based on the dynamics of a situation achieve the best possible outcomes. Leaders take into account the level of their experience or skill, and their authority.

Everyone has an identity or a way they see themselves. Leaders internalize the roles, responsibilities, and actions that they understand of a leader to be, know, and do. Leaders who are unsure of themselves filling the role of a leader will be limited until they have confidence. Without a clear leader identity, others will question the type of leader they are, what they stand for, and the way they conduct themselves. What a leader believes about their role as a leader serves as a constant guide to behave as a leader of good character. Practice identifying as a leader—doing the right things in the right way—becomes habitual and helps junior personnel along the path to becoming seasoned, effective leaders.

Self-awareness is fundamental to understanding one's abilities. Leaders should know their strengths and weaknesses: 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 attributes and 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. Being self-aware means seeing one's self as viewed by others and understanding the levels of influence one is likely to have with followers. For instance, a newly assigned company commander understands that participating with Soldiers on a 12-mile ruck-march builds subordinates' respect for the leader and builds the leader's credibility with them. Awareness allows one to adjust one's leadership actions in the moment and know what areas to improve for the future.

Leaders have different responsibilities and authorities that can vary with duty positions and missions. Authority to lead is either formally derived from rank or position or is informal, such as when influencing peers or coalition partners. Formal authority allows use of commitment and compliance through the methods of influence. Informal authority primarily relies on obtaining commitment from others.

Formal Leadership

Formal leadership authority is granted to individuals by virtue of assignment to positions of responsibility, according to their rank and experience. The Uniform

V. Levels of Leadership

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 1-22 to 1-23.

The Army acknowledges three levels of leadership—

- Direct.
- Organizational.
- Strategic.

The leader attributes and competencies apply across all leadership levels. The concept of subordination helps members understand the expectations the Army has for them across a career. Foundations include understanding oaths, dignity and respect for all people, the Army Values, leadership, command, authority, Army operations, military discipline, and similar basics (see figure 1-5). Leaders gain a firmer understanding of the enduring requirements and add specialized knowledge as they move through the levels.
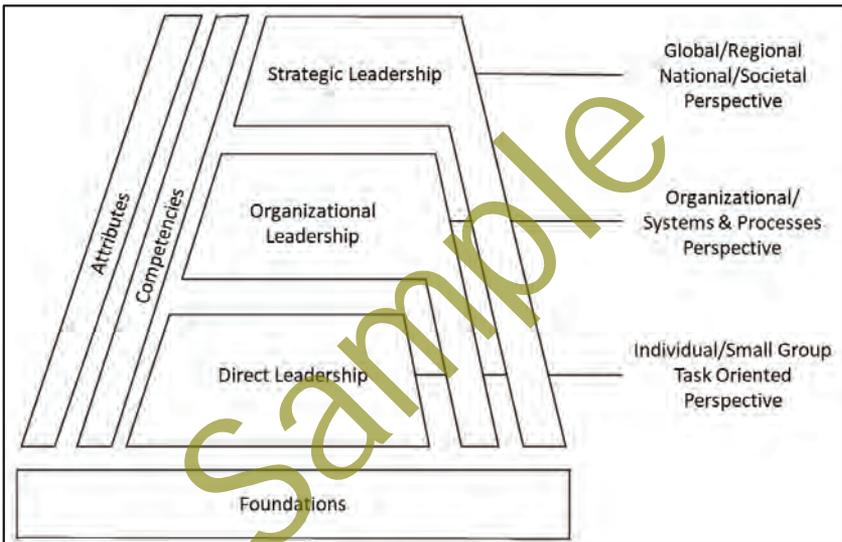
Ref: ADP 6-22 (w/C1), Figure 1-5. Army leadership levels.

Factors determining a leadership level include the leader's relationship to a subordinate, number of subordinates, scope of responsibility, and time horizons of missions. Regardless of which level they serve in, a leader is always a direct leader. Direct leaders are task oriented. Organizational leaders are both task and mission oriented and lead through subordinate leaders. Army organizations execute missions and tasks. Strategic leaders apply a global, regional, national, and societal perspective to the organizations they lead. Organizational and strategic leaders lead through others. Rank does not generally determine the difference between organizational and strategic leaders, positions do. The Sergeant Major of the Army is a sergeant major. A battalion sergeant major is also a sergeant major. While there are significant differences in seniority and responsibilities, they are both sergeant majors. Junior leaders and some DA Civilians serve at the direct leadership level. NCOs and officers that direct other leaders to accomplish tasks are organizational leaders. Generally, senior grade and general officers and equivalent senior executive service DA Civilians and their sergeants major serve at the organizational or strategic leadership levels.

A. Direct Leadership

Direct leadership is face-to-face or first-line leadership that generally occurs in organizations where subordinates see their leaders all the time such as teams, squads, sections, platoons, departments, companies, batteries, and troops. The direct leader's span of influence may range from a few to dozens of people. The leader's day-to-day involvement is important for successful unit performance. Direct level leadership covers the same type of functions, such as those performed by an infantry squad or a graves registration unit.

Direct leaders develop others through coaching, counseling, mentoring, and setting the example. For instance, company grade officers and NCOs are close enough to Soldiers to exert direct influence when observing training or interacting with subordinates during other functions.

Direct leaders generally experience more certainty and less complexity than organizational and strategic leaders because of their close physical proximity to their subordinates. They direct actions, assign tasks, teach, coach, encourage, give guidance, and ensure successful completion of tasks or missions. They must be close enough to the action to determine or address problems. Examples of direct leadership tasks are vehicle maintenance, supervision of creating of fighting positions, and performance counseling.

Direct leaders understand the mission of their higher headquarters two levels up and when applicable the tasks assigned one level down. This provides them with the context in which they perform their duties.

B. Organizational Leadership *(See pp. 1-51 to 1-54.)*

Organizational leaders exercise leadership through subordinate leaders responsible for leading the various organizations that make up the larger organization. Organizational leaders establish a climate that supports their subordinate leaders. Subordinate units and organizations do not depend on daily guidance from their higher-level leaders to be successful. Organizational leaders, particularly commanders, are responsible for communicating intent two echelons down and understanding intent two echelons up. Organizational leaders operate within commanders' intent and communicate that intent to subordinates as a means of providing room for subordinate initiative and decreasing the number of decisions they must personally make to keep the organization operating effectively. Organizational leadership includes responsibility over multiple functions, such as leading and synchronizing combined arms operations.

Organizational leaders regularly and personally interact with their subordinates. They make time to verify that reports and briefings match their own perceptions of the organization's progress toward mission accomplishment. Organizational leaders use personal observation and visits by designated personnel to assess how well subordinates understand the commander's intent and to determine if they need to reinforce or reassess the organization's priorities.

C. Strategic Leadership *(See pp. 1-55 to 1-58.)*

Strategic leaders include military and civilian leaders at the major command through DOD levels. Strategic leadership guides and integrates multiple organizational level units that perform a wide range of functions. It influences several thousand to hundreds of thousands of people. These leaders allocate resources, communicate strategic vision, and prepare their commands and the Army itself for future missions. Strategic leaders shape Army culture by ensuring their directives, policies, programs, and systems are ethical, effective, and efficient.

Strategic leaders apply all core leader competencies they acquired as direct and organizational leaders, while further adapting them to the complex realities of their strategic conditions. Strategic leader decisions must consider congressional hearings, Army budgetary constraints, new systems acquisition, civilian programs, research, development, and inter-service cooperation. Every strategic leader decision has the potential of affecting the entire Army.

B. Noncommissioned Officers

Noncommissioned officers are the backbone of the Army and are responsible for maintaining Army standards and discipline. NCOs are critical to training, educating, and developing individuals, crews, and small teams. NCOs are accountable for the care of their Soldiers and setting examples for them.

The Army relies on NCOs capable of conducting daily operations, executing small unit tactical operations, and making commander's intent-driven decisions. Subordinates look to NCOs for solutions, guidance, and inspiration. Soldiers count on NCOs they trust and admire. They expect them to convey information and provide day-to-day guidance to accomplish tactical and technical tasks. All Soldiers look to NCOs to train them to cope, prepare, and perform courageously regardless of the situation.

While preparing Soldiers for missions, NCOs stress fieldcraft and physical and mental rigor. NCOs understand that improved warfighting technology will not reduce the need for mentally and physically fit Soldiers. Soldiers will continue to carry heavy loads, and engage enemy forces in close combat. Tactical success relates directly to the Soldiers' level of tactical and technical training, as well as their fitness and resiliency. Soldier care includes preparing them for future challenges and adversity.

NCOs are trainers, mentors, communicators, and advisors. NCOs advise and assist in the development of officers by sharing their experience and professional judgment. They form professional and personal bonds with officers based on mutual trust and common goals. Commanders at all levels have senior enlisted advisors who provide advice and serve as an important source of knowledge about enlisted matters, as well as experts about tactical and technical questions. At the highest level, the Sergeant Major of the Army is the Army Chief of Staff's personal advisor who recommends policy to support Soldiers throughout the Army.

C. Department of the Army Civilians

Department of the Army Civilians are professionals committed to serving the Nation as an integral part of the Army team. They provide mission-essential capability, stability, and continuity to support Soldiers. DA Civilians are committed to honorable service in the performance of their duties. The Army Civilian Corps Creed affirms their role as members of the Army team and their special contribution to organizational stability and continuity. Major roles and responsibilities of DA Civilians include—

• Establishing and executing policy.

• Leading Army organizations and managing programs, projects, and systems.

• Operating activities and facilities for Army equipment, support, research, and technical work supporting the Army around the world.

Selection of DA Civilians to a government position depends on their eligibility based on their credentials and expertise. Proficiency derives from previous education and training, prior experiences, and ties to career programs. DA Civilians hold the grade of the position in which they serve and primarily exercise authority based on the position held, not their grade. DA Civilians do not exercise military command, however when designated they may exercise general supervision over an Army installation or activity under the command of a military superior.

Civilian personnel have functional proponents for career fields that ensure provisions exist for career growth and are free to pursue positions and promotions as desired. Personnel policies generally state that DA Civilians should be in positions that do not require military personnel for reasons of law, training, security, discipline, rotation, or combat readiness.

While most DA Civilians historically support military forces at home stations, they also deploy with military forces to provide expertise and support. DA Civilians often remain for long periods within the same organization, providing continuity and stability that the dynamic personnel management system used for the military rarely allows.

I. Leader Attributes
(Character, Presence, Intellect)

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), part 1.

The Army Leader -
A Person of Character, Presence, and Intellect

Part One of ADP 6-22 highlights the critical attribute categories of character, presence, and intellect. All Army leaders use them to reach their full potential from direct leader to strategic leader. The attributes support leadership actions valuable for continued development and effective performance.

Core Leader Attributes

Attributes are characteristics internal to a leader. These affect how an individual behaves, thinks, and learns within certain conditions. Strong character, solid presence, and keen intellect enable individuals to perform the core leader competencies with greater effect.

Leader Attributes

The Army Leader - A Person of Character, Presence, and Intellect:

Attributes

Character	Presence	Intellect
• Army values	• Military and professional bearing	• Mental agility
• Empathy	• Fitness	• Sound judgement
• Warrior ethos and Service ethos	• Confidence	• Innovation
• Discipline	• Resilience	• Interpersonal tact
• Humility		• Expertise

The three categories of core attributes are—

Character *(See pp. 1-18 to 1-19.)*

Character: the moral and ethical qualities of the leader.

Presence *(See pp. 1-22 to 1-23.)*

Presence: characteristics open to display by the leader and open to viewing by others.

Intellect *(See pp. 1-24 to 1-25.)*

Intellect: the mental and social abilities the leader applies while leading.

I. Character

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap 2.

Character consists of the moral and ethical qualities of an individual revealed through their decisions and actions. Leaders must consistently demonstrate good character and inspire others to do the same. The close teamwork demanded to execute military missions at all levels requires that everyone in the Army share certain desirable character attributes. Character attributes that are of special interest to the Army and its leaders are—

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

Ref: ADP 6-22 (w/C1), table 2-1. Attributes associated with CHARACTER.

A. Army Values *(See pp. 1-20 to 1-21.)*

Personal values develop over the years from childhood to adulthood. People are free to choose and hold their own values, but upon taking the oath of service, Soldiers and DA Civilians agree to live and act by the Army Values. Army Values consist of the principles, standards, and qualities considered essential for service. The Army Values set expectations for conduct and are fundamental to making the right decision in any situation. Living, teaching, and reinforcing Army Values is an important leader responsibility.

The Army recognizes seven values that all Soldiers and DA Civilians must internalize. Embracing the Army Values is the hallmark of being an Army professional. Doing so represents a pact with teammates and the American people to be trustworthy and accountable. When read in sequence, the first letters of the Army Values form the acronym LDRSHIP.

See following pages (pp. 1-20 to 1-21) for further discussion and overview of Army Values: LDRSHIP.

B. Empathy

Army leaders show empathy when they genuinely relate to another person's situation, motives, or feelings. Empathy does not mean sympathy for another, but a realization that leads to a deeper understanding. Empathy allows the leader to anticipate what others are experiencing and feeling and gives insight to how decisions or actions affect them. Leaders extend empathy to others in both their leader and follower roles. Leaders with a strong tendency for empathy can apply it to understand people at a deeper level. This applies to DA Civilians, Soldiers and their Families, local populations, victims of

natural disasters, and enemy combatants. Empathy enhances cultural understanding and enables an Army leader to better interact with others.

Empathetic leaders are better communicators, help others to understand what is occurring, and inspire others to meet mission objectives. During operations, Army leaders gain empathy when they share hardships to gauge Soldier morale and combat readiness. They recognize the need to provide reasonable comforts and rest periods to maintain morale and accomplish the mission.

C. Warrior Ethos and Service Ethos *(See p. 1-26.)*

The Warrior Ethos, contained within the Soldier's Creed, represents the professional attitudes and beliefs that characterize the American Soldier. It reflects a Soldier's selfless commitment to the Nation, mission, unit, and fellow Soldiers. DA Civilians, while not Soldiers, embody the principles of the Warrior Ethos through a service ethos embedded within the Army Civilian Corps Creed that shapes their conduct with the same commitment.

See p. 1-26 for the Soldier's Creed and the Army Civilian Corps Creed.

D. Discipline

Discipline is essential to character, just as it is to an organization. All leaders must demonstrate self-discipline—the ability to control one's own behavior—to do the harder right over the easier wrong. Doing tasks to the established Army standard without deviation reflects discipline.

Individual discipline supports the unit or an organization. At the unit level, leaders maintain discipline by enforcing standards impartially and consistently. Often this involves attending to mundane details, which may seem less urgent than an organization's key tasks, but are necessary to ensure success. Examples include preventive maintenance checks and services, pre-combat checks and inspections, effective Command Supply Discipline Programs, Organizational Inspection Programs, and training management. When enforcing standards, Soldiers expect their leaders to do so in an impartial, transparent, just, and consistent manner.

E. Humility

Humility in its simplest form is the absence of arrogance. It is a sign of a leader being unselfish, working toward something more important than themselves. A person of high integrity, honesty, and character embodies the qualities of humility. For humility to apply, a leader must first have competence and confidence. A leader with the right level of humility is a willing learner, maintains accurate self-awareness, and seeks out others' input and feedback. Leaders are seen as humble when they are aware of their limitations and abilities and apply that understanding in their leadership.

Humility exists on a continuum. Too little humility represents arrogance or hubris, which may lead to over confidence. Excess humility is problematic because it is interpreted as shyness, meekness, passivity, blind obedience, or timidity. Either extreme signals a lack of self-awareness that undermines followers' trust and confidence in the leader's ability to make good decisions, look out for the unit's welfare, and to achieve success.

It is difficult to judge our own humility. One's humility is largely determined by other people. It is a subjective perception of the leader. Humility is interpreted differently by different genders and cultures. Individuals need to guard against their biases and assess character based on the whole set of Army Values and attributes.

Army Values *(See p. 1-18.)*

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 2-1 to 2-5.

Personal values develop over the years from childhood to adulthood. People are free to choose and hold their own values, but upon taking the oath of service, Soldiers and DA Civilians agree to live and act by the Army Values. Army Values consist of the principles, standards, and qualities considered essential for service. The Army Values set expectations for conduct and are fundamental to making the right decision in any situation. Living, teaching, and reinforcing Army Values is an important leader responsibility.

The Army recognizes seven values that all Soldiers and DA Civilians must internalize. Embracing the Army Values is the hallmark of being an Army professional. Doing so represents a pact with teammates and the American people to be trustworthy and accountable. When read in sequence, the first letters of the Army Values form the acronym LDRSHIP:

Army Values - "LDRSHIP"

L	**Loyalty**
D	**Duty**
R	**Respect**
S	**Selfless service**
H	**Honor**
I	**Integrity**
P	**Personal courage**

Ref: ADP 6-22 (w/C1), Army Profession and Leadership (Nov '19), pp. 2-1 to 2-5.

L - Loyalty: Bear True Faith And Allegiance To The U.S. Constitution, The Army, Your Unit And Other Soldiers

The first order of loyalty is to the Constitution and the ideals upon which it is based. One cannot remain loyal to the Constitution by being loyal to those who violate it. To create strong organizations, superiors, subordinates, and peers must embrace loyalty. One way that individuals demonstrate loyalty is by upholding all of the Army values. With those values as a foundation, loyalty is a two-way exchange: leaders earn loyalty and subordinates expect loyalty in return. Leaders earn subordinates' loyalty by training them well, treating them fairly, and living the Army Values. Subordinates demonstrate loyalty by working hard for their leaders and being as good as they can be at their jobs. Loyalty and trust enable the successful day-to-day operations of all organizations.

D - Duty: Fulfill Your Obligations -- Always Do Your Best

All Soldiers and DA Civilians strive to do their best. Duty extends beyond law, regulation, and orders. Army professionals exercise initiative when they fulfill the purpose, not merely the letter, of received orders. Leaders take responsibility for their actions and those of their subordinates; it is inherent in their duty to the larger organization, the Army, and the Nation. Conscientious leaders and subordinates possess a sense of responsibility to apply their best efforts to accomplish the mission. This guides Soldiers and DA Civilians to do what is right to the best of their ability.

II. Presence

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 3.

Demonstrating presence is more than just showing up and being seen, although both are important. The actions, words, and the manner in which leaders carry themselves should convey confidence, competence, and a positive example for others to emulate. Presence represents who leaders are and what they stand for. Every leader has presence. Unfortunately, some lose the respect and confidence of their subordinates because their presence provides little or no positive effect on others. Part of projecting a positive leadership presence is being comfortable in one's own skin. While leaders should understand that their subordinates are always observing how leaders carry themselves, they should also understand that subordinates can quickly tell the difference between leaders who are trying to portray themselves as something they are not. This often happens when a leader is new to a duty position or lacks experience. Remembering that most subordinates want their leaders to be successful is important. When they sense that their leaders are genuine, honest, and willing to learn by putting themselves into positions where they might risk a little embarrassment learning a new skill, their level of respect for a leader increases. Leaders able to do what they ask others to do, who can 'walk the talk,' generate a positive reputation that contributes to their effective presence around Soldiers.

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

Ref: ADP 6-22 (w/C1), Table 3-1. Attributes associated with PRESENCE

Through their presence, leaders show what they stand for and how they expect others to carry themselves. Leaders who routinely share in hardships and dangers have firsthand knowledge of what they are asking subordinates to do, and show their subordinates that they are not above putting themselves at the same level of risk or discomfort. It assures Soldiers that what they are doing is important. A leader's effectiveness is dramatically enhanced by understanding and developing the following areas:

- **Military and professional bearing**: projecting a commanding presence, a professional image of authority, calmness under pressure, and control over emotions.
- **Fitness**: looking like a fit, professional Soldier, having the strength, and endurance to lead others from the front, and being physically able to do what subordinates are expected to do.
- **Confidence**: projecting self-confidence and certainty in the unit's ability to accomplish the mission, able to retain composure and demonstrate calm through steady control over emotion.
- **Resilience**: demonstrating the psychological and physical capacity to overcome failures, setbacks, and hardship.

A. Military and Professional Bearing

The Army expects all Army members to look and act as professionals. Skillful use of professional bearing—fitness, courtesy, proper military appearance, appropriate civilian attire, and professionally correct behavior in accordance with established Army standards

sets the professional tone with which a unit functions. A professional military demeanor establishes credibility, sets expectations, and reduces organizational ambiguity. Consistent professionalism strengthens mutual respect among members of the team.

B. Fitness

The Army's approach to holistic fitness reduces the risk of unnecessary harm during operations, while training, in garrison, and off duty. Holistic fitness recognizes that individual well-being depends on interdependent areas including physical fitness, resilience, training, individual spirituality (self-identity, beliefs, and life purpose beyond self), social interaction (positive connection with others), and physical, psychological, and behavioral health. Leaders promote policies and practices to maintain total fitness for themselves and their subordinates.

Unit readiness begins with physically fit Soldiers. Operations place physical, mental, and emotional demands upon the individuals conducting them. Physical fitness, while crucial for success in battle, is important for all members of the Army team in all environments. Physically fit people feel more competent and confident, handle stress better, can work longer more effectively, and recover faster from hardship. Physical fitness is the cornerstone of combat readiness.

The physical demands of leadership during repeated deployments or continuous operations can erode how well one thinks and emotional stability, both of which are essential to the effective decision making required for sound leadership. Poor physical fitness multiples the effects of stress, eventually compromising mental and emotional fitness. Operations in difficult terrain, extreme climates, or high altitudes require extensive physical conditioning. Once in the area of operations, leaders must continue efforts to sustain their own fitness and that of their subordinates.

Preparedness for operational missions should be the primary focus of the unit's fitness program. The forward-looking leader develops a balanced fitness program that enables Soldiers to execute the unit's most challenging missions.

It is a leader's duty to stay healthy and fit since the leader's decisions affect the welfare of the entire organization. Fit and healthy leaders motivate and challenge subordinates to become like them. Staying healthy and physically fit enables Soldiers to cope with the psychological effects of extended operations. To maintain peak performance, leaders and Soldiers need exercise, sufficient sleep, nutritional food, and adequate hydration.

Health fitness includes having routine physical exams and keeping immunizations current, as well as practicing dental hygiene, personal grooming, and cleanliness when in the field during training and operations. Health fitness includes avoiding things that can degrade personal health, such as, substance abuse, tobacco use, over-eating, as well as overuse of caffeine, energy drinks, and other stimulants (for

C. Confidence

Confidence is the faith leaders place in their abilities to make decisions and take appropriate action in any situation, no matter how stressful or ambiguous. Confidence grows from professional competence and a realistic appraisal of one's abilities. A leader's confidence is contagious and permeates the entire organization. Confident leaders who help Soldiers control doubt reduce anxiety in a unit. Effective leaders temper confidence with humility—the understanding that no one is perfect, all knowing, or always correct. Humility prevents overconfidence and arrogance.

D. Resilience

Resilience enables leaders and their organizations to endure and ultimately prevail over hardship. Resilience and commitment to accomplish the mission is critical to overcoming adversity. Resilient Soldiers can recover quickly from setbacks, shock, and injuries while maintaining focus on their jobs and the mission. Resilient leaders learn and grow from experiencing difficult situations. Leaders instill resilience and a winning spirit in subordinates through personal example and tough, realistic training.

Chap 1

II. Leader Competencies (Leads, Develops, Achieves)

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), part two.

Competency-based Leadership for Direct Through Strategic Levels

ADP 6-22 Part Two describes the core leader competencies and their application. Army leaders lead others; develop themselves, their subordinates, and organizations; and accomplish assigned and implied missions. The ten competencies of Army leadership apply across leadership levels as core requirements, while subtle changes occur in purpose and activity at each successive level.

Core Leader Competencies

The core leader competencies are actions that the Army expects leaders to do: lead, develop, and achieve. Competencies provide an enduring, clear, and consistent way of conveying expectations for Army leaders. The core competencies are universal for all Army leaders.

Leader Competencies

Leads	Develops	Achieves
• Leads others • Builds trust • Extends influence beyond the chain of command • Leads by example • Communicates	• Prepares self • Creates a positive environment • Develops others • Stewards the profession	• Gets results
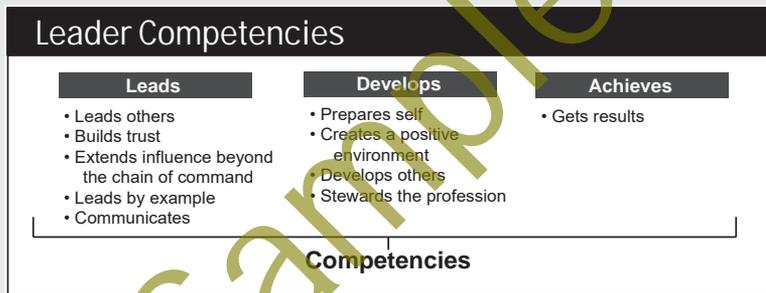
Competencies

The core competency categories are—

Leads *(See pp. 1-29 to 1-40.)*
Leads provides purpose, direction, and motivation; builds trust; provides an example; communicates.

Develops *(See pp. 1-41 to 1-48.)*
Develops themselves, creates a positive climate, develops subordinates, and stewards the profession.

Achieves *((See pp. 1-49 to 1-50.)*
Achieves executes, adjusts, and gets results to accomplish tasks and missions on time and to standard.

Chap 1

(Leader Competencies)
IIa. Leads

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 5.

Leads consists of five competencies. Leads others includes influencing members in the leader's organization. Influence is central to leadership. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or when others may not recognize the leader's authority. Builds trust establishes conditions that lead to mutual confidence among leaders and subordinates. Leader actions and words comprise the competencies of leads by example and communicates. Actions can speak louder than words and leaders who embody standards as role models are generally more effective than those who simply talk about standards. Effective leaders clearly communicate what needs to be done and why.

Leads (Leader Competencies)

A. Leads

I Leads Others

II Builds Trust

III Extends Influence Beyond the Chain of Command

IV Leads by Example

V Communicates

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 5.

I. Leads Others
Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 5-1 to 5-8.

Army leaders draw upon their character, presence, and intellect while leading others. Direct leaders influence others person-to-person, such as a team leader who instructs, encourages hard work, and recognizes achievement. Organizational and strategic leaders guide organizations directly through their subordinate leaders, using both direct and indirect means of influence. A company commander directly leads the platoon leaders, who in turn know what the battalion commander wants done, because the lieutenants understand the commander's intent two levels up. The battalion commander does not communicate to the platoon leaders directly, but rather depends upon the company commanders to lead their organizations according to the commander's intent. Intent links higher and lower echelons.

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

Ref: ADP 6-22 (w/C1), table 5-1.

All Army leaders are followers; each reports to someone higher in the chain of command, ultimately up to the Secretary of the Army who answers to the President. Leaders inspire and guide subordinates to follow; subordinates react to inspiration and follow guidance while performing their duties. Leaders assess and establish rapport with followers, and followers act in good conscience to follow guidance. Whether serving in the role of leader or subordinate, all are honor bound to perform their duties to the best of their abilities.

Context determines when a Soldier or DA Civilian is a leader or follower. A first sergeant receives guidance from the company commander as a follower and then as a leader translates that guidance to the platoon sergeants. As a leader, the first sergeant does not simply parrot the guidance received. The first sergeant translates the guidance into terms that are appropriate for the company NCOs in the context of other information received from the battalion command sergeant major and issues instructions that best meet the commander's intent. The activity of influencing others depends on the followers' knowledge, skills, and commitment level.

Effective leadership depends on the alignment of purpose, direction, and motivation among leaders and subordinates. Working with a shared understanding of the operational picture and higher intent generates the unity of purpose, unity of effort, and consistency essential to maintaining a positive leadership climate. Subordinates who see consistency will sense shared purpose and be less prone to distraction by confusing or conflicting guidance from different leaders. Those who align their decisions and activities with their peers, for example during garrison activities and training, may have greater influence than a leader who does not.

Using Compliance and Commitment

Successful leadership depends upon both the compliance and commitment of those being led. Neither succeeds on its own in most situations; rather, there is a blend of compliance and commitment amongst subordinates in each situation. The best leaders generate a sense of commitment that causes subordinates to go beyond achieving the bare minimum. Compliance to legal and ethical orders, directives, and instructions is always required. Willing and eager agreement is commitment.

Whereas compliance only affects a follower's behavior, commitment reaches deeper—changing attitudes, beliefs, and behavior. Commitment generally produces longer lasting and broader effects that result in subordinates being willing to expend more effort of their own accord, or even put themselves at personal risk, to accomplish the tasks at hand. Once a leader builds commitment among followers, they will likely demonstrate more initiative, personal involvement, and creativity. Commitment grows from an individual's desire to contribute to the organization. Leaders can strengthen commitment by reinforcing followers' identification with the Nation (loyalty), the Army (professionalism), the unit or organization (esprit de corps), the leadership in a unit (respect), and to the mission (duty).

Providing Purpose, Direction, and Motivation *(See Intro.)*

Leaders influence others to achieve some purpose. To be successful at exerting influence, Army leaders have an end or goal in mind. Sometimes the goal will be specific, and at other times, goals are more general, but in both cases, the goal should be valid and meaningful. Leaders should clearly define the 'what' and 'why'.Subordinates should be able to start the mission or task with the end in mind by knowing what success looks like and how they can track their own progress. Motivation increases when subordinates understand how their roles relate to larger and more important outcomes.

Upholding Standards

Standards provide a mark for performance to assess execution of tasks, as well as compliance with established policy and law. Standards are formal, detailed instructions—observable, measurable, and achievable. Standards and discipline are the point of departure for leading Army organizations. Leaders must enforce Army standards, establish appropriate standards congruent with the Army Ethic where no standards currently exist, and ensure that subordinates understand and adhere to the standards.

Balancing Mission and Welfare

Having genuine concern for subordinate health and welfare generates motivation, inspiration, and influence—it is the right thing for leaders to do. Army members will be more willing to go the extra mile for leaders whom they respect, and they are more likely to respect leaders who respect them. Sending Soldiers or DA Civilians into harm's way to accomplish missions is always in tension with the desire to take care of people. Leaders display genuine concern by preparing subordinates through tough realistic training that prepares them for the hazards and dangers of combat.

A commander's primary responsibility is to ensure the readiness, health, morale, welfare, and discipline of the unit. Every leader and follower has a role in supporting that responsibility. Leaders must identify at-risk subordinates and intervene to help them.

Chap 1

(Leader Competencies)
IIb. Develops

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 6.

Military leadership is unique because the armed forces develop and select their own leaders. The responsibilities of Army members change as they assume new leadership positions. To ensure the quality of our leaders and future leaders does not diminish, all Army Soldiers and DA civilians have a responsibility to develop themselves and their subordinates. In Army leadership, there are four competencies in the category of develops that leaders consider while preparing themselves and their subordinates. A leader—

Develops (Leader Competencies)

B. Develops

I	Prepares Self
II	Creates Positive Environment/ Fosters Esprit de Corps
III	Develops Others
IV	Stewards the Profession

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 6.

Leaders develop their own leadership proficiency through deliberate study, feedback, and practice. Fundamentally, leadership develops when an individual desires to improve and invests effort, their superior supports development, and the organizational climate values learning. Learning to be a leader requires knowledge of leadership, experience using this knowledge, and feedback from one's seniors, peers, and subordinates. It also requires opportunities to practice leading others as often as possible. Formal systems such as evaluation reports, academic evaluation reports, and 360 assessments offer learning opportunities, but the individual must embrace the opportunity and internalize the information. The fastest learning occurs when multiple challenging and interesting opportunities to practice leadership with meaningful and honest feedback are present. These elements contribute to self-development, developing others, and setting a climate conducive to learning.

Leader development of others involves recruiting, accessing, developing, assigning, promoting, and retaining the leaders with the potential for levels of greater responsibility. Leaders develop subordinates when they prepare and then challenge them with greater responsibility, authority, and accountability. It is the individual professional responsibility of all leaders to develop their subordinates as leaders.

I. Prepares Self

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), table 6-1, p. 6-4.

Leader preparation begins with self-awareness about one's strengths and limitations, followed by focused self-development. Leaders maintain self-discipline, physical fitness, and mental well-being. They continue to improve their technical, tactical, and leadership expertise. Acquiring the necessary leadership skills to be successful is challenging and critical. In no other profession is the cost of being unprepared to lead so unforgiving in terms of mission failure and loss of life.

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

Ref: ADP 6-22 (w/C1), table 6-1.

Self-development is continuous and begins with the motivated individual, supplemented by a concerted team effort. Part of that team effort is quality feedback from multiple sources, including peers, subordinates, and superiors to establish self-development

III. Develops Others *(See chap. 2.)*

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 6-8 to 6-14.

Army leaders, as stewards of the profession, place the needs of the Army as a whole above organizational or personal needs. They have an obligation to be competent in their jobs and train subordinates to be competent in their jobs. Effective leaders balance the long-term needs of the Army, the near-term and career needs of their subordinates, and the immediate needs of their unit's mission. All Army leaders have a duty to prepare subordinates for responsibilities at the next level.

The Army develops leaders through three complementary domains. The institutional domain includes Army centers and schools that provide functional and professional military education such as Airborne school and the Army Management Staff College. The basic knowledge gleaned in the institutional Army develops further through the operational domain. The operational domain encompasses all activities that allow leaders to learn through experiences. Optimizing leader development in the operational domain requires a deliberate approach to leader progression in the context of training events and operational deployments, where leaders apply what they learned from schools to a wide variety of situations and environments. The self-development domain encompasses what individuals do to pursue personal and professional development goals.

FM 6-22 provides techniques about how to create a leader development program and enhance leader development. See chap. 2.

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

Ref: ADP 6-22 (w/C1), table 6-4.

Empowering Learning

A leader has the responsibility to foster subordinates' learning. Leaders explain the importance of a particular topic or subject by providing context—how it will improve individual and organizational performance. For instance, leaders discuss the significance of effective counseling with subordinates to help them understand its impact in developing future leaders, achieving goals, managing expectations, and improving organizations.

Learning from experience is not always possible—leaders cannot have every experience in training. Taking advantage of what others have learned provides benefits without having the personal experience. Leaders should share their experiences with subordinates through counseling, coaching, and mentoring sessions; for example, combat veterans can share experiences with Soldiers who have not been in combat. Leaders should also take the opportunity to write about their experiences, sharing their insights with others in professional journals or books.

A. Assessing Developmental Needs *(See chap. 2.)*
An important step in developing others is to understand which areas are already strong and which should be stronger. Leaders who know their subordinates understand where to encourage development. Leaders observe new subordinates under different task conditions to identify strengths and weaknesses and to see how quickly they pick up new information and skills.

Leaders continuously assess the developmental needs of their subordinates. They evaluate the competence of their subordinates. They assess whether someone can meet the expectations of a new position. They review the organization's policies, status reports, and recent inspection results for indicators of weak areas. They ask outgoing leaders for an assessment and meet with key people outside the organization. Effective leaders periodically update their in-depth assessments since a thorough assessment enables gradual and systematic changes without causing damaging organizational turmoil.

B. Counseling, Coaching and Mentoring *(See chap. 3.)*
Leaders have three principal roles in developing others. They provide knowledge and feedback through counseling, coaching, and mentoring. Providing feedback is a common element of interacting with others, regardless of developmental role or process. Feedback significantly contributes to development, accelerates learning in day-to-day experiences, and translates into better performance. Providing feedback starts with observation and accurate assessment of performance. Planning to make observations of a subordinate is the first step in feedback. The best observations occur when subordinates engage in critical performance, interact with others, or address a challenging problem. Keeping observation notes is useful when tracking multiple subordinates.

C. Operational Development
Working in real settings—solving real problems with actual team members—provides challenges and conditions where leaders see the significance of leadership and practice their craft. Good leaders encourage subordinates to develop in every aspect of daily activities and should seek to learn every day themselves. The operational domain includes the three factors of leader, led, and situation and provides real tasks with feedback. This combination provides ideal conditions for development. Planning that includes identification and creation of learning opportunities for leaders promotes development. FM 6-22 provides techniques for how to plan and ensure a mindset to develop leaders. Integrating leader development into the organization creates a positive, learning climate, builds an expectation that leader development is a priority, and produces improved individual and unit readiness.

D. Developing Teams *(See chap. 4.)*
A team is any collection of people that functions together to perform a mission or collective task. Teams that work well have an advantage of increasing motivation and accountability among members. Developing close teams takes hard work, patience, and interpersonal skill on the part of the leader (see ATP 6-22.6). Because high-functioning teams complete missions on time with given resources and a minimum of wasted effort, they are a worthwhile investment. In war and peace, cohesive teams, operating with mutual trust, accomplish the missions more effectively than those lacking trust and cohesion.

Chap 1

III. Organizational Leadership

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), chap. 9.

Army leaders consistently prepare themselves for greater responsibilities while mastering core leader competencies. By the time they become organizational and strategic leaders, they should be multi-skilled leaders who can comfortably operate at all levels of leadership inside or outside the Army and apply their vast experiences and knowledge for success across the spectrum of operations. They oversee continuous transformation of the Army and respond to evolving operational environments. They mentor and develop the leadership of the future force.

Organizational Leadership

Leading	Developing	Achieving
• Leads others • Extends influence beyond the chain of command • Leads by example • Communicates	• Creates a positive environment • Prepares self • Develops others	• Providing direction, guidance, & clear priorities • Mastering reources and systems • Understanding/Synchronizing Systems for Combat Power • Assessing to Ensure Mission Success & Org. Improvement

Sample

I. Leading

Whether they fight for key terrain or work to achieve training readiness, organizational leaders must be able to translate complex concepts into understandable plans their subordinates can execute. Organizational leaders develop the plans and synchronize the systems that allow subordinates to turn ideas into action.

Organizational leaders build teams of teams with discipline, cohesion, trust, and proficiency through personal example, using a wide range of knowledge and applying leader competencies. They focus their organizations down to the lowest level on the mission by disseminating a clear intent, sound concepts, and a systematic approach to execution.

Organizational leaders build on direct leader experiences, reflect the Army Values, and instill pride within organizations. Since they lead complex organizations throughout the Army's generating forces and operating forces, organizational leaders often apply elements of direct and organizational leadership simultaneously

A. Leads Others

Organizational leaders have developed a strong background in fundamentals as well as an appreciation for the geopolitical implications of their situation. From their experiences, they have developed the instincts, intuition, and knowledge that form their understanding of the interrelation of the levels of leadership. Their refined skills allow them to understand, integrate, and synchronize the activities of multiple systems and employ resources and systems across a range of challenges.

B. Extends Influence Beyond the Chain of Command

While organizational leaders primarily exert direct influence through their chain of command and staff, they extend influence beyond their chain of command and or-

ganization by other means. These other means include persuasion, empowerment, motivation, negotiation, conflict resolution, bargaining, advocacy, and diplomacy. They often apply such skills when serving as military negotiators, consensus builders, and a direct interface to local populace.

C. Leads by Example

The Army's organizational leaders play a critical part in maintaining focus on fighting the enemy and not the plan. They are at the forefront of adapting to operational environment changes and exploiting emerging opportunities by applying a combination of intuition, analytical problem solving, systems integration, and leadership by example—as close to the action as feasible.

Organizational leaders position themselves with the necessary means to maintain contact with critical elements and headquarters. Proximity to operations provides organizational commanders with the required awareness to apply quick creative thinking in collaboration with subordinate leaders. Proximity facilitates adjustments for deficiencies in planning and shortens reaction time when applying sound tactical and operational solutions to changing realities. Operations require leaders who understand the context of factors affecting the situation, act within that understanding, continually assess and adapt those actions based on the interactions and circumstances of the enemy and conditions, consolidate tactical and operational opportunities into strategic aims, and are able to effectively transition operations.

D. Communicates

Leaders are responsible for ensuring shared understanding. They should share information as much as possible with their organization and subordinates. An open, two-way exchange of information reinforces sharing team values and encourages constructive input.

Communicating openly and clearly with superiors is important for organizational leaders. Understanding the intent, priorities, and thought processes makes anticipating future planning and resourcing priorities easier. Understanding the direction of the higher headquarters reduces course corrections at lower levels, thus minimizing friction and maintaining a stable organizational tempo and climate.

II. Developing

Comparatively, organizational leaders take a long-term approach to developing the entire organization. They prepare their organizations for the next quarter, next year, or five years from now. The responsibility to determine how the Army fights the next war lies with today's Army leaders, especially those at the organizational and strategic levels. Leaders at the organizational level rely more on indirect leadership methods, which can make leading, developing, and achieving more difficult.

A. Creates a Positive Environment

An organization's climate springs from its leader's attitudes, actions, and priorities communicated through choices, policies, and programs. Leaders in organizational leadership positions determine the organizational climate by assessing the organization from the bottom up. An organizational leader can initiate command climate surveys to collect climate input while protecting individual anonymity. Organizational-level leaders ensure company commanders meet requirements for initial and annual climate surveys (see AR 600-20). These leaders should assess subordinate command climate results and supplemental indicators such as instances of misconduct. With a completed assessment, the leader can provide clear guidance and focus (purpose, direction, and motivation) to move the organization toward the desired end state.

Characteristics of successful organizational climates include a clear, widely known purpose; well trained, confident Soldiers and DA Civilians; disciplined, cohesive

I. Developing Leaders

Ref: FM 6-22, Developing Leaders (Nov '22), chap. 1.

There is no more important task for the U.S. Army than developing its people to lead others to defeat any enemy, anywhere. Developing leaders is inherently part of every garrison activity, training event, and real-world operation forces conduct around the world. Each leader–subordinate interaction is a development opportunity. They are inseparable from training, enforcing standards, providing feedback, and setting a personal example.

> **Effective leaders represent the U.S. Army's strategic advantage over its adversaries, and developing leaders ensures the Army maintains that advantage.** The Army develops adaptable leaders capable of accomplishing missions in dynamic, unstable, and complex environments. A robust, holistic, and purposeful leader development program at strategic, organizational, and direct levels is essential to readiness and future success. The Army develops leaders who are agile, adaptive, and innovative through a mix of education, training, and experience. This encourages a leader who acts with boldness and initiative to execute missions according to doctrine and orders. The goal is to develop Army leaders who clearly provide purpose, direction, motivation, and vision to their teams and subordinates while executing missions to support their commander's intent.

Developing leaders is fundamental to our Army. Leader development is the deliberate, continuous, and progressive process—founded in the Army Values—that develops Soldiers and Army Civilians into competent, committed professional leaders of character. Leaders develop through career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains. A key component of leader development is remaining focused on the professionalism of our leaders and those they lead. By developing and promoting a professional force, the Army develops trust on several levels: between Soldiers; between Soldiers and leaders; between Soldiers and Department of the Army (DA) Civilians; between Soldier families and the Army; between the Army and Government; and between the Army and the American people. This is why the Army commits to providing quality education institutions and training along with challenging experiences and opportunities throughout a career to develop effective leaders and ready units.

Setting the proper development expectations of subordinates is critical, so they understand their development is a continuous process encompassing almost everything they do regardless of context. Significant leader development occurs during professional education, unit leader development programs, and counseling sessions. However, Army research shows the most effective developmental experiences occur in the operational domain, during daily interactions with subordinates as they prepare for and execute missions. These interactions create enduring positive results and prepare subordinates for greater levels of responsibility when they integrate with daily operations and allow for shared understanding about standards, desired outcomes, and lessons learned.

Developing leaders and being developed by others requires mutual understanding between leaders and subordinates—both about the work involved in developing others and work needed to become a good leader. The developmental experience can be challenging and requires openness and a willingness to take risks and learn from experiences (both successes and failures). Those who lead and develop other leaders must treat experiences as lessons learned sources.

I. Tenets of Developing Leaders

Tenets of developing leaders are the essential principles that make the Army successful at developing its leaders. The tenets provide a backdrop for the Army's unit training principles *(see chap. 5).* The overarching tenets are—

- Strong commitment by the Army, superiors, and individuals to developing leaders.
- Clear purpose and intention for what, when, and how to develop leadership.
- Supportive relationships and culture of learning.
- Three mutually supportive domains (institutional, operational, and self-development) that enable education, training, and experiences.
- Providing, accepting, and acting on candid assessment and feedback for self-awareness.

The Army prioritizes developing its people beyond a directed responsibility to develop subordinates. AR 600-100 directs Army leaders to develop their subordinates. Leaders must commit to developing others and themselves; Members want to serve in an organization that values camaraderie and teamwork while improving others' capabilities, accountability for implementation follows responsibility.

Development occurs through both formal systems and informal practices. Reception and integration, newcomer training, developmental tasks and assignments, individual and collective training, educational events, transition or succession planning, and broadening are all activities where development occurs and should be encouraged. Development in the three mutually supportive domains (institutional, operational, and self-development) involves experiential learning that is consistent with the principle of train as you fight. Any experience that shapes and improves performance enhances development. Emphasizing any developmental domain at another's expense hinders learning.

Feedback is necessary to guide and gauge development. Formal and informal feedback based on observation and assessment provide information to confirm or increase self-awareness about developmental progress. The Army established performance monitoring, evaluation reports, coaching, growth counseling processes, and self-awareness assessments to engage leaders and individuals. Feedback that goes from leader to led is essential for learning along with other feedback sources to develop leaders. Forming a mentoring or coaching relationship outside unit lines is a means to obtain informal feedback. Another is the feedback leaders obtain though self-assessments, study to improve, and application of knowledge or skills.

Development depends on having clear purpose for why, what, when and how to develop. Good leader development is purposeful and goal oriented. A clearly established purpose enables leaders to guide, assess, and accomplish development. The principles for developing leaders describe goals for what leaders need to be developed to do: lead by example, develop subordinates, create a positive environment for learning, exercise mission command, adaptive performance, critical and creative thinking, and know subordinates and their families. The core leader competencies and attributes identified in ADP 6-22 provide additional detail on what leaders need to be, know, and do.

Developing leaders includes holding subordinates accountable for maintaining Army standards, demonstrating the leadership requirements model competencies and attributes, adhering to Army Values, and accomplishing missions. Leaders must consider each situation and select the best approach to hold subordinates accountable. Sometimes, a private verbal correction is adequate, in others, where time or safety are paramount, a public correction commensurate with the seriousness of the situation is warranted. In others, written counseling provides a reference for future professional development. Setting expectations in a unit about how and why leaders hold subordinates accountable is itself a means of developing leaders. It ensures shared understanding on effective leader requirements and unit standards, ultimately growing better leaders and maintaining positive command climates.

II. Fundamentals of Development

Ref: FM 6-22, Developing Leaders (Nov '22), chap. 2.

The development fundamentals simplify and span the formal leader development activities, such as assessing, counseling, coaching, mentoring, broadening, and team building. The fundamentals are common across formal and informal development activities that may overlap with training goals and serve to reinforce a developmental culture and mindset.

See chap. 3 (Counsel, Coach, Mentor) and chap. 4 (Team Building).

Fundamentals of Developing Leaders

I Setting Conditions

II Providing Feedback

III Enhancing Learning

IV Creating Opportunities
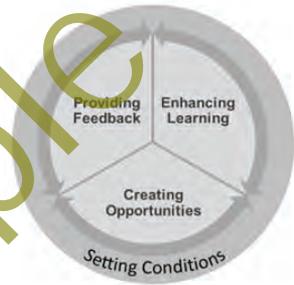
(Fig. 2-1.)

Leadership requires establishing interpersonal relationships based on trust and setting the example for everyone—subordinates, peers, and superiors. In leader development surveys, leaders ranked leading a unit, personal examples, and mentoring as the three most effective ways to develop their leadership skills. Experience is a powerful learning tool; however, learning from experience is not guaranteed. As the tenets for developing leaders convey, learning requires commitment and purpose. Learning occurs after reflecting on experiences. This section covers setting the conditions for development, gathering and providing feedback, reflection and study, and creating opportunities for continued experiential learning.

I. Setting Conditions

Leaders create the conditions for a developmental culture and build a learning environment to allow subordinates to learn from their own experiences and the experiences of those around them. Setting Conditions has two vital components—

• Establishing a learning environment by encouraging and challenging subordinates to take reasonable risks, grow, and develop on their own initiative.

• Gaining knowledge of subordinates' unique skills, abilities, backgrounds, and goals.

A. Establishing a Learning Environment

Leaders set the conditions for development by performing their tasks and missions in ways that inform subordinates throughout the organization that leader development is important.

> *Be receptive to individual input, recommendations, and advice. Good leaders back subordinates trying to do the right thing and learn something new at the same time. Stop those who belittle suggestions to take a different or creative approach. A positive climate encourages a learning environment.*

Being a role model—setting the example—for development is essential. Leaders who model investing in development send the message that leader development is a priority.

Table 2-1 provides elements and questions for consideration to assess an organization (see facing page).

Techniques for Creating Conditions Promoting Development

Subtle actions on the leader's part build trust and communicate the role of trainer and developer. Experienced leaders use several techniques to create a developmental culture:

• A leader should be present to observe enough key activities without overwhelming subordinates. After initial observations, give the observed leader time and space to exercise leadership without being in the spotlight. This helps establish the leader's role as a supportive resource rather than an evaluative note taker. It builds trust, self-confidence, and creativity in the follower.

• As often as possible, leaders should employ an indirect approach. Start by providing observation descriptions along with positive and negative outcomes. Allow the subordinate to understand what is going well and what needs improvement. The opposite of an indirect approach is to micromanage and be overly prescriptive, outlining specifics for completion.

• Give each leader a fresh, objective start. Compare subordinates against objective standards. Avoid subjective comparisons to past leaders or units (including personal experiences). The bottom line is to observe and assess each leader on individual merit. Avoid thinking of the observation process as a means to grade leaders.

> *Mistakes occur in all organizations and operational environments. Leaders foster a learning environment by acknowledging that honest mistakes come with challenging missions. Tell leaders about a risky, challenging mission. Recount the mistakes made in trying to accomplish it. Wrap up the discussion with the lessons learned from the experience.*

Learning Principles

Development is a change process. Applying learning principles throughout development accelerates and improves learning. Table 2-2 presents principles to promote effective, efficient, and appealing learning.

Principles	How each principle works to encourage development
Being task- or problem-centered	Learners are engaged in solving real-world problems. Real situations engage the learner to think and act in ways that are relevant to future outcomes.
Activation	Knowledge the learner already has serves as a foundation for new knowledge.
Demonstration	New knowledge is demonstrated to the learner.
Application	The learner applies new knowledge. Repetition and practice across varying conditions enhances application—interaction with role models and mentors, feedback and reflection, and studying other leaders.
Integration	New knowledge is integrated into the learner's world.

Ref: FM 6-22 (Nov '22), table 2-2. Learning principles.

Assessing an Organization (Learning Environment)

Ref: FM 6-22, Developing Leaders (Nov '22), p. 2-2.

Leaders set the conditions for development by performing their tasks and missions in ways that inform subordinates throughout the organization that leader development is important.

Being a role model—setting the example—for development is essential. Leaders who model investing in development send the message that leader development is a priority.

Table 2-1 provides elements and questions for consideration to assess an organization:

To...	Ask...
Encourage development	Are you actively and directly engaged in developing others?
	Are leaders visibly present and actively engaged in developing others?
	Are leaders inspiring others through genuine concern for their growth?
	Are leaders readily available to provide guidance and answer questions?
	Do leaders designate and protect time for leader development and mentorship?
Encourage learning	Do leaders feel free to ask themselves what went right and wrong in planning and executing an operation? Is there tolerance for discussing mistakes?
	Do others observe you engaged in learning? Do you develop yourself? Are you prepared to meet mission challenges as they arise?
	Do you actively listen to others? Are followers encouraged to provide candid feedback?
	Do you create a positive environment? Do you enjoy being a leader? Does your example motivate subordinates to emulate you?
	Do you develop subordinates? Do you know their strengths, developmental needs, goals, and life activities that extend beyond the workday? Are you serving as a teacher and mentor?
	Do leaders use available resources for development (such as reading lists, assessment programs, leader professional development programs)?
Promote learning from mistakes	When mistakes occur, is the focus on assigning blame or on why the mistakes occurred and how to reduce a reoccurrence? Do you avoid criticizing individuals publicly?
	Do you speak openly about personal leadership mistakes and lessons learned?
Encourage effective decision-making	Are leaders well informed when they make important decisions? Do they consider and understand the relevant consequences for Soldiers, DA Civilians, and the mission?
Encourage innovation through diversity and accepting risks	Are leaders restricted to operating strictly according to standing operating procedures? Do leaders dismiss new ideas in favor of prior practices?
	Do you promote innovation and diversity in teams? Can leaders debate with you, exchange issues, or challenge each other's perspectives?
	Do you create teams with unique and diverse backgrounds to address novel viewpoints, ideas, and different opinions?
Allow for risk taking and encourage exercising disciplined initiative	Do you set boundaries or prioritize areas where subordinates can take risk? Is it clear what is or is not acceptable?
	Are leaders willing to accept challenges in unit performance that come with new ideas?
	Do you show empathy? Do you consider others' situations relating to their challenges?
	How much authority and autonomy can you delegate to your subordinates? How much authority and autonomy can they responsibly delegate to their subordinates?
	How frequently do you need updates to inform decisions? Does the update frequency create the perception of distrust?

Ref: FM 6-22 (Nov '22), table 2-1. Elements and questions to assess an organization

Leader ATTRIBUTES (Performance Indicators)

Ref: FM 6-22, Leader Development (Nov '22), pp. 2-7 to 2-10 (tables 2-3 to 2-5).

Character *(See pp. 1-18 to 1-19.)*

Character is a person's true nature comprised of their morals, virtues, values, conscious and sense of purpose, which make up their core and are the mindset and moral foundation behind actions and decisions. Leaders of character adhere to the Army Values, display empathy, the Warrior Ethos/Service Ethos, humility, and practice good discipline. See table 2-3.

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

Presence *(See pp. 1-22 to 1-23.)*

Presence is the impression a leader conveys to others through their appearance, demeanor, actions, and words. Leaders with presence demonstrate military and professional bearing, fitness, confidence, and resilience. See table 2-4.

STRENGTH	STANDARD	DEVELOPMENTAL NEED
MILITARY AND PROFESSIONAL BEARING		
Models a professional image of authority. Commanding presence energizes others. Exemplifies adherence to standards through appearance, demeanor, actions, and words.	Possesses a commanding presence. Projects a professional image of authority. Demonstrates adherence to standards.	Inconsistently projects a professional image of authority. Allows professional standards to lapse in personal appearance, demeanor, actions, and words.
FITNESS		
Sets a personal example in both the physical and non-physical readiness domains. Strength and endurance support emotional health and conceptual abilities under prolonged stress. Energetic attitude conveys importance of fitness to others and fosters an environment conducive to changing the culture of health and fitness in the Army.	Displays sound health, strength, and endurance that support emotional health and conceptual abilities under prolonged stress. Fitness combines both the physical and non-physical domains of holistic health and fitness that contribute to individual readiness to perform duties well in any environment.	Physical health, strength, or endurance is not sufficient to complete most missions. Fitness level unable to support emotional health and conceptual abilities under prolonged stress due to a lack of readiness in the non-physical domains of holistic health and fitness (nutrition, mental, spiritual, and sleep).

Presence (cont.)...

STRENGTH	STANDARD	DEVELOPMENTAL NEED
CONFIDENCE		
Projects self-confidence and inspires confidence in others. Models composure, an outward calm, and control over emotions in adverse situations. Manages personal stress and supports others experiencing stress.	Displays composure, confidence, and mission-focus under stress. Effectively manages emotions and remains in control of emotions when situations become adverse.	Inconsistently displays composure or a calm presence. Allows a setback to derail motivation. Displays a less than professional image of self or unit.
RESILIENCE		
Quickly recovers from setbacks. Focuses on the mission and objectives during shock, injuries, and stress. Maintains organizational focus despite adversity. Fosters this capacity in their Soldiers through leading by example and by providing tough, realistic training.	Recovers from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.	Slowly recovers from adversity or stress. Inconsistently maintains a mission or organizational focus after a setback.

Intellect *(See pp. 1-24 to 1-25.)*

Intellect is comprised of a leader's brainpower and knowledge that enables them to think creatively and critically to gain situational understanding, make sound judgments, solve problems, and act. Intellect allows leaders to reason analytically, critically, ethically, and with cultural sensitivity. Leaders with high intellect are mentally agile, good at judgment, innovative, tactful around others, and expert in technical, tactical, cultural, geopolitical, and other relevant knowledge areas. See table 2-5.

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

Developing Leaders

III. Enhancing Learning

Setting conditions and providing feedback and advice are two development funda-mentals. Applying practices to enhance learning makes development more effective. Enhancing learning draws on the developmental value from learning opportunities. Learning from experience is enhanced by facilitating what the experience means. Understanding an experience requires interpreting the event to create personal un-derstanding. This process requires observation, feedback, dialogue, and reflection. A leader-subordinate pair, coach, or mentor can use these four steps with a leader, any group, or adapted for an individual learner. This section focuses on how dialogue can bolster the reflection process and understanding. Chapter 3 addresses how an individual uses this learning process. At the individual level, experiential learning is learning while doing. At the organizational level, experiential learning is improving while doing. Experiential learning is consistent with the principle of train as you fight.

Enhancing Learning

A Guided Discovery Learning Techniques

B Coaching

C Counseling

D Mentoring

E Study

See Chap. 3, "Counseling, Coaching, and Mentoring"

Practical approaches to enhance learning include leader role models, mentoring, guided discovery learning, and individual and group study. These practices are not scheduled events but are powerful ways to integrate and promote learning in the day-to-day organizational operations.

Because leaders vary in their skill and experience level, an effective way to learn is directly from unit role models. Positive role models exhibit leadership behaviors that others should emulate.

The 5-Minute Shadow

Bring in a subordinate to observe or participate in an aspect of work that will improve their abilities. To maximize the experience—

- Communicate the situation, decision, or issue.

- Convey the importance of acting appropriately or making the right decision.

- Describe possible consequences, second- and third-order effects.

- Discuss the decision or actions and reasoning behind them.

A. Guided Discovery Learning Techniques
Ref: FM 6-22, Leader Development (Nov '22), pp. 2-19 to 2-21.

Guided discovery learning is an advanced technique that experienced leaders employ to help others learn. Leaders use the technique in coaching, counseling, and mentoring situations. Guided discovery learning is an indirect method that engages individuals to identify personal strengths and developmental needs, supported by a senior leader. Guided discovery learning is effective when—

• A learner effectively makes sense of incoming information and integrates it with their personal base of experience and knowledge of relevant doctrine.

• A supervisor generally keeps the subordinate on track through direction, coaching, feedback, or modeling.

When appropriate, guided discovery learning is more effective than prescriptive methods where the leader prescribes problem solutions to a subordinate. Creating guided discovery learning options for a subordinate requires deliberate commitment from a leader to resource the learning experience, accept risk that they may learn a different lesson or learn at a different pace than the leader originally planned. Striking a balance between prescriptive methods and indirect methods requires a holistic understanding of how a particular Soldier learns and leads.

To facilitate effective guided discovery learning for subordinates, a leader ensures—

• Subordinates have sufficient background knowledge, training, and tools to experiment and learn.

• Sufficient time exists to experience failure, reset training conditions, and learn from the experience.

• The organization has a permissive learning environment encouraging learning without judgment.

Guided discovery learning techniques are an effective way to deliver leadership observations. These methods are commonly employed when developing subordinates' leadership skills:

• Positive reinforcement.
• Open-ended questioning.
• Multiple perspectives.
• Scaling questions.
• Cause and effect analysis.
• Recovery from setbacks.
• Experience.

Leaders should carefully weigh the pros and cons of providing a subordinate with hints during training exercises. It is important to allow situations and events to unfold without premature intervention. If the leader provides information or solutions to the subordinate too soon, the situation's development value diminishes, as ambiguous or adverse situations compel leaders to adapt and problem-solve on their own.

Yet, leaders do not want to hold on to information that may inhibit learning during the exercise. Without hints, a subordinate may experience a situation and its consequences, but not effectively learn from it. With hints and additional information, the subordinate launches on a learning expedition while the situation is still evolving. The inquisitive subordinate will follow up on the leader's hints and find out why systems or people did not perform to expectations, a valuable learning expedition.

Thinking Skills

Ref: FM 6-22, Leader Development (Nov '22), pp. 3-15 to 3-18.

Using critical, creative, and reflective thinking skills are essential to being an effective learner and gaining subject expertise. These skills are essential practices to deeply processing information. Several thinking types facilitate Army leader development and skills—

• Critical thinking.
• Creative thinking.
• Reflective thinking.
• Strategic thinking.

Critical Thinking

Critical thinking skills facilitate learning assessment and problem solving. Critical thinking questions what you see, hear, read, or experience. Critical thinking ensures the person is engaged in the learning process, critically considering the information or skills practice. Critical thinking requires analysis, comparisons, contrasting ideas, making inferences and predictions, evaluating the strength of evidence, and drawing conclusions. It requires the self-discipline to use reason and avoid impulsive conclusions. Developing critical thinking skills requires practice. (See ATP 5-0.1 for information on critical thinking processes.) These questions guide critical thinking—

• Who or what is the idea source?
• What is the evidence for and against this conclusion?
• What are alternative or competing theories, explanations, or perspectives?
• Why is this important?
• What are the implications?
• Is the argument logic or reasoning sound?
• Do the numbers, quantities, and calculations make sense?
• Do the supporting facts agree with other sources?
• Why or how does this work?
• How likely is this?

Creative Thinking

Creative thinking involves examining problems from a fresh perspective to develop innovative solutions. Creative thinking occurs by consciously generating new ideas and re-evaluating or combining old ideas to solve a problem. Creativity is a willingness to accept change and apply a flexible outlook for multiple perspectives, new ideas, and possibilities.

Identifying hidden assumptions is useful for developing greater creativity and insight. Producing reasons against a preferred conclusion or option instead of favoring that conclusion or option improves thorough reasoning and identifies possible contingencies. Imagine what causes a speculative conclusion to be incorrect. Considering ways something would not be true allows determining other possible situational aspects and ways to shape the outcome to avoid those undesired states.

Finding hidden assumptions or imagining failure are similar techniques that protect against group think and hasty agreement with conventional wisdom. Think about what could cause failure. Those causes are likely assumptions that were not evident. Identifying hidden assumptions can mitigate the risk of an incorrect assessment.

Reflective Thinking

Closely related to critical thinking, reflective thinking seeks to build understanding, interpret experiences, and resolve questions. Reflective thinking requires thinking through the gathered information in detail to organize it, apply principles, make connections, and form conclusions. Table 3-2 provides example questions to help leaders reflect on their thinking and develop better judgment.

For organizing personal thoughts ask:	What does this information mean?
	What conclusions can be drawn from this?
	How is this information used?
	How does this fit with my existing knowledge and experiences?
	What are the implications for others or me?
	What is the big picture and how does this fit into it?
	What is the best way to learn about this subject?
	Where should this take me in my studies and self-development?
For improved understanding ask:	What is this situation?
	What other situation is like this one?
	What is this situation not like?
	What do I know about situations like this?
	How could this situation happen?
	How should I think about this situation to define the problem or opportunity?
	What is the real problem?
	What do I not know that I should?
For improved visualization ask:	What else could this situation or solution be?
	Are any assumptions unneeded; are new ones needed?
	What constraints are there?
	What needs to be accomplished?
	What is likely to happen?
	How should I prepare for future situations?
For improved decision-making ask:	What is the solution or plan?
	Does one solution dominate others? Can the solution be redesigned so that it does?
	Is there a specific way to reason and decide about the solution?
	What would my enemy not want me to do?

Ref: FM 6-22 (Nov '22), table 3-2. Reflective question examples.

Critical, Creative, and Reflective Thinking Development

Critical and creative thinking come together as practical thinking that captures the strengths of how people approach everyday problems. Critical thinking brings out differences that are not normally obvious. Creative thinking techniques help generate new insights. Both thinking types fill in knowledge gaps and resolve uncertainty. Practical thinking signs include a willingness to try alternate approaches to thinking,being open to others' positions, being prepared to think about issues instead of ignoring or dismissing them and asking insightful questions.

Leaders must develop critical and creative thinking in team members. The ability and capacity for intellectual and critical thought are essential to effective problem solving. Subordinates' actions, based on their critical thinking skills, often dictate team success. An excellent way to develop critical thinking in an organization is through example, by being a critical thinker. Thinking critically and setting conditions that encourage others to think critically effectively enhance the process.

How people think and feel about learning affects their thinking and judgment development. For example, an attitude that thinking can resolve problems leads to better results

Developing Leaders

IV. Learning and Developmental Activities

Ref: FM 6-22, Developing Leaders (Nov '22), chap. 4.

This section provides a deliberate and logical framework to support Army leaders developing themselves and others. These activities follow the same organization as the leader attributes and competencies found in the Army leadership requirements model (*see chap. 1*), to help individuals identify and prioritize which leader requirements to target for growth. The developmental activity tables follow a standard format: strength and need indicators, underlying causes, and recommended options to initiate action. The indicators provide ways to understand leader actions and confirm aspects of each leader behavior as a strength or a developmental need. The underlying causes provide more information on what the root cause may be for a developmental need. The tables provide three options for developmental action: feedback, study, and practice

To best use this chapter's information, one identifies the competency and attribute behaviors for developmental focus. An individual may already have an IDP that documents goals and a plan for development or have an idea of what leadership competency or skill to develop. A coach, rater, counselor, or mentor can use this material to help focus leaders or subordinates on specific developmental goals and prepare for growth counseling. Different sources and events inform the process to identify developmental goals for competencies and behaviors as illustrated in table 4-1.

Source or event providing developmental goal identification	Example
Interest of the developing leader	Thinking to self: "I read about the importance of teamwork and cohesion. I want to get better at setting a positive climate that encourages subordinates to promote development in their Soldiers."
Multi-source assessment and feedback report or coaching session	Leader's assessment interpretation: "My feedback report shows that across subordinates and peers my communication skills are the lowest rated relative to all other areas."
Performance evaluation and developmental growth counseling session	Rater's feedback: "You are good at motivating your Soldiers, you could grow into an even better leader by learning to better integrate tasks, resources, and priorities to select how best to direct Soldiers to achieve results."
Mentor's advice	Mentor's observation: "To move to the next level you could learn additional ways to operate with others outside the Army and to extend influence."
Self-realization during institutional education course	Thinking to self: "My fellow students generally seem more knowledgeable than me about world affairs affecting our Army."
Counterpart feedback received during a training center rotation or home station training	Observer/controller comment: "Under stress you are overly directive; you could learn to use commitment-building actions to expand your influence toolkit."

Ref: FM 6-22 (Nov '22), table 4-1. Developmental goal identification.

Tip: When considering learning and developmental activities, some automatically think about taking a formal training course or reading. While these may be helpful, leaders are encouraged to select developmental activities that fit with personal preferences and situation. It is important to think through personal and career goals when deciding on a developmental activity.

I. Capability Evaluation and Growth

After identifying a developmental focus, refer to the Army leadership requirements model and the leader developmental tables to evaluate the leader capabilities associated with the selected competency or attribute. Each section is designed to help

a leader act on strengths as well as developmental needs. Some may experience greater growth by focusing on improving strengths rather than focusing on developmental needs or using strengths to address developmental needs.

A. Capability Evaluation—Strength and Need Indicators and Underlying Causes

Evaluating capabilities involves identifying personal practices that support or hinder successful performance. Each table includes diagnostics to enable evaluating how well someone is doing on that behavior and provides examples of why they may or may not be excelling. Consider if the strength and need indicators represent personal behaviors. Be aware of counterproductive leadership behaviors. Many leaders are aware of such behaviors but choose to overlook or condone them to achieve short-term results, but oftentimes some leaders may not even realize they display such behaviors. Each diagnostic section includes:

- **Strength Indicators:** Behaviors and actions that contribute to or support successful performance.
- **Need Indicators**: Behaviors and actions that reduce or hinder successful performance.
- **Underlying Causes:** Examples why someone may not excel at a particular leader behavior.

B. Capability Growth—Feedback, Study, and Practice

To help individuals build an improvement strategy, the developmental activity tables provide options to initiate capability growth. Table 4-2 outlines methods to engage in three developmental activities:

- **Feedback.** Sources and methods for obtaining feedback to guide self-development efforts.
- **Study.** Topics and activities to learn more about a behavior.
- **Practice.** Actions to improve skill and comfort in performing a leader behavior.

Developmental Activity	Options to take	Method
Feedback	Ask for feedback…	From others about specific issues and performance areas.
	Gain support…	From peers, colleagues, or others who can encourage or recognize success.
	Consult…	With friends, supervisors, peers, subordinates, coaches, mentors, or other professionals to give advice on strengths or areas of concern.
Study	Observe…	Other leaders, professionals, and similar organizations. Note the most or least effective behaviors, attributes, and attitudes.
	Reflect on…	Personal or situational characteristics that relate to the strength or need. Consider alternative perspectives.
	Read/Listen to…	Books, articles, manuals, podcasts, and professional publications.
	Investigate…	A topic through internet or library searches, gathering or asking questions, and soliciting information and materials.
Practice	Practice…	A skill or behavior during work or away from the unit.
	Participate in training…	Including Army schools, unit training programs, outside seminars, degree programs, and professional certifications.
	Teach…	A skill you are learning to someone else.
	Accept an opportunity…	To stretch personal abilities, such as presenting, teaching, volunteering for assignments, position cross-training, or representing the unit at meetings.
	Explore off-duty events…	Such as leading community groups, trying a new skill in a volunteer organization, or presenting to schools and civic organizations.

Ref: FM 6-22 (Nov '22), table 4-2. Methods to implement developmental activities.

IV. Traditional Program Elements

Ref: FM 6-22, Leader Development (Nov '22), pp. 5-9 to 5-11.

Choosing the right blend of topics, medium, frequency, and intended audience is based on the commander's needs for their unit or mission. Some options include—

Traditional Program Elements

A **Professional Reading Programs**

B **Professional Writing Programs**

C **Staff Rides, Historical Tours, and Terrain Walks**

A. Professional Reading Programs

Organizations and individuals can implement professional reading programs; many materials are available to support topic determination, such as the U.S. Army Chief of Staff's Professional Reading list or the U.S. Army Center of Military History Recommended Professional Reading List. Reading recommendations and book reviews from military journals, online discussion forums, podcasts, and social media provide options for inclusion into unit or personal reading programs. Determining the frequency, such as monthly or quarterly, depends on organizational missions, but the unit must allocate and protect time for effective implementation. Professional reading programs can include a mix of journal articles, professional papers, graphic novels, or military professional blog posts. Mixing sources enables leaders to share new ideas, writing styles, and emerging authors.

Successful reading programs depend on how they are structured—what readings are chosen and what purpose is integrated into the program. To encourage tactics, then select readings on operational tactics. To develop skills for which interesting readings do not exist, then design questions that trigger reflection about engaging material. For example, to stimulate critical thinking assign questions about the materials that require applying lessons to other situations and considering underlying assumptions and alternative courses of action.

B. Professional Writing Programs

Army leaders consider how they can contribute to the body of thought in their fields of expertise by researching and writing about topics that interest them. By writing and publishing papers, they can advance their profession, mastery of their discipline, and writing skills. Scholarly paper writers study their topics in depth and in breadth. They take formal classes in research and in writing so they can master appropriate standards. They use appropriate writing processes. Before submitting papers to professional or academic journals, they ensure their submissions meet the publications' requirements. In addition, the unit security office should screen items for publication to prevent classified information spillage. Writers scrupulously adhere to intellectual property rights rules and shun plagiarism.

For leaders, a developmental writing program serves as a significant complementary companion to a professional reading program and may lead to publication in scholarly journals. Length may vary based on the requirement. Some ideas for professional writing include:

- Leadership philosophy—an opportunity to discuss expectations, what is important, and what is non-negotiable.
- Personal experiences:
  - Significant experience, whether good or bad, and its personal effect including lessons learned.
  - Routine experiences, describing how you handle them and possible improvements for consideration.
- Historical person or event related to the branch, regimental affiliation, or organization.
- Opinion piece explaining changes affecting your branch through a particular person, policy, or equipment.
- Book or movie reviews providing a detailed analysis of published or broadcast material for an online or professional journal.

C. Staff Rides, Battlefield Tours, and Museum Visits

A staff ride is a historical campaign or battle study that usually includes deep preliminary study, an extensive site visit, and opportunities to dissect and integrate lessons learned throughout the event. A component of this detailed study is a terrain analysis and the terrain's effect upon the battle or campaign. Seeing the location provides context to leader decisions and insight into the choices leaders made.

Staff ride handbooks and atlases enable organizations to conduct staff rides, often with assistance from the Army University Press or Center for Military History. Occasionally, units develop their own staff rides and share products with other organizations. Virtual staff rides follow the same methodology as a live staff ride but provide a detailed terrain replication based upon satellite imagery, digital terrain, or three-dimensional models to immerse participants in the virtual terrain and provide a realistic battlefield vision.

Historical battlefield tours or museum visits can provide opportunities to visualize leadership and historical lessons by interacting with material items or physical terrain, but without the detailed study associated with a staff ride. Battlefield tours are typically brief and may include facilitated instruction from a guide. Guides may provide selected leadership-oriented readings in advance but tend to assume a greater role to compensate for the audience's lack of detailed preparation. Using carefully prepared questions, posed during or after the tour, the facilitator can still make the tour a critical thought and analysis exercise, drawing on any preliminary readings and perspectives acquired during the event. Battlefield tours use terrain and the historical situation to teach leaders. Museums follow similar concepts as battlefield tours, but provide interactions with material items, artwork, or artifacts to enhance learning and discussion. Museum staff often tailor tours and events to audience needs.

Refer to Center for Military History Publication 70-21 for more on staff rides, battlefield tours, and museums.

I. Counseling, Coaching, and Mentoring

Ref: FM 6-22, Developing Leaders (Nov '22), pp. 2-21 to 2-26 and ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 6-10 to 6-11.

Leaders have three principal ways of developing others. They can provide knowledge and feedback through counseling, coaching, and mentoring.

Counseling-Coaching-Mentoring

*Leaders have three principal ways of **developing others**. They can provide others with knowledge and feedback through counseling, coaching, and mentoring:*

I Counseling

II Coaching

III Mentoring

Ref: ADP 6-22 (w/C1), pp. 6-10 to 6-11.

Enhancing Learning *(See pp. 2-26 to 2-29.)*

Setting conditions and providing feedback and advice are two development fundamentals. Applying practices to enhance learning makes development more effective. Enhancing learning draws on the developmental value from learning opportunities. Learning from experience is enhanced by facilitating what the experience means. Understanding an experience requires interpreting the event to create personal understanding. This process requires observation, feedback, dialogue, and reflection. A **leader-subordinate pair, coach, or mentor** can use these four steps with a leader, any group, or adapted for an individual learner.

Providing feedback is a common element of interacting with others, regardless of developmental role or process. Feedback significantly contributes to development, accelerates learning in day-to-day experiences, and translates into better performance. Providing feedback starts with observation and accurate assessment of performance. Planning to make observations of a subordinate is the first step in feedback. The best observations occur when subordinates engage in critical performance, interact with others, or address a challenging problem. Keeping observation notes is useful when tracking multiple subordinates.

Table 6-3 provides a comparison of each approach to development (see p. 3-3). See pp. 1-46 to 1-47 for related discussion of the leader competency "develops others."

Coaching Tools

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), pp. 6-10 to 6-11.

Coaching relies primarily on teaching and guiding to bring out and enhance capabilities already present. Coaching is a development technique used for a skill, task, or specific behaviors. The coach helps them understand their current level of performance and guides them to reach the next level of development. Coaches should possess considerable knowledge in the area in which they coach others.

Coaches use all or some of the following approaches depending on the subordinate and situation:

Focus Goals

This requires the coach to identify the specific purpose of the coaching session. Both the person being coached and the coach need to discuss expectations. The coach communicates to the individual the developmental tasks for the coaching session, which can incorporate results of the individual's 360-degree assessment and feedback report.

Clarify the Leader's Self-Awareness

The coach works directly with the individual to define both strengths and developmental needs. During this session, the coach and the individual communicate perceived strengths, developmental needs, and focus areas to improve performance. Both the coach and the individual agree on areas of developmental needs.

Uncover Potential

The coach facilitates self-awareness of the individual's potential and developmental needs by guiding the discussion with questions. The coach actively listens to how the individual perceives potential. The aim is to encourage the free flow of ideas. The coach also assesses the individual's readiness to change and incorporates this into the session.

Eliminate Developmental Barriers

The coach identifies developmental needs with the individual and areas that may hinder self-development. The coach helps the individual determine how to overcome barriers to development and implement an effective plan to improve performance. The coach helps identify potential sources of support for implementing an action plan.

Develop Action Plans

The coach and the individual develop an action plan defining actions that can improve performance within a given period. The coach uses a developmental action guide to communicate those self-directed activities the individual can accomplish to improve performance in a particular competency.

Follow-Up

After the initial session, the coach should conduct a follow-up as part of a larger transition. Additionally, participants should provide feedback concerning the effectiveness of the assessment, the usefulness of the information received, and progress made. Coaches provide frequent informal feedback and timely, proactive, formal counseling to regularly inspire and improve subordinates.

III. The Four-Stage Counseling Process

Ref: ATP 6-22.1, The Counseling Process (Jul '14), pp. 2-5 to 2-10.

The Four-Stage Counseling Process

I   **Identify the Need for Counseling**

II   **Prepare for Counseling**

III   **Conduct Counseling**

IV   **Follow Up**

Ref: ATP 6-22.1, The Counseling Process (Jul -14), pp. 2-5 to 2-10.

Effective Army leaders make use of a four-stage counseling process:

I. Identify the Need for Counseling

Usually organizational policies, such as counseling associated with an evaluation or command directed counseling, focus a counseling session. However, leaders may also conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate's development. Developing subordinates consists of observing the subordinate's performance, comparing it to the standard, and providing feedback through counseling.

II. Prepare for Counseling

Successful counseling requires preparation in the following seven areas:

- Select a suitable place
- Schedule the time
- Notify the subordinate well in advance
- Organize information
- Outline the counseling session components
- Plan the counseling strategy
- Establish the right atmosphere

Example Counseling Session

Ref: ATP 6-22.1, The Counseling Process (Jul '14), fig. 2-2, p. 2-9.

Open the Session

- To establish a relaxed environment for open exchange, explain that discussing and understanding the importance of the Army Values, leader attributes and competencies makes it easier to develop and incorporate them for success into an individual leadership style.
- State the purpose of the initial counseling: what SFC Taylor must do to be a successful platoon sergeant. Agree on the duty description and specific performance requirements. Discuss related values, competencies, and standards for success. Explain subsequent counseling will address developmental needs and how well performance objectives are met. Urge SFC Taylor to identify developmental needs during the next quarter.
- Ensure that SFC Taylor knows the rating chain. Resolve any questions about the duty position and associated responsibilities. Discuss the close relationship that must exist between a platoon leader and a platoon sergeant including the importance of honest, two-way communication.

Discuss the Issue

- Jointly review the draft NCOER duty description including all associated responsibilities such as maintenance, training, and Soldier welfare. Relate the responsibilities to leader competencies, attributes, and values. Revise the duty description, if needed. Highlight areas of special emphasis and additional duties.
- Discuss the meaning of value and responsibility on the NCOER. Discuss the values, attributes, and competencies noted in ADRP 6-22. Ask focused questions to check understanding of these items as part of the platoon sergeant role.
- Explain that character, presence, and intellect are the basis for competent leadership; developing the desired leader attributes requires that Army leaders adopt them through self-awareness and lifelong learning. Emphasize that the plan of action to accomplish major performance objectives must include the appropriate values, attributes, and competencies.

Assist in Developing a Plan of Action (During the Counseling Session)

- Ask SFC Taylor to identify tasks to facilitate accomplishing the performance objectives. Describe each by using the values, responsibilities, and competencies found on the NCOER and in ADRP 6-22. Discuss specific examples of success and excellence in each area. Ask for suggestions to make the goals objective, specific, and measurable.
- Ensure that SFC Taylor has at least one example of a success or excellence statement for each area. Discuss SFC Taylor's promotion goals and ask what he considers as strengths and weaknesses. Obtain the last two master sergeant selection board results and compare stated goals and objectives.

Close the Session

- Verify SFC Taylor understands the duty description, performance objectives, and expectation to assist in your development as a platoon leader.
- Stress the importance of teamwork and two-way communication.
- Remind SFC Taylor to perform a self-assessment during the next quarter.
- Set a tentative date during the next quarter for the follow-up counseling.

Team Building

Ref: ATP 6-22.6, Army Team Building (Oct '15), chap. 1.

A team is any group that functions together to accomplish a mission or perform a collective task. A team's work is interdependent and team members share responsibility and accountability for attaining results. There is no size limit to a team. Teams are complex, dynamic groups that range from two people to thousands of individuals. In the Army profession, Soldiers and Department of the Army Civilians are a part of different teams, and sometimes they can be a part of many teams simultaneously.

Team Building

Army team building is a continuous process of enabling a group of people to reach their goals and improve their effectiveness through leadership and various exercises, activities, and techniques. (FM 6-22)

The Army relies on **effective teams** to perform tasks, achieve objectives, and accomplish missions. As such, building and maintaining teams (internally and externally to the organization) is essential to mission command.

Leadership
Exercises
Activities
Techniques

Form
Enrich
Sustain

Army team building develops effective teams that —
- Trust each other and predict what each will do.
- Work together to accomplish the mission.
- Execute tasks thoroughly and quickly.
- Meet and exceed the standard.
- Adapt to demanding challenges.
- Learn from experiences and develop pride in accomplishments.

Ref: ATP 6-22.6 (Oct '15), fig. 1-1. Army team building process.

I. Fundamentals of Team Building

Army organizations rely on effective teams to complete tasks, achieve objectives, and accomplish missions. The ability to build teams through mutual trust and maintain effective, cohesive teams throughout military operations is an essential skill for all Army commanders, staffs, and leaders. Faced with many different types of missions and joint operations in an operational environment, building and maintaining effective teams is a constant challenge for leaders. Building a successful team is challenging, but the positive benefits of teamwork in a cohesive, effective team are well worth the effort and time it takes. These benefits enhance the performance of the team, improve the skills of the individual team members, and build important relationships with other organizations and unified action partners for the present and future.

Building cohesive teams through mutual trust and creating a shared understanding within those teams are two principles that guide commanders in exercising mission command. Mission command is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations

II. Team Building Stages

Ref: ATP 6-22.6, Army Team Building (Oct '15), pp. 1-2 to 1-3.

Developing cohesive teams is a process that transforms groups of people into effective teams that are able to accomplish missions and perform tasks. This continuous process helps newly formed teams from initial orientation and integration through mission accomplishment. Team leaders and team members must know and understand the stages in this process so they can identify them as the team develops and progresses. Identifying and monitoring each stage allows the team to move toward the next step.

Team Building Stages

The three stages of team building are the:

A **Formation Stage**

B **Enrichment Stage**

C **Sustainment stage**

A. Formation Stage *(See pp. 4-6 to 4-9.)*

Team leaders have an instrumental role in how a team works together, beginning with team formation. Team leaders assemble the team and provide the team direction. The formation stage is important because the team members get to know one another, exchange some personal information, and make new friends. This is also a good opportunity to see how each member of the team works as an individual.

Formation begins with receiving new team members. The new member reception and orientation creates the first impression that affects the person's opinion of the team. Having a good experience when joining an organization makes it easier for a new member to fit in and to contribute to the team effort. The team leader prepares the team to work, which involves orienting team members to the team's mission, goals, and objectives. The team leader sets the team on a path to success by assigning team roles and responsibilities appropriately to team members with the right capabilities.

The principal work for the team during the formation stage is to create a team with a clear structure, goals, direction, and roles so that members begin to build trust, understand how to collaborate, and learn to communicate effectively.

B. Enrichment Stage *(See pp. 4-10 to 4-11.)*

During the enrichment stage, the team members build commitment to the team. Commitment is the foundation for synergy in groups when individuals put aside personal needs for the benefit of the team. The team begins to work together effectively as individual team members focus more on the team as a whole. Team members feel an increasing

B. Enrichment Stage

Ref: ATP 6-22.6, Army Team Building (Oct '15), chap. 3.

Enrichment is the process of enhancing teamwork, improving cohesion, and developing team norms. All team members must be committed to working as a team and realize that others depend on them. It is important to build commitment and keep the team motivated during the enrichment stage, as the team continues to learn how to work together.

Enrichment Stage

I	Build Commitment
II	Build Shared Competence
III	Motivate Team Members
IV	Build Shared Confidence
V	Build Shared Accountability
VI	Develop Cohesion

During the enrichment stage, teams will usually build commitment and develop shared competence and shared confidence, which will allow them to develop cohesion. A team that has commitment creates clarity around direction and priorities, which aligns the entire team around common objectives. Effective teams develop the ability to learn from mistakes and take advantage of opportunities. They are able to move forward or change direction without hesitation.

I. Build Commitment

Commitment is an individual's motivation and willingness to belong to the team and help achieve the defined goals. Building commitment is a process involving everyone on the team. Soldiers and Department of the Army Civilians foster an enduring commitment to the Army, its mission, its people, and the continued practice of the fundamental aspects of the Army culture. Commitment to the purpose and values of an organization provides a clear sense of direction.

Commitment relies on acceptance, the degree to which team members are committed to the team's vision and mission, and the degree to which they believe in what the team is trying to accomplish. Team members who have acceptance take ownership of the team's

direction and put out the extra effort to ensure the team's success. Effective teams make clear and timely decisions and move forward with complete acceptance from every member of the team. The following paragraphs describe supportive team-based techniques and suggested actions for building and maintaining commitment. Teams can use these techniques and modify them as required for each unique team organization and team missions.

II. Build Shared Competence

Competence is an Army professional's demonstrated ability to perform duties successfully and to accomplish the mission despite adversity, obstacles, and challenges. Shared competence means the team collectively can perform its duties and accomplish the mission. Team members accept one another and their leaders when they are satisfied with each other's knowledge of the job and ability to apply that knowledge. Nothing deteriorates teamwork more quickly than the perception that team members do not know their jobs and leaders do not know how to lead. The development of shared competence is important because team members rely on each other for team expertise. The sum of the team's skills is greater than the separate parts.

Competency may be initially assumed, but it must be proven to increase trust and confidence. Effective teams display competence by meeting or exceeding team goals and expectations. Shared competence means that each member of the team has the competence to complete all the required tasks to accomplish the mission. If there are tasks associated with mission accomplishment, each member of the team is competent in the team tasks that are required to realize or accomplish the mission.

III. Motivate Team Members

Motivation supplies the will and initiative to do what is necessary to accomplish a mission. Motivation comes from within, but others' actions and words can affect it. There are two kids of motivation, intrinsic and extrinsic.

IV. Build Shared Confidence

Shared confidence is the product of shared trust from working as a team to execute a fully understood and agreed upon vision with a competent team. Team leaders sometimes assume confidence among team members with common backgrounds, values, and beliefs (such as among team members in the military). However, in more complex environments with unified action partners, such an assumption of shared confidence comes at the risk of degraded performance. A team may include members whose parent organizations have historically shared little faith in one another, in which case personal interaction and relationships between team members are critical to success.

V. Build Shared Accountability

Accountability means accepting the responsibility for one's actions. This includes a person's ability to accept the consequences for the results of those actions. In order for a team to promote shared accountability, team leaders should reinforce the team's mission and vision. Team leaders hold team members accountable by identifying problems that arise from a lack of teamwork. By noting these problems, team members can work together to solve them.

VI. Develop Cohesion

Cohesion is the bond of relationships and motivational factors that help a team work together. A cohesive team puts aside interfering differences and chooses to work together. Every new mission gives the team leader a chance to strengthen internal bonds and challenge the team to reach new levels of performance, accomplishment, and confidence. A team's positive attitude about its capabilities elevates motivation and the team's desire to meet new challenges.

Team Building

I. Training to Fight & Win

Ref: ADP 7-0, Training (Jul '19), chap. 1.

I. Training Readiness

The Army trains to fight and win. To do this, the Army trains by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of unit readiness—the Army's first priority.

Training prepares Soldiers to execute missions which shape operational environments, prevent conflict, and conduct large-scale ground combat against peer threats with chemical and nuclear capabilities. Army forces must be organized, trained, and equipped to meet worldwide challenges. The Army provides these forces by planning for and executing tough, realistic training. Unit training occurs continuously—while at home station, at combat training centers, and while deployed.

Training prepares the Army to conduct prompt and sustained operations across multiple domains. Units train all the time—while deployed, at home station, and at combat training centers. Through effective, battle-focused training, units, leaders, and Soldiers achieve the tactical and technical competence that builds confidence, adaptability, and effectiveness. Army forces train using proven training doctrine that sustains their operational capabilities. The Army trains units, Soldiers, and Army Civilians to achieve proficiency in individual and collective tasks under challenging and realistic conditions. Training continues in deployed units to sustain skills and adapt to continual changes in an operational environment.

Readiness is the Army's top priority. Training is the most important activity units do to achieve and maintain readiness. **ADP 7-0** establishes the principles and concepts of training and introduces the training procedures further expanded upon in **FM 7-0**.

As part of decisive action, Army units must be capable of simultaneously employing the offense, defense, and stability or defense support of civil authorities (known as DSCA) across multiple domains. The Army does this to shape operational environments, prevent conflict, prevail in large-scale ground combat, and consolidate gains as part of unified action. The expansive scope of possible tasks to conduct complex and sustained operations demands that commanders provide subordinates with clearly prioritized training guidance that aligns with missions and the resources necessary to train.

Commanders ensure Soldiers and units train under challenging and realistic conditions that closely replicate an operational environment. Deployed units continue training to sustain their skills and facilitate their adaptation to changes in tactical and demanding operational environments. Candid and objective assessments made as a result of evaluated training and feedback, and the rapid application of lessons learned, produce effective, versatile, and adaptive units and leaders.

The core of training readiness centers on tasks that Soldiers and units train to fight and win as cohesive and effective teams. It is the progressive development and sustainment of these tasks that form the basis of a unit's ability to conduct unified land operations.

II. Individual Training

Individual Soldier skills and proficiencies establish a solid foundation for unit collective training proficiency. Soldiers train to individual tasks which are clearly defined, observable, and measurable activities accomplished by an individual. These individual tasks enable Soldiers to master the necessary fundamental skills to fight and win. Training and education prepares Soldiers to perform assigned tasks to standard. Training and education also provides the skills and confidence that individuals need in order to perform duties and accomplish missions under a wide range of circumstances, some of which may be unfamiliar. Training individual tasks occurs in the institutional, operational, and self-development training domains. (See AR 350-1 for a discussion of the training domains). Individual skill proficiency is the basis for collective task proficiency.

Individual training also includes the training that Soldiers receive and the proficiencies achieved on the individual weapons they are assigned. In addition to individual task proficiency, individual weapons proficiencies form the backbone of the unit's ability to execute more complex and dynamic collective training under live-fire conditions and ultimately the unit's ability to successfully execute operational missions.

Unit noncommissioned officers (NCOs) ensure Soldiers meet individual task and weapons proficiencies and work to ensure those proficiencies are sustained. Unit NCOs constantly monitor—as well as constantly train and retrained as necessary—the underlying proficiencies at the individual level. In units where Soldiers cannot perform individual skills to standard, the unit cannot effectively execute collective tasks to standard.

III. Collective Training

Units train collective tasks which are clearly defined, observable, and measurable activities or actions. Collective tasks require organized team or unit performance, leading to the accomplishment of a mission or function. Based on the accomplishment of individual task proficiencies, units progress to more complex collective training. Collective training is the essence of teamwork, and develops the mutual trust essential to developing effective, cohesive teams.

An integral component of collective training includes the successful and lethal employment of a unit's weapons systems. This training is tied not just to the Soldier's proficiency with individually assigned weapons, but also to the proficiencies gained as part of collective teams. Proficiencies in both crew-served and platform weapon systems require the same level of constant attention and training as those at the individual level.

There are never sufficient resources or time to train every collective task equally well. Commanders and other leaders ensure training is planned for the long-range and communicated to subordinates in training guidance and unit training plans (UTPs) that prioritize battle-focused training as the unit's first training priority. Battle-focused training is that training that develops skills and proficiencies tied to unit capabilities and mission requirements. Unit training priorities are based upon the guidance provided by the next higher commander with consideration to the mission, time, and available training resources.

Collective training also capitalizes on a multiechelon approach, unified action partners, and multinational force training opportunities whenever possible. Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks. Combined arms training consists of tasks conducted jointly by associated warfighting functions and functional units.

Department of the Army Civilians train to support both operating forces and the institutional force. They provide unit continuity and fill positions that make it possible to man, equip, resource, and train units. Commanders ensure the civilian workforce gets the training, education, and experience necessary to hone skills and prepare for future positions and responsibilities. Generally, Department of the Army Civilians enter the Army with the skills and knowledge required for their positions. They continue to enhance their knowledge, skills, and abilities through the civilian education system, functional training, self-development, and progressive assignments.

Unit Training Management (UTM) Overview

Ref: Training Management Directorate: Combined Arms Center-Training (Jan '22).

Field Manual (FM) 7-0, Training (published June, 2021) simplifies training doctrine by re-establishing the Training Management Cycle as the framework for how the Operational Force prioritizes, plans and prepares, executes, and evaluates and assesses training. As the foundation for how the Army conducts training, it is essential for leaders to understand and implement the new doctrine. In support of the FM 7-0 roll-out, the Training Management Directorate (TMD) is assisting the Institutional and Operational Force implement FM 7-0 through the employment of Unit Training Management Mobile Training Teams (UTM MTT).

Training Management Cycle
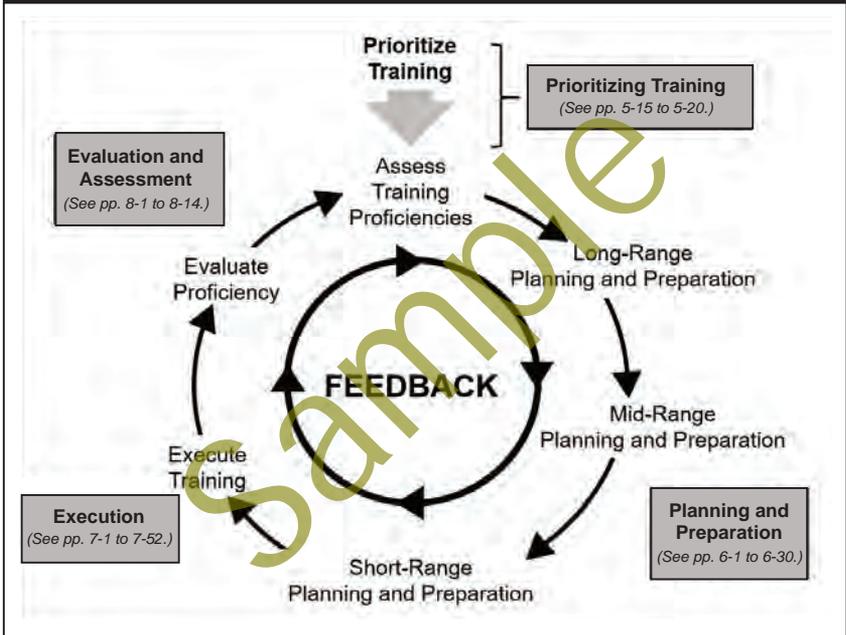
Ref: FM 7-0, (Jun '21), fig. 1-2. The training management cycle.

The Training Management Cycle in FM 7-0 serves as the framework for FM 7-0 and training management across the Army.

As the Army Proponent for Training Management, TMD is updating UTM instructional materials in conjunction with the Centers of Excellence (CoE) based on FM 7-0, Training. As TMD finalizes the UTM instructional materials, its UTM MTT is conducting on-site train-the-trainer overviews of the lessons for use in professional military education (PME) courses. The MTTs work with CoE instructors, small group leaders, course managers, and curriculum developers to enhance the Institutional Force's understanding of FM 7-0. This enables the rapid implementation of FM 7-0 as PME graduates apply unit training management in their gaining units.

The UTM MTT also assists the Operational Force. The MTT will aid Division HQs, Brigade Combat Teams, and Functional/ Multi-Functional Brigades with the implementa-

Band of Excellence
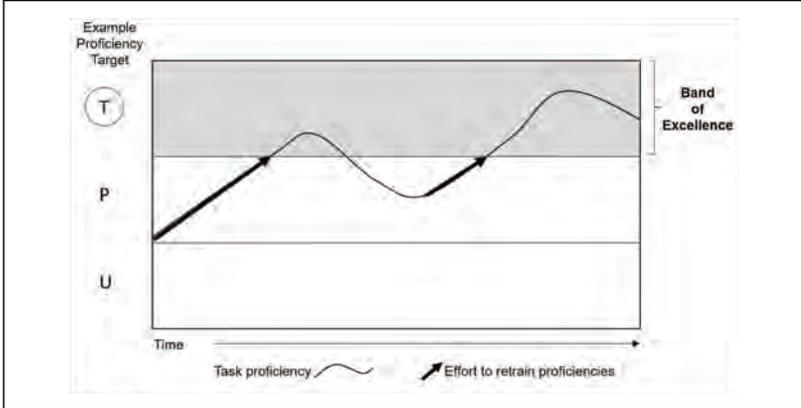
Ref: FM 7-0, (Jun '21), fig. 1-1. Sustaining unit training proficiency within a band of excellence.

III. Training Proficiency

Units train to three proficiencies:

A. Mission-Essential Task Proficiency

Mission-essential task proficiency is achieved by the unit's ability to perform mission-essential task training to standard; in multiple complex and dynamic operational environments, with external evaluation while accomplishing the appropriate Soldier, unit and leader tasks as outlined in training and evaluation outlines.

B. Weapons Qualification

Weapons qualification involves individual, crew-served, and platform-weapons proficiency. The unit achieves weapons qualification by qualifying on all its organic weapons under all conditions as specified by applicable weapon system publications.

C. Collective Live-Fire Task Proficiency

Collective live-fire task proficiency is achieved by the unit executing specified collective tasks while employing its organic weapons systems in a live-fire environment. The unit is trained when it achieves the proficiencies specified by the commander.

Collective task proficiency is rated as—

Trained: T (Advanced Task Proficiency)
A Trained proficiency rating means a unit is trained. It has attained advanced task proficiency free of significant shortcomings. The unit's shortcomings require minimal training to meet the Army standard.

Practiced: P (Basic Task Proficiency)
A Practiced proficiency rating means a unit is practiced. It has attained basic task proficiency with shortcomings. The unit's shortcomings may require significant training to meet the Army standard.

Untrained: U (Cannot Perform Task)
An Untrained proficiency rating means a unit is untrained. The unit cannot perform the task. The unit requires complete training on the task to achieve the Army standard.

III. Prioritizing Training

Ref: FM 7-0, Training (Jun '21), chap. 2.

Prioritizing training acknowledges that units cannot achieve or sustain trained proficiency on every task simultaneously due to limitations of time or the availability of training resources. Commanders use a prioritized training approach to optimize limited training time and resources to achieve proficiencies based on their unit's mission. To focus this effort, the commander in dialogue with the next higher echelon commander determines the priorities for each proficiency (mission-essential tasks, weapons qualification, and collective live-fire tasks) based on mission requirements. Similarly, commanders determine and establish training priorities in preparation for operational deployments, a combat training center rotation, or daily services for installation support. Prioritized training must link to the unit's mission. Every unit is unique, but the fundamentals of shoot, move, communicate, and survive apply to all types of formations and serve as the basis for prioritization.

I. Mission-Essential Tasks

A mission-essential task is a collective task on which an organization trains to be proficient in its designed capabilities or assigned mission.

Mission-Essential Task List
A mission-essential task list is a tailored group of mission-essential tasks. See figure 2-1 for the relationship of the mission-essential task (MET) and the mission-essential task list (METL).

Unit METL

| Unit mission/ capabilities | BASIS FOR → | Mission-essential task list (METL) |
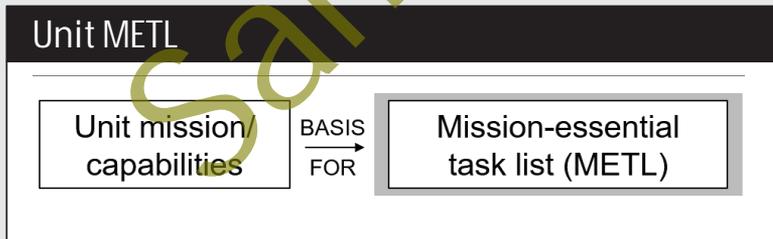
Ref: FM 7-0, (Jun '21), chap. 2, fig. 2-1. The unit METL is based on the unit's mission and capabilities.

Army Standard Mission-Essential Task Lists
Most deployable company level and above units have a standard METL. These are proponent developed and approved by Headquarters, Department of the Army. A standard METL reflects the unit's design capabilities. *(Refer to the Army Training Network website (ATN) at https://atn.army.mil for more on standard METLs.)*

METL Development for Units Without a Standard METL
Units without a standard METL must create one. The standards for many of the collective tasks these units routinely perform are published and should be considered for METs if critical to the unit mission. When there is no published standard for a task

III. Battle Focus for Training

Ref: ADP 7-0, Training (Jul '19), pp. 4-3 to 4-4.

Units cannot simultaneously train every task to standard because of mission, time, or resource constraints. Attempting to train many tasks to proficiency only serves to diffuse the unit's training effort. Through mission analysis, commanders consciously narrow the training focus to those collective tasks (METs) and weapon systems necessary for the unit to meet the higher commander's guidance. This is battle-focused training. Battle focus also relies on the integration and nesting of individual and collective tasks Soldiers and units train to achieve battle focus. Figure 4-2 depicts these relationships.
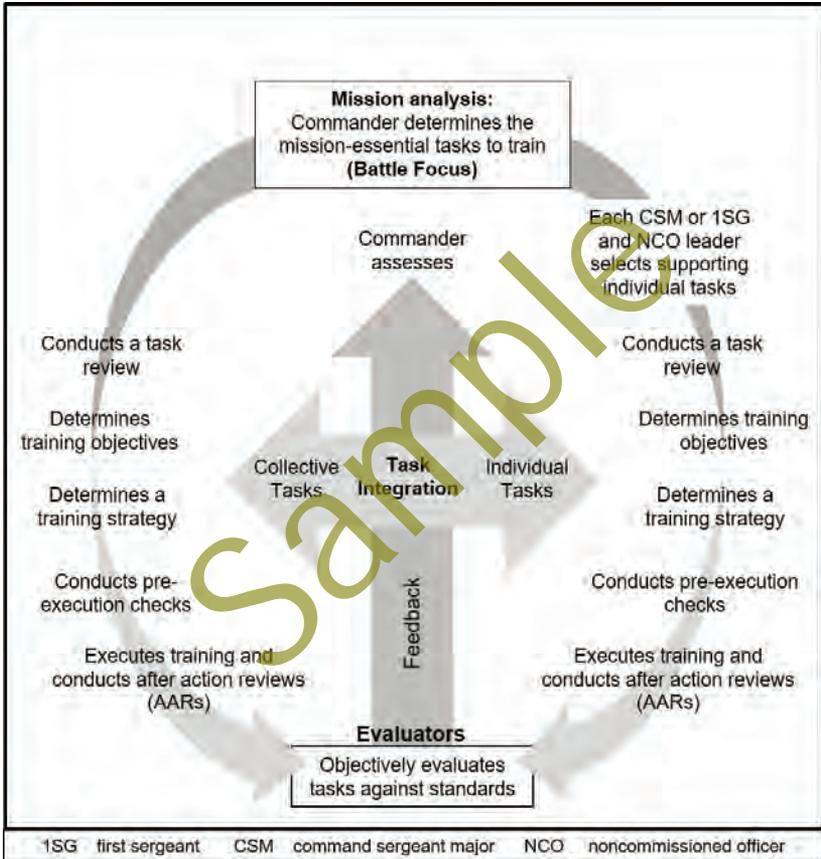
Fig. 4-2. Battle focus integration of collective and individual training

A mission-essential task list is a tailored group of mission-essential tasks. The METs selected to train—based on the next higher commander's guidance and derived through mission analysis—represent the unit's battle focus for training. To ensure that lower echelons and staffs have a logical process to nest the collective and individual tasks they train back to the unit's METs, commanders use the concept of battle tasks. A battle task is a collective task platoons and staffs train that support unit mission-essential tasks. Platoon and below echelons as well as staffs at echelons above use the concept of battle tasks to determine the most important tasks to train.

IV. Task Crosswalk

Ref: FM 7-0, Training (Jun '21), app. B.

Prioritized mission-essential task (MET) training acknowledges units cannot achieve or sustain fully trained proficiency on every task simultaneously. Commanders focus training on their unit's prioritized METs to optimize limited training time and resources. Similarly, subordinate leaders prioritize training on the collective tasks, battle tasks, and individual tasks that directly support their unit's prioritized METs. This is done by conducting a task crosswalk.

A task crosswalk is the process of linking higher echelon tasks to a lower echelon task based on mission requirements. Conducting a task crosswalk allows units to prioritize the tasks most important to train at each echelon. This ensures leaders select the right tasks that best support the unit training mission. For example, individual tasks must link to a team, crew, or squad battle task. Squad battle tasks must link to a platoon battle task. Platoon battle tasks must link to a company MET. The task crosswalk also provides leaders a means to analyze training time requirements and resources to train before progressing to the next level of training. Figure B-1 on illustrates a task crosswalk from an infantry brigade MET to individual field artillery Soldier tasks.

Refer to the Army Training Network (ATN) at https://atn.army.mil for task crosswalk examples and procedures.

Example Concept of a Task Crosswalk
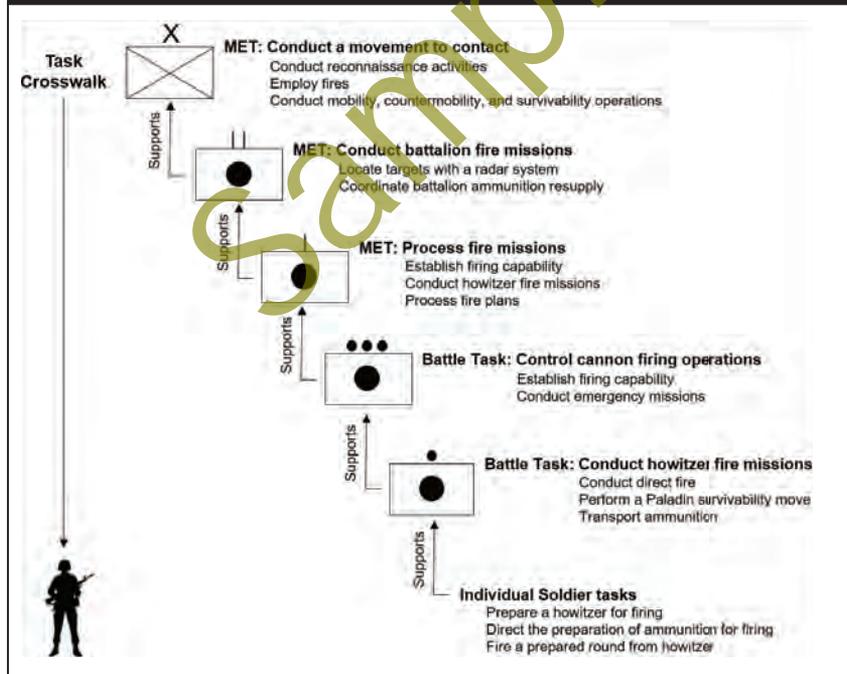
Ref: FM 7-0, Jun '21), app. B. fig. B-1. Example concept of a task crosswalk]

T-Week Calendar

Ref: FM 7-0, Training (Jun '21), table E-1. T-Week calendar. See also pp. 6-28 to 6-30.

Training events can be managed using the T-Week framework. This is a planning technique that identifies actions and activities to accomplish prior to each training event. T-Week is the week of training execution; T-6 represents activities six weeks prior to execution. Units develop and tailor their own T-week actions and timelines based on local command and installation requirements.

Weeks to Training Activities...

Week T-16
Identify major training facilities

Week T-12
Conduct training event planning

Week T-11
Refine event requirements

Week T-10
Begin pre-execution checks

Week T-9
Confirm resource requests

Week T-8
Execute reconnaissance and confirm resources

Week T-7
Publish the training event orders

Week T-6*
Review and complete deliberate risk assessments

Week T-5
Complete tactical plan and supporting products

Week T-4
Conduct certifications and complete prerequisite training

Week T-3
Conduct rehearsals

Week T-2
Finalize support and conduct OPFOR rehearsal

Week T-1
Draw equipment or supplies and execute subordinate rehearsals and checks

T Week
Execute training

Week T+1
Recover, and conduct final after action reviews

* Note. RC units should aggregate activities based on their monthly schedule.

Planning & Preparation

Company Training Schedules
Ref: FM 7-0, Training (Jun '21), pp. 3-6 to 3-7.

Company training schedules are the culmination of long-, mid-, and short-range planning and preparation. During long-range planning, the company commander sequences training events with resources over time to determine who, what, when, and where to train to ensure coordination and resources.

Company training schedules ensure training is conducted on time, by qualified trainers, and with the necessary resources. Company training schedules are priorities of work tied to timelines. Company commanders develop training schedules no later than 6 weeks prior to training. The company commander signs and the battalion commander approves training schedules no later than 6 weeks prior to training execution, generally at the conclusion of the weekly battalion training meeting.

Training schedules are posted in company common areas and are provided to Soldiers. Figure 3-2 *(facing page)* illustrates a sample training schedule. At a minimum, company training schedules include the following information:

• Date and time of training (start and end).
• Attendees.
• Tasks trained (task title and numbers for reference).
• Trainer (primary and alternate).
• Uniform and equipment.
• Location (such as training areas or facilities).
• References (such as FM 6-22 and TC 7-101).
• Authentication (company commander signature and battalion commander signature when approved).

Changes to Approved Training Schedules

To enable predictability and consistent quality execution, events codified in a training schedule should not change. However, changes to approved training are sometimes unavoidable. Any substantive changes between Weeks T-6 through T-4 require battalion commander approval, changes between Weeks T-3 through T-2 require brigade commander approval, and any change inside Week T-1 requires division commander approval. Consistent changes within two weeks of training indicate a commander failure to accurately plan unit training or higher commander failure to protect subordinate units from un-forecasted distracters.

Not all changes to approved training schedules require battalion commander or higher-level approval. Simple administrative changes such as references or instructors can be made by the company commander; however, substantive changes to tasks trained, dates, or cancellations require higher commander approval. See figure 3-3 for change approval to training schedules.
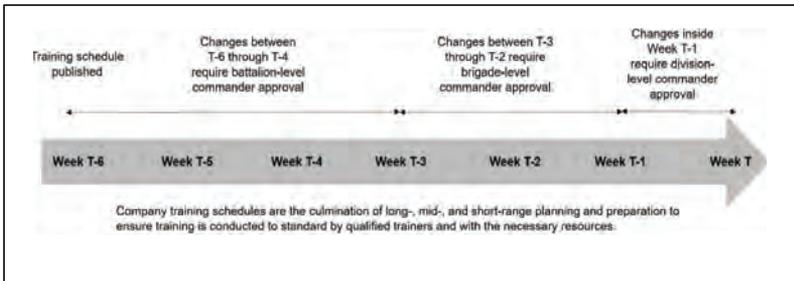
Ref: FM 7-0, (Jun '21), fig. 3-3. Approval and change process for training schedules.

Planning & Preparation

Sample Company Training Schedule

563rd MP CO

Training Schedule: 3 DEC – 5 DEC 2022

Date	Start	End	Unit	Audience	Description/Notes	Trainer(s)	Uniform	Location	References
3 DEC	0930	1600	563rd MP CO	1st Platoon	Task: 19-PLT-0002, Conduct Area and Base Security Defense	SFC Kimbell	Field	TA 54	T&EO
	0930	1600	563rd MP CO	2nd Platoon	Task: 19-PLT-2406, Conduct Roadblock and Checkpoint	SSG Richard	Field	TA 67	T&EO
	0930	1600	563rd MP CO	3rd Platoon	Task: 19-PLT-2203, Conduct Command Post Security	2LT Harold	Field	TA 32	T&EO
	1600	1700	563rd MP CO	563rd MP CO	Area Clean Up/Announcements/End of Day Formation/ Safety briefing	CDR/1SG	Duty	CO AO	Unit SOP
4 DEC	0001	2359	563rd MP CO	563rd MP CO	No Training Scheduled	CDR/1SG	Duty (CQ only)		
5 DEC	0001	2359	563rd MP CO	563rd MP CO	No Training Scheduled	CDR/1SG	Duty (CQ only)		

NOTHING FOLLOWS

Submitted by:

ANTHONY D. JONES
CPT, MP
Commanding

Approved by:

CARL K. JEFFRIES
LTC, MP
Commanding

Ref: FM 7-0, Training (Jun '21), fig. 3-2. Sample company training schedule.

Planning & Preparation

III. Training Meetings & Schedules

Ref: FM 7-0, Training (Jun '21), app. E.

Training meetings review training just conducted, discuss planning for future events, and provide a platform for the commander to issue training guidance. Additionally, training meetings facilitate the flow of training information and coordination among unit leaders. Training meeting how-to videos are available on the Army Training Network (ATN) at https://atn.army.mil.

I. Brigade and Battalion Training Meetings

Regular Army and Reserve Component (RC) brigades serving on active duty conduct training meetings monthly and battalions conduct training meetings (and training support meetings) each week or bi-weekly at a minimum. At these echelons, commanders refine mid-range training guidance, plans, and training calendars. They focus on overall long-range training plan progress and ensure training resources for subordinate organizations are resourced. Commanders also monitor and aggressively eliminate potential training distracters that may impede planned training. Attendees at these echelons include—

- Commander.
- Deputy commander (brigade-level, unit dependent).
- Executive officer.
- Command sergeant major.
- Battalion commanders and command sergeants major (at brigade-level), and company commanders and first sergeants (at battalion level).
- All primary coordinating staff (such as the personnel staff officer, intelligence staff officer, and operations staff officer).
- Key staff officers and noncommissioned officers (NCOs).
- Supporting and supported unit representatives.
- Installation support representatives as required (such as the installation directorate of plans, training, mobilization and security).

The agenda items covered at brigade and battalion training meetings include—

- Training proficiency overview.
- Training conducted (previous month).
- Training planned and not conducted (and why).
- Training highlights (to include training events for the next 45 days down to company level). Subordinate commanders in coordination with the operations staff officer nominate these highlights.
- Installation training resource conferences scheduled for the next 60 to 90 days and the status of training resource requests.
- Staff training projected for the next 45 days.
- Leader development planning.
- Issues affecting the resourcing of subordinate unit training.
- Commander's mid-range (semi-annual and quarterly) training guidance.

II. Company Training Meetings

Company, troop, and battery training meetings are the center of gravity of unit training management. Regular Army and RC units serving on active duty conduct training meetings weekly. RC units conduct training meetings monthly. They occur at the same time every week or month and are routine to the company training schedule. Training and only training is discussed as demonstrated in the following vignette. Successful training meetings focus on—

- Training proficiency overview.
- Training just conducted (previous week). Subordinate feedback from training just conducted is critical to the commander to better assess the unit's training proficiencies. The commander uses feedback to refine training plans and training guidance. Feedback includes—
  - Observations.
  - After action review results.
  - Completed evaluator training and evaluation outlines. (See chapter 5 for training and evaluation outlines.)
  - Other sources of feedback available to the commander.
- The company's leader development planning for training events focusing on leader development goals and objectives.
- Mid-range planning and preparations (T-16 to T-7).
- Short-range planning and preparations (T-6 to T) and commander's short-range training guidance.

A. Participants

Leader participation is essential for a successful company training meeting.

Company Commander

The commander runs the training meeting and ensures the meeting agenda is followed. The commander begins the meeting by reviewing the current assessment of unit mission-essential tasks, reviews upcoming major training events, and reviews the organization's training schedules. The commander provides short-range training guidance for upcoming events and confirms the status of requested training resources.

Executive Officer

In the absence of the commander, the executive officer runs the training meeting. This officer also coordinates training for all Soldiers in sections or attachments without platoon leaders or platoon sergeants. The executive officer provides the status of resources to support upcoming events and identifies resource issues affecting training. Additionally, the executive officer identifies any new resource requirements.

First Sergeant

The first sergeant reports on Soldier, crew, and small-team task proficiencies. The first sergeant provides guidance and advice on training plans and reviews pre-execution checks. Additionally, the first sergeant actively participates in the development of training plans for platoons (battle tasks and identification of resource requirements). The first sergeant advises the commander on the approval of individual Soldier tasks for planned opportunity training. The first sergeant also discusses the status of sergeant's time training (known as STT).

Notional Company Training Meeting

Ref: FM 7-0, (Jun '21), pp. E-3 to E-4.

On Tuesday at 1300, Company B conducted its weekly training meeting. In attendance were the company commander, first sergeant, executive officer, supply sergeant,platoon leaders, and platoon sergeants. The company commander, CPT Angela Hawkins, began the meeting on time following a set agenda. She and the executive officer kept the meeting from straying to other issues and focused the meeting solely on company training.

Last week, the company conducted a field training exercise (FTX). During this exercise, the company focused on one of its mission-essential tasks as a training objective—the collective task Occupy an Assembly Area. CPT Hawkins indicated that she previously assessed this task as a P proficiency rating. CPT Hawkins wanted to use the FTX to improve this assessment to a T proficiency rating. During the training meeting, the commander reviewed the feedback from the platoon leaders, the training and evaluation outlines provided by evaluators from company A, and her own observations. Based on this feedback, she assessed the company as a T proficiency rating for this task.

Platoon leaders and sergeants stated that they conducted opportunity training during the FTX. They acknowledged the unit still needed to prioritize opportunity training plans to ensure resources and leader certifications were completed before training was conducted. CPT Hawkins emphasized that leaders needed to take every available opportunity to train Soldiers to improve individual skills. She stated that with limited training time, company leaders needed to take advantage of available time to improve these Soldier-level skills.

Attention then turned to coordination for upcoming events in the next six weeks. The executive officer pulled up the long-range training calendar to review these future events. The executive officer started with the company M4 qualifying range at Week T-6. He asked the range officer in charge, 1LT Johnson, to brief the status of this range. The lieutenant stated that the DA Form 581 (Request for Issue and Turn-In of Ammunition) was approved and that convoy clearances and driver certifications for the pick-up at the ammunition holding area were on track. He further stated that coordination with range control personnel had been conducted and a recon completed. The commander asked the platoon leaders for an update on their plans to run their platoons through a virtual weapons trainer prior to the range.

Looking beyond 6 weeks, CPT Hawkins reviewed the training objectives for each major training event to make sure the company stays on track with the company long-range training plan. She provided additional planning guidance and emphasized to the platoon leaders that resource planning is vitally important at every step in the T-weeks leading up to any event.

At 1430 hours, the commander concluded the company training meeting.

Planning & Preparation

Platoon Leader

Platoon leaders plan and manage platoon training. They provide feedback on training conducted and provide recommendations on future training events.

Platoon Sergeant

Platoon sergeants assist their platoon leaders in planning and managing platoon training. In conjunction with their platoon leaders, they provide feedback on training conducted and provide recommendations on future training events.

Key Staff Noncommissioned Officers

Higher echelon staff NCOs attend training meetings as necessary. They advise the company commander on the status of specialized training. For example, the battalion master gunner works with the company master gunner and first sergeant to track individual and crew-served weapons qualifications and helps leaders with gunnery qualification requirements. Other key battalion or brigade NCOs identify and advise company leaders on opportunities to integrate specialized training into upcoming events.

Supporting Maintenance Personnel

Supporting maintenance personnel work with the commander and executive officer ensuring timely support is provided. Maintenance personnel provide input on the status of maintenance training, recommend maintenance training, and inform the commander of scheduled services and inspections that may impact training. Additionally, supporting maintenance personnel may advise the commander on maintenance training requirements.

Supply Sergeant

Supply sergeants provide input on supply-related issues, inspections, and inventories. Supply sergeants also work with the executive officer and first sergeant to coordinate necessary support from outside sources. They assist the executive officer and first sergeant in identifying, coordinating, and resourcing logistic support.

Attached and Other Support Leaders

Other leaders attend training meetings to coordinate their training efforts with those of the company. For example, the leader of an attached radar section may attend the meeting. Habitual attachments, such as medics or fire support personnel should also attend. These leaders provide their evaluation of tasks and battle drills previously trained.

B. Scheduling Training Meetings

Commanders prioritize training meetings and conduct them on the same day and time each week. This regularity provides predictability to training. Company leaders conduct training meetings in any environment—at home station or deployed. They are also conducted regardless of the time management cycle the unit is in (green, amber, or red).

Leaders consider several factors before selecting a time to conduct training meetings. Main considerations include—

- Enabling leaders to attend.
- Minimizing training disruptions.
- Allowing subordinate leaders time to prepare.
- Adhering to local policy.

RC commanders should conduct training meetings during regularly scheduled drill periods unless the commander designates otherwise.

I. Execution

Ref: FM 7-0, Training (Jun '21), chap. 4.

Execution is the implementation of the long-range training guidance. It is the deliberate and purposeful accomplishment of each training event's training objectives. Executing increasingly challenging training events to the prescribed standard builds the training proficiency required to achieve designated mission-essential task proficiency levels. It also develops increasingly capable, confident and lethal Soldiers, leaders, and units.

Refer to the Army Training Network (ATN) at https://atn.army.mil for more information on training execution.

I. Presenting and Performing Training

How training is presented is key to its effectiveness. Training is presented by the chain of command whenever possible. Unit leaders are present and responsible for training even if a technical trainer provides the information.

Training is performance oriented and is evaluated against established standards found in applicable proponent publications. Those publications can include training and evaluation outlines and training circulars.

Leaders progressively adjust task conditions to increase task difficulty. This builds task familiarity and Soldier and leader confidence. Leaders add realism and complexity to task conditions as rapidly as possible to achieve near-operational conditions.

Risk management changes the effectiveness of mitigation measures and controls.

Presenting and Performing Training

A   **Focus on Fundamentals**

B   **Train to Task Mastery on Highest Priority Tasks**

C   **Night and Adverse Weather Training**

A. Focus on Fundamentals

Commanders and leaders keep it simple: shoot, move, communicate, and survive. Units must master the basics before progressing to increasingly complex tasks. A basic task training focus provides the foundation to build proficiency in individual tasks as the unit progresses to more complex unit collective tasks.

III. Live-Fire Training *(See pp. 7-43 to 7-52.)*

Ref: FM 7-0, Training (Jun '21), pp. 4-2 to 4-3.

Live-fire training involves movement, maneuver, and employing weapons systems in a live training environment using full-caliber ammunition. Live-fire training is a progressive training process culminating in individuals and units' ability to maneuver safely and effectively while engaging targets using full-caliber ammunition. It includes prerequisite training, weapons qualification, and collective live-fire training.

(See appendix I for details on live-fire training.)

Live-fire training is the primary tool for training—

- Marksmanship under field conditions.
- Fire distribution and control.
- Weapons confidence.
- Synchronization of fires and their effects (platoon level and above).

Live-fire training also provides training in—

- Weapons systems familiarization proficiency and qualification.
- Execution of battle tasks, drills, and mission-essential task list (known as METL) tasks in a live-fire environment.
- Fire control and distribution.
- Command and control skills in a live-fire environment.
- Individual and unit movement and maneuver techniques under live-fire conditions.
- Weapons systems safety awareness and compliance.
- Soldier confidence in assigned weapons systems and leader confidence in individual and collective readiness.
- Risk management processes and procedures.

The foundation of unit live-fire proficiency is proficiency with individual and crew-served weapons. Units then progressively train to proficiency at the fire team, squad, platoon, and company levels. Battalions conduct combined arms live-fire training with proficient companies. Brigades do the same with their proficient battalions, ultimately employing joint fires when resources allow.

Live-fire training progresses in three stages:

- Prerequisite training.
- Weapons qualification (such as individual, crew served, and platform).
- Live-fire.

See pp. 7-43 to 7-52 for more information on live-fire training.

Executing Training

III. Individual Training

Individual training consists of—

Individual Training

A	**Army Warrior Training**
B	**Individual Critical Task Training**
C	**Individual and Crew-Served Weapons**
D	**Holistic Health and Fitness (H2F)**

A. Army Warrior Training

Army Warrior Training consists of training select individual tasks and battle drills. Warrior tasks and battle drills (also referred to as WTBDs) enhance a Soldier's individual readiness to fight on the battlefield.

Warrior Tasks

These individual tasks are common tasks for all Soldiers, regardless of MOS. Soldier training publications (listed as STPs) available at the Army Publishing Directorate website provide descriptions and details of these tasks. For example, the Soldier's Manual of Common Tasks, Warrior Skills, Level 1 is STP 21-1-SMCT.

Battle Drills

Battle drills are tasks (individual and collective) designed to teach a Soldier or small unit to react and survive in common combat situations. A platoon, squad, team, or crew performs these actions when initiated by a predetermined cue (verbal or visual). Battle drills are performed instinctively; they require minimal leader direction and have little to no notice. When initiated they are considered vital to the success of the combat operation or critical to preserving life. Examples include tactical combat casualty care, react to contact, establish security at the halt, and react to ambush.

B. Individual Critical Task Training

Individual critical task training consists of MOS tasks by skill level (1-4). MOS training ensures Soldiers achieve and sustain proficiency in their particular MOS. Soldiers and NCOs refer to Soldier training publications by MOS and skill level. For example, STP 17-19D1-SM-TG is for Soldiers with the MOS 19D who are training for Skill Level 1 proficiency. If there is no Soldier training publication published for specific MOS skills, Soldiers can find tasks on the MOS individual critical task list (known as ICTL) posted on the Central Army Registry website.

C. Individual and Crew-Served Weapons

Soldiers train the individual and crew-served weapons they are assigned. Weapons qualification standards are published in the systems' training circular available on the Army Publishing Directorate website.

Executing
Training

II. H2F Elements

The H2F System is comprised of five critical elements: governance, program, equipment and facilities, personnel and leader education. These elements are essential to the success of Army readiness. They ensure and sustain Soldier readiness. See figure 1-1.
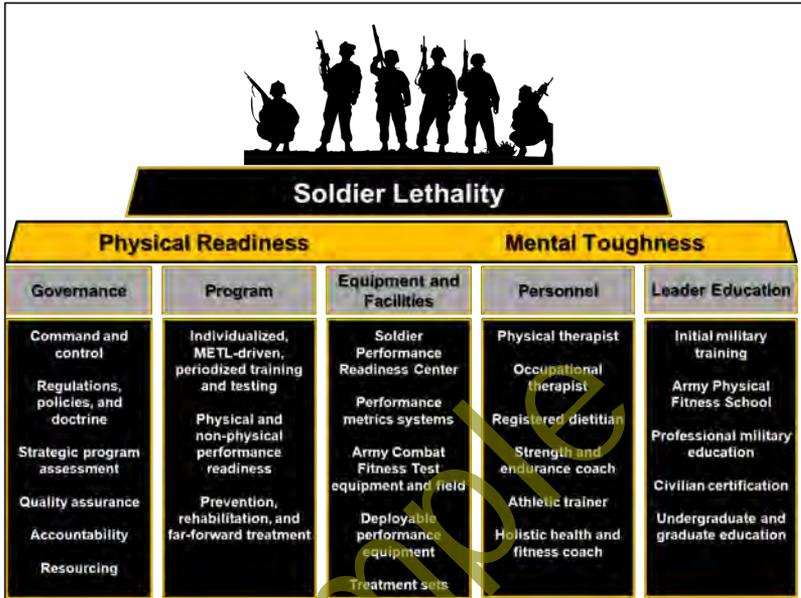
Ref: FM 7-22 (w/C1), fig. 1-1. The elements of the Holistic Health and Fitness System.

A. Governance

The Army's strategic leaders are responsible for the readiness of the Army and the overall governance of the H2F System. Strategic leaders establish the policies and regulations, define objectives, allocate resources, and implement quality controls to deliver performance readiness. This is the governance process.

The H2F System aligns and integrates numerous health and fitness programs in the Army under a single governance structure. The governance process ensures efficient and effective H2F programming, provides the necessary emphasis and support to secure resources, and prioritizes effort based on strategic objectives. All performance optimization efforts coalesce under the single governance of the H2F System to integrate evidence-based approaches for optimized performance readiness.

When properly designed, governed, and adopted, the H2F System creates a performance readiness platform that prevents physical and nonphysical stress from overwhelming the Soldier. The most important component of the governance process is compliance. Leaders at all levels must comply with policy, regulation, doctrine, and intent of H2F to enable Soldiers to reach the goal of H2F: optimized performance.

Volatility in programming, disparate approaches, and deviations from the standard become evident in units very early in training cycles. In the H2F System, high performing units are encouraged to share their best practices. The Army's H2F leadership, Centers of Excellence, and H2F schoolhouse will disseminate the training doctrine across the enterprise and professional military education. This approach will reduce the unpredictability in readiness training that Soldiers currently experience as they move among units and across operational environments.

III. Training Exercises

Ref: FM 7-0, Training (Jun '21), app. F.

Training exercises are scenario driven, multiechelon, multi-task training events. When an exercise cannot be conducted in a live environment, the commander considers using virtual, constructive, or mixed training environments to achieve training objectives. (See the Army Training Network (ATN) at https://atn.army.mil for more on training environments.)

I. Types of Training Exercises

There are fifteen foundational Army training exercises. Additionally, unit commanders develop and tailor training exercises based on training objectives and the needs of the unit. See table F-1 for the types of exercises and their abbreviations.

Training Exercises

Exercise name	Exercise abbreviation
combined arms live-fire exercise	CALFEX
command post exercise	CPX
communications exercise	COMMEX
deployment exercise	DEPEX
emergency deployment readiness exercise	EDRE
external evaluation	EXEVAL
field training exercise	FTX
fire coordination exercise	FCX
live-fire exercise	LFX
map exercise	MAPEX
mission readiness exercise	MRE
situational training exercise	STX
staff exercise	STAFFEX
tactical exercise without troops	TEWT
warfighter exercise	WFX

Ref: FM 7-0, (Jun '21), app. F. table F-1. Training exercises.

A. Combined Arms Live-Fire Exercise (CALFEX)

A combined arms live-fire exercise (known as CALFEX) is a maneuver exercise that trains and evaluates a unit's ability to maneuver and integrate direct and indirect fires. In this resource-intensive exercise, units shoot, move, communicate, and survive while employing organic and supporting weapon systems using full-caliber ammunition.

See pp. 7-43 to 7-52 for discussion of the live-fire exercises.

B. Command Post Exercise (CPX)

The command post exercise (known as CPX) is a multiechelon exercise focused on tasks supporting communications, command and control systems, and procedures. Units conduct a command post exercise in garrison or field locations, replicating an operational environment using a tactical scenario. The command post exercise physically replicates actual operational distances between command posts and systems as much as practical.

During a command post exercise, operations are continuous and use all organic and supporting communications equipment. Commanders practice combined arms integration, tactical movement, emplacement, and displacement of command posts. Each headquarters practice survivability operations such as dispersion, camouflage, and security based on the flow and demands of the tactical scenario. Command post exercises also train and evaluate staff battle task proficiency.

C. Communications Exercise (COMMEX)

A communications exercise (known as COMMEX) is an exercise to employ and test communications equipment and to train commanders and staffs, communications personnel, and small-unit leaders in command, control, and communications (known as C3) procedures. The communications exercise stresses communications discipline, traffic flow, and the proper selection of message precedence and communications means. It often employs reduced distances between communications nodes.

D. Deployment Exercise (DEPEX)

A deployment exercise (known as DEPEX) is an exercise to train tasks and procedures for deploying Soldiers and units from home stations or installations to potential areas of employment. It includes the participation of associated installation support agencies.

E. Emergency Deployment Readiness Exercise (EDRE)

An emergency deployment readiness exercise (known as EDRE) is a minimum-notice exercise to test unit deployment capabilities for contingency operations. Emergency deployment readiness exercises are conducted at the company level or higher. Commanders vary the scope and complexity of emergency deployment readiness exercises based on mission, time, resources, and training objectives. One option is a full-scale exercise. In it, units move deployable equipment to staging areas and load equipment and personnel aboard air, rail, or sea transport (these are often simulated using installation resources like railheads and aircraft mock-ups).

Another option is for no equipment to move. Instead, personnel report to designated locations for coordination and for any necessary activities short of moving equipment. Deployment procedures are also exercised with facilities that simulate deployment processing agencies. For example, medical personnel and transportation stations as required by the scenario may be set up in a large gymnasium. Designated personnel representing the deploying unit and participating agencies report to the proper station to coordinate activities. In such environments, emergency deployment readiness exercises are conducted like map exercises using operational scenarios, maps, and appropriate tactical sketches.

F. External Evaluation (EXEVAL)

External evaluations (known as EXEVALs) are scenario-driven evaluations of a unit's training proficiency conducted by leaders from outside the evaluated unit's chain of command. The commander two levels above the evaluated unit directs and resources the external evaluation. External evaluations include all organic and attached personnel and units at the echelon of evaluation.

G. Field Training Exercise (FTX)

Field training exercises (known as FTXs) are task-based simulated, tactical operations in a live-field environment against an actual or simulated opposing force. They exercise entire echelons (platoon, company, battalion, or brigade) to include all

Lane Training Activities Graphic

Ref: FM 7-0, (Jun '21), fig. G-1. Lane activities graphic.

Enter Lane

Assembly Area

Rehearsal

Task execution

After action review

GO/NO-GO?

Retraining

NO-GO*   **Exit Lane**   GO*   Next Lane
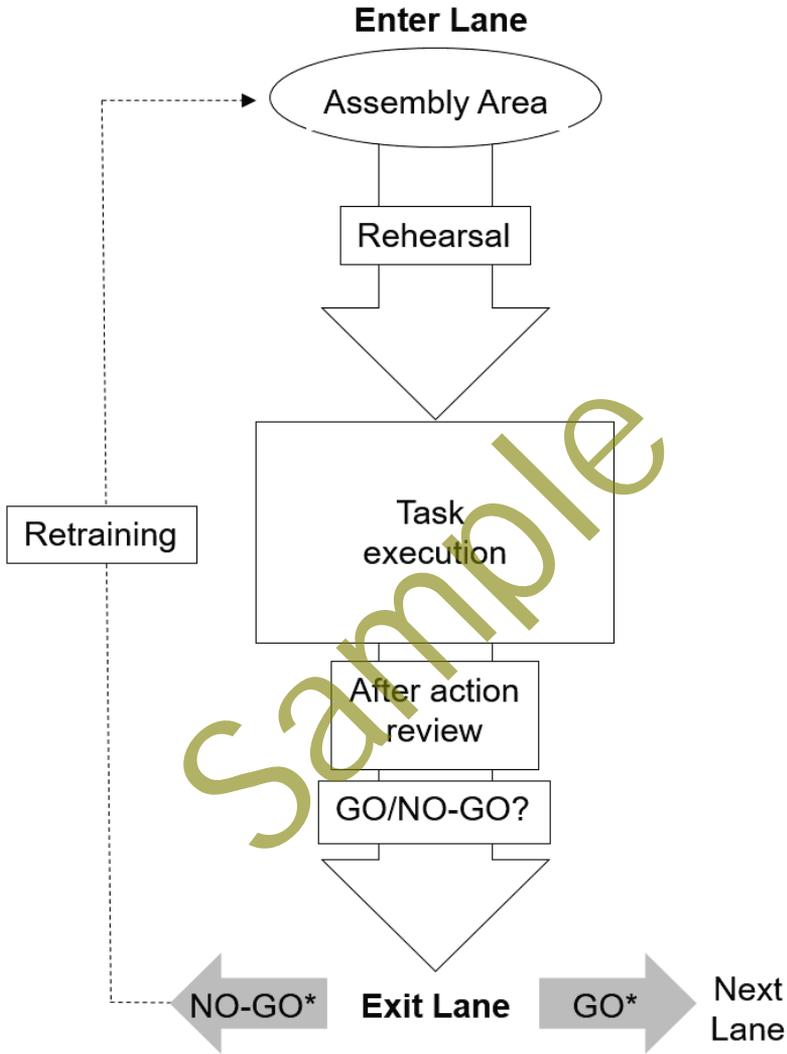
* A task "GO" indicates the unit met the standard, "NO GO" indicates it did not.

I. Training Evaluation & Assessment

FM 7-0, Training (Jun '21), chap. 5.

Evaluating and Assessing Training Proficiency is a Two-Step Process: evaluation and assessment.

Refer to the Army Training Network (ATN) at https://atn.army.mil for more information on training evaluation and assessment.)

I. Evaluation

All training is evaluated. Evaluation is the observation of performance measured against standards. For individual tasks (Army warrior and military occupational specialty tasks), drills, other collective tasks, and collective live-fire tasks, training and evaluation outlines (T&EOs) are the reference for task standards. For weapons qualification standards, the applicable weapon system publications are the principle reference.

Training and Evaluation Outlines (T&EOs)

A training and evaluation outline is a summary document that provides performance and proficiency standards for individual and collective tasks. It provides information on individual or collective task training objectives, resource requirements, and evaluation procedures. Training and evaluation outlines (T&EOs) provide important training information that informs successful task execution. T&EOs are proponent developed and published. They are available on the following websites:

- Army Training Network (ATN).
- Combined Arms Training Strategies (CATS).
- Digital Training Management System (DTMS).
- Central Army Registry (CAR).

T&EOs have three primary purposes:

- Trainers use T&EOs to prepare and practice task execution.
- Evaluators use T&EOs to observe and evaluate task performance.
- Commanders use T&EOs to help assess collective task proficiency as part of feedback.

Leaders use T&EOs to evaluate task proficiency. T&EOs specify the task type, the conditions under which the task is trained, and the standard to successfully perform the task. T&EOs also provide a wealth of task information to include the specific steps and measures.

Refer to the Army Training Network (ATN) at https://atn.army.mil for more on T&EOs.

The commander relies heavily on evaluation results when assessing proficiency. Evaluations can be executed using internal or external assets. The evaluation of training occurs during the execution phase of training events as well as during the planning and preparation phases as leaders continually find ways to improve unit tactics, techniques, and procedures. Additionally, leaders use evaluations as opportunities to coach and mentor subordinates.

A. Evaluation Planning

Commanders ensure a supporting evaluation plan exists for training events. This plan provides trained and certified evaluators with a process to observe and record task proficiency. Evaluators record the results of their observations and provide them to the commander at the conclusion of training as part of feedback.

B. External Evaluation

External evaluations (EXEVALs) are directed and resourced by the commander two echelons above the evaluated unit. Leaders outside the evaluated unit's chain of command conduct these evaluations. EXEVALs are conducted down to platoon level, but at the commander's discretion can be conducted below platoon.

See pp. 8-3 to 8-6 and AR 350-1 for additional information on EXEVALs.

II. Assessment

Only commanders assess training. Based on observed task performance and other feedback, the commander renders a proficiency assessment (Trained, Practiced, Untrained). The commander's assessment also informs planning for future training events on the areas that require improvement or sustainment. Commanders take a holistic view of feedback when assessing training. A holistic view ensures that the final assessment is not based on one or a few sources of feedback but is a balanced consideration of all available information.

Holistic Approach

Higher Commander Observations

Commanders' Dialogues

Staff Assistance Visits

IG Observations

Evaluator Comments

Training Meetings

Subordinate Leader Input

T&EOs

Commander's Assessment

Personal Observations

Training Briefings

After Action Reviews

Collective Live-fire Proficiency

Personal Experience

FM 7-0, (Jun '21), chap. 5. fig. 5-1. Commanders take a holistic approach to assessing training.

The After Action Review (AAR)

Ref: FM 7-0, Training (Jun '21), p. K-2.

AARs follow an agenda, which includes—

1. Review what was supposed to happen

A training AAR begins with a review of what was supposed to happen. A facilitator or evaluator, along with participants, reviews what was supposed to happen. This review is based on the commander's guidance, training objectives, and tasks to train.

2. Establish what happened

The training AAR continues as the evaluator establishes what happened. The facilitator and participants jointly determine what actually occurred during the training event, phase, or operation. The leader attempts to gather as many views or perspectives—such as from the OPFOR, squad leader, team leader, or rifleman—as feasible. These views help to establish a common understanding of the operation or event. Leaders then understand the complexity of an event and work to solve complex, ill-defined problems quickly. An effective AAR requires an accurate account of events. The evaluator and participants determine what actually happened during the performance of the task.

3. Determine what was right or wrong with what happened

After establishing the events that occurred, the AAR covers what was right or wrong with what happened. Participants identify the strong and weak points of their performances based on the commander's guidance and performance measures. The facilitator guides discussions to ensure maximum input that is operationally sound and relevant to the training event. Effectively guided discussions reach conclusions that are doctrinally sound, consistent with Army standards, and relevant to the unit mission.

4. Determine how the task should be done differently the next time

The AAR concludes as participants determine how the unit should complete the task differently next time. The facilitator guides the unit in self-determining how it might perform the task more effectively in the future. The unit identifies problems and provides solutions as well as identifies who is responsible for making the recommended changes. Additionally, the facilitator guides the discussion to determine a more effective way to train the tasks to achieve the commander's guidance.

Fundamentals of Training After Action Review

AARs have the following fundamental characteristics. They—

- Are conducted during or immediately after each event.
- Focus on commander's intent, guidance, training objectives, and task standards.
- Involve all participants in the discussion.
- Use open-ended questions.
- Encourage initiative and innovation.
- Determine observed strengths and weaknesses.
- Link performance to subsequent training.

Step 1. Plan the AAR
Ref: FM 7-0, Training (Jun '21), pp. K-2 to K-5.

Commanders provide their guidance to develop an AAR plan for each training event. Subordinates determine how to achieve the commander's guidance. The guidance applies to formal and informal AARs and identifies—

- Who conducts the AAR.
- Who provides information.
- Aspects of the operation an AAR evaluates.
- Who attends the AAR.
- When and where the AAR occurs.
- A senior trainer to capture the results of the AAR and to integrate results into training in accordance with the 8-Step Training Model.

Leaders or evaluators use the AAR plan to identify critical locations and events to observe so they can provide the unit a timely and valid assessment. Critical places can include unit maintenance collection points, passage points, and unit aid stations. The AAR plan identifies responsible persons (internal or external to the unit) who facilitate the AAR for a particular event. The leader or evaluator is the individual tasked to observe training, provide control for the training, and lead the AAR.

Selecting and Training Evaluators
Commanders select leaders and evaluators who—

- Have demonstrated task proficiency.
- Know the duties they are observing.
- Know current doctrine.

External evaluators are at least equal in rank to the leader of the unit they assess. Evaluators are not responsible for training the unit. That responsibility lies exclusively with the unit chain of command. If commanders choose between experience and an understanding of current doctrine or rank, they should go with experience. A staff sergeant with experience as a tank platoon sergeant is a better platoon evaluator than a sergeant first class who has no platoon sergeant experience. Commanders are responsible for training and certifying evaluators to include providing training on conducting AARs.

Reviewing Training and Evaluation Outlines
When planning the AAR, unit leaders review applicable training and evaluation outlines to understand task requirements and standards.

Scheduling Stopping Points
Leaders schedule the time and place to conduct AARs as an integral part of training events. They plan for AARs during and at the end of each critical phase or major training event. For example, a leader may plan a stopping point after issuing an operation order, upon the unit's arrival at a new position, or after consolidation on an objective.

Determining Attendance
The AAR plan specifies who attends each AAR. At each echelon, an AAR has a primary set of participants. At squad and platoon levels, everyone attends and participates. At company or higher levels, it may not be practical to have everyone attend because of continuing operations or training. At company or higher levels, unit and OPFOR commanders, unit leaders, and other key players may be the only participants. Leaders or evaluators recommend additional participants attend based on specific observations.

(TLS7) Index

Index

Index

SMARTbooks
INTELLECTUAL FUEL FOR THE MILITARY

Recognized as a "**whole of government**" doctrinal reference standard by military, national security and government professionals around the world, SMARTbooks comprise a **comprehensive professional library** designed with all levels of Soldiers, Sailors, Airmen, Marines and Civilians in mind.

The SMARTbook reference series is used by **military, national security, and government professionals** around the world at the organizational/institutional level; operational units and agencies across the full range of operations and activities; military/government education and professional development courses; combatant command and joint force headquarters; and allied, coalition and multinational partner support and training.

Download FREE samples and SAVE 15% everyday at:
www.TheLightningPress.com

The Lightning Press is a **service-disabled, veteran-owned small business,** DOD-approved vendor and federally registered — to include the SAM, WAWF, FBO, and FEDPAY.

SMARTbooks
INTELLECTUAL FUEL FOR THE MILITARY

MILITARY REFERENCE:
SERVICE-SPECIFIC

Recognized as a "whole of government" doctrinal reference standard by military professionals around the world, SMARTbooks comprise a comprehensive professional library.

MILITARY REFERENCE:
MULTI-SERVICE & SPECIALTY

SMARTbooks can be used as quick reference guides during operations, as study guides at professional development courses, and as checklists in support of training.

JOINT STRATEGIC, INTERAGENCY,
& NATIONAL SECURITY

The 21st century presents a global environment characterized by regional instability, failed states, weapons proliferation, global terrorism and unconventional threats.

RECOGNIZED AS THE DOCTRINAL REFERENCE STANDARD BY MILITARY PROFESSIONALS AROUND THE WORLD.

THREAT, OPFOR, REGIONAL & CULTURAL

In today's complicated and uncertain world, the military must be ready to meet the challenges of any type of conflict, in all kinds of places, and against all kinds of threats.

HOMELAND DEFENSE, DSCA, & DISASTER RESPONSE

Disaster can strike anytime, anywhere. It takes many forms—a hurricane, an earthquake, a tornado, a flood, a fire, a hazardous spill, or an act of terrorism.
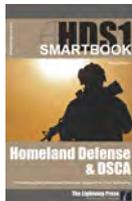
DIGITAL SMARTBOOKS (eBooks)

In addition to paperback, SMARTbooks are also available in digital (eBook) format. Our digital SMARTbooks are for use with Adobe Digital Editions and can be used on up to **six computers and six devices**, with free software available for **85+ devices and platforms— including PC/MAC, iPad and iPhone, Android tablets and smartphones, Nook, and more**! Digital SMART-books are also available for the **Kindle Fire** (using Bluefire Reader for Android).

Download FREE samples and SAVE 15% everyday at:

www.TheLightningPress.com

Purchase/Order

SMARTsavings on SMARTbooks! Save big when you order our titles together in a SMARTset bundle. It's the most popular & least expensive way to buy, and a great way to build your professional library. If you need a quote or have special requests, please contact us by one of the methods below!

View, download FREE samples and purchase online:
www.TheLightningPress.com

Order SECURE Online
Web: www.TheLightningPress.com
Email: SMARTbooks@TheLightningPress.com

24-hour Order & Customer Service Line
Place your order (or leave a voicemail)
at 1-800-997-8827

Phone Orders, Customer Service & Quotes
Live customer service and phone orders available
Mon - Fri 0900-1800 EST at (863) 409-8084

Mail, Check & Money Order
2227 Arrowhead Blvd., Lakeland, FL 33813

Government/Unit/Bulk Sales

The Lightning Press is a **service-disabled, veteran-owned small business**, DOD-approved vendor and federally registered—to include the SAM, WAWF, FBO, and FEDPAY.

We accept and process both **Government Purchase Cards** (GCPC/GPC) and **Purchase Orders** (PO/PR&Cs).

Keep your SMARTbook up-to-date with the latest doctrine! In addition to revisions, we publish incremental "**SMARTupdates**" when feasible to update changes in doctrine or new publications. These SMARTupdates are printed/produced in a format that allow the reader to insert the change pages into the original GBC-bound book by simply opening the comb-binding and replacing affected pages. Learn more and sign-up at: **www.thelightningpress.com/smartupdates/**

www.TheLightningPress.com

TLS7

(TLS7)
The Leader's
SMARTbook, 7th Ed.

Leadership as a Dynamic of Combat Power

Combat power is the total means of destructive and disruptive force that a military unit/formation can apply against an enemy at a given time. **It is the ability to fight.**

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

Today's Army demands **trained and ready units with agile, proficient leaders**. Army leaders are the competitive advantage the Army possesses that neither technology nor advanced weaponry and platforms can replace.

The Army relies on **effective teams** to perform tasks, achieve objectives, and accomplish missions. Building and maintaining teams that operate effectively is essential.

The Army trains to fight and win—it is what we do in order to preserve the peace and to decisively defeat our enemies. To do this, the Army trains by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of **unit readiness—the Army's first priority.**

DIME is our DOMAIN!™

SMARTbooks: Reference Essentials for the Instruments of National Power

Part of our "Military Reference" Series

www.TheLightningPress.com