

Section 5



ARMY CORE LEADER COMPETENCIES

Key Points

- 1 Leading
- 2 Developing
- 3 Achieving

Army leaders in this century need to be pentathletes, multi-skilled leaders who can thrive in uncertain and complex operating environments ... innovative and adaptive leaders who are expert in the art and science of the profession of arms.

Dr. Francis J. Harvey
Secretary of the Army

Speech for US Army Command and General Staff College graduation (2005)

Introduction

Leaders provide purpose, direction, and motivation. Army leaders work hard to lead people, to develop themselves, their subordinates, and organizations, and to accomplish their missions across the spectrum of conflicts.

But continuously building and refining your values and attributes, as well as acquiring more professional knowledge, is only part of becoming a competent leader. Leadership succeeds when you act and apply the core leader competencies. As you move from direct leadership positions to the organizational and strategic leader levels, those competencies will take on different nuances and complexities.

GEN Matthew B. Ridgway exemplified the qualities of a true Army leader in two wars.

Achieving Success and Leadership Excellence

GEN Matthew B. Ridgway successfully led the 82d Airborne Division and XVIII Airborne Corps during World War II. He later commanded the Eighth (U.S.) Army during the Korean War. GEN Ridgway exemplified the qualities of the competent and multiskilled Army leader. His knowledge of American Soldiers, other services, allies, foreign cultures, and the overall strategic situation led him to certain expectations.

Those expectations gave him a baseline from which to assess his command once he arrived in theater. He continually visited units throughout the Eighth Army area, talked with Soldiers and their commanders, assessed command climate, and took action to mold attitudes with clear intent, supreme confidence, and unyielding tactical discipline.

GEN Ridgway constantly sought to develop and mentor subordinate commanders and their staffs by sharing his thoughts and expectations of combat leadership. He frequently visited the frontlines to feel the pulse of the fighting forces, shared their hardships, and demanded they be taken care of. He took care of his troops by pushing the logistic systems to provide creature comforts as well as war supplies. He eliminated the skepticism of purpose, gave Soldiers cause to fight, and helped them gain confidence by winning small victories. GEN Ridgway led by example. His actions during four months in command of the Eighth Army prior to his appointment as United Nations Supreme Commander bring to life the leader's competencies. He left a legacy that leaders can operate within the spheres of all levels of leadership to accomplish their mission consistently and ethically.

Figure 5.1 shows the Army Leadership Requirements Model. You will refer to this model a great deal during your ROTC studies. On the left are the attributes you've been studying in Sections 2 through 4—*character*, *presence*, and *leader intelligence* or intellect. On the right are the core leader competencies you'll read about in this section—*leading*, *developing*, and *achieving*.

Leading

The *leading* category includes four leader competencies. Two focus on who you are leading and with what degree of authority and influence: *leads others* and *extends influence beyond the chain of command*. The other competencies address two ways by which you convey influence: *leads by example* and *communicates*.

Leads others involves influencing Soldiers or Army civilians in your unit or organization. This competency has a number of components, including setting clear direction, enforcing standards, and balancing the care of followers against mission requirements.

Extends influence beyond the chain of command requires the ability to operate in an environment, including both higher and lower command structures, and using your influence outside the traditional chain of command. This includes connecting with joint, allied, and multinational partners; local nationals; and civilian-led governmental or nongovernmental agencies. In this area, you must often operate without designated authority or while others do not recognize your authority.

Leads by example is essential to leading effectively over the course of time. Whether you intend to or not, you provide an example that others consider and use in what

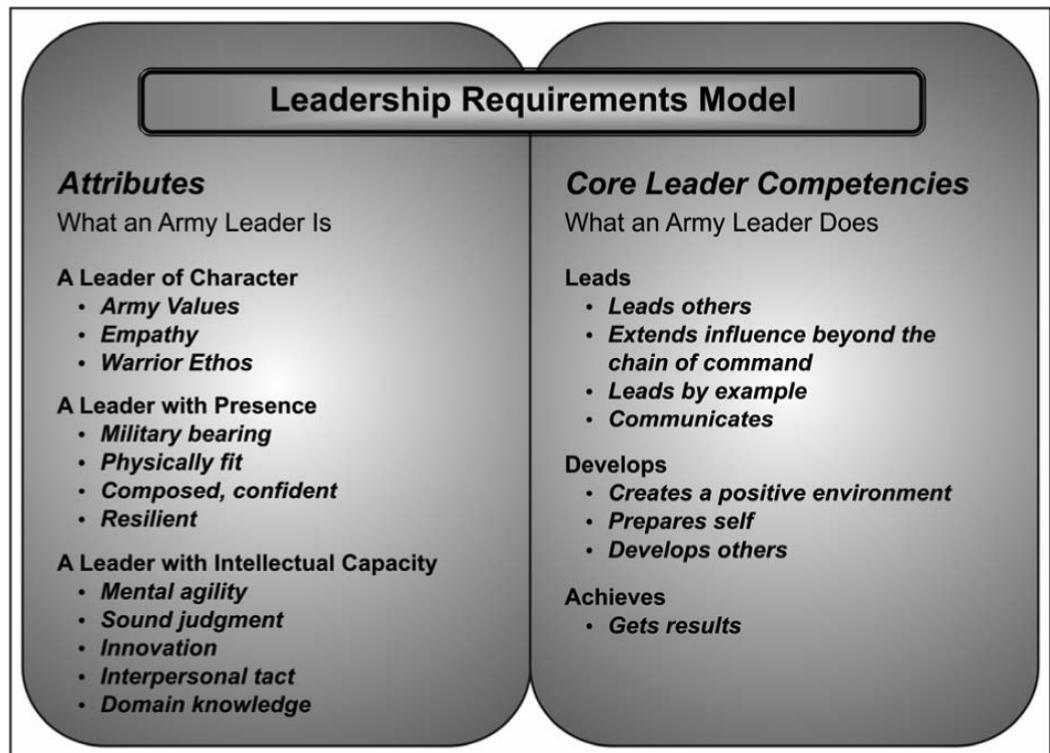


Figure 5.1 The Army Leadership Requirements Model

they do. This competency reminds you to serve as a role model. Your actions should be grounded in the Army Values and imbued with the Warrior Ethos.

Communicates ensures that you gain a clear understanding of what needs to be done, and why, within your organization. This competency deals with maintaining a clear focus on the team's efforts to achieve goals and tasks to accomplish missions. It helps build consensus and is a critical tool for successful operations in diverse multinational settings. You refine your communicating abilities by developing advanced oral, written, and listening skills.

Leads Others

All the Army's core leader competencies, especially *leading others*, involve influence. You can draw on a variety of techniques to influence others. These range from obtaining **compliance** to building a **commitment** to achieve. Resistance is the opposite of compliance and commitment. There are many techniques for influencing others to comply or commit, and you can use one or more of them to fit to the specifics of any situation.

Compliance-focused influence is based primarily on your authority. Giving a direct order to a follower is one approach to obtaining compliance during a task. Compliance is appropriate for short-term, immediate requirements and for situations where little risk can be tolerated. Compliance techniques are also appropriate for use with others who are relatively unfamiliar with their tasks or unwilling or unable to commit fully to the request. If something needs to be done with little time for delay, and there is no need for a subordinate to understand why the request is made, then compliance is an acceptable approach. Compliance-focused influence is not particularly effective when your greatest aim is to create initiative and high esteem within your team.

Commitment-focused influence generally produces longer-lasting and broader effects. Whereas compliance changes only a follower's behavior, commitment reaches deeper—changing attitudes and beliefs, as well as behavior. For example, when you build responsibility among followers, they will likely demonstrate more initiative, personal involvement, and creativity. Commitment grows from an individual's desire to gain a sense of control and develop self-worth by contributing to the organization. Depending on the objective of the influence, leaders can strengthen commitment by reinforcing followers' identification with the nation (loyalty), the Army (professionalism), the unit or organization (selfless service), the leadership in a unit (respect), and to the job (duty).

Influence Techniques

You can use several specific techniques for influence that fall along the continuum between compliance and commitment. The 10 techniques described below seek different degrees of compliance or commitment ranging from pressure at the compliance end to building relations at the commitment end.

- You *apply pressure* when you use explicit demands to achieve compliance, such as establishing deadlines for completing tasks, imposing negative consequences for failure to complete. Indirect pressure includes persistent reminders of the request and frequent checking.
- *Legitimate requests* occur when you refer to your source of authority to establish the basis for a request.
- *Exchange* is an influence technique that involves making an offer to provide some desired item or action in trade for compliance with a request. The exchange technique requires you to control certain resources or rewards that those you are influencing value.

compliance

the act of conforming to a specific requirement or demand

commitment

willing dedication or allegiance to a cause or organization

- *Personal appeals* occur when you ask the follower to comply with a request based on friendship or loyalty. This might often be useful in a difficult situation when mutual trust is the key to success.
- *Collaboration* occurs when you provide assistance or resources to carry out a directive or request. You make the choice more attractive by being prepared to step in and resolve any problems.
- *Rational persuasion* requires you to provide evidence, logical arguments, or explanations showing how a request is relevant to the goal. This is often the first approach to gaining compliance or commitment from followers.
- *Apprising* happens when you explain why a request will benefit followers, such as giving them greater satisfaction in their work or saving them time. In contrast to the exchange technique, the benefits are out of your control.
- *Inspiration* occurs when you fire up enthusiasm for a request by arousing strong emotions to build conviction. By appropriately stressing the results of stronger commitment, you can inspire followers to surpass minimal standards and reach elite performance status.
- *Participation* occurs when you ask a follower to help plan how to address a problem or meet an objective. Active participation leads to an increased sense of worth and recognition. It provides value to the effort and builds the follower's commitment to execute.
- *Relationship building* is a technique in which you build positive rapport and a relationship of mutual trust, making followers more willing to support requests. Examples include showing personal interest in a follower's well-being, offering praise, and understanding a follower's perspective.

Putting Influence Techniques to Work

To succeed and create true commitment, others should perceive your influencing techniques as authentic and sincere. Positive influence comes when you do what is right for the Army, the mission, the team, and each individual Soldier. Negative influence—real and perceived—happens when you focus primarily on personal gain and lack self-awareness. Even honorable intentions, if wrongly perceived by followers as self-serving, will yield mere compliance. False perception may trigger unintended side effects such as resentment toward you and deterioration of unit cohesion.

When influencing followers, you should consider that:

- the objectives for the use of influence should be in line with the Army Values, ethics, the Uniform Code of Military Justice, the Warrior Ethos, and the Civilian Creed
- various influence techniques can be used to obtain compliance and commitment
- compliance-seeking influence focuses on meeting and accounting for specific task demands

The American Soldier ... demands professional competence in his leaders. In battle, he wants to know that the job is going to be done right, with no unnecessary casualties.

Omar N. Bradley

General of the Army (1950-1953)

- commitment-encouraging influence emphasizes empowerment and long-lasting trust.

Extends Influence Beyond the Chain of Command

While Army leaders traditionally exert influence within their unit and its established chain of command, as a multitasked leader you must also be able to extend influence to others beyond your chain of command. *Extending influence* is the second leader competency. In today's politically and culturally charged operational environments, even direct leaders may work closely with joint, interagency, and multinational forces, the media, local civilians, political leaders, police forces, and nongovernmental agencies. Extending influence requires that you be especially aware of the differences in how influence works.

When extending influence beyond the traditional chain, you often have to influence without authority designated or implied by rank or position. You may find yourself in situations where you must build informal teams to accomplish organizational tasks.

A unique aspect of extending influence is that those who are targets of your influence outside the chain may not even recognize or willingly accept your authority as an Army leader. The key element of extending influence and building teams is for you to create a common vision among prospective team members.

Leading without authority requires adapting to your environment and the cultural sensitivities of the given situation. You must have cultural knowledge to understand different social customs and belief systems and to address issues in those contexts. When conducting peace operations, for example, you must understand that interaction with locals and their leaders can have dramatic impacts on the overall theater strategy. The manner in which your unit conducts house-to-house searches for insurgents can influence the local population's acceptance of authority, or become a recruiting incentive for the insurgency.

Extending influence includes competency in:

- building trust outside lines of military command authority
- understanding the sphere, means, and limits of influence
- negotiating, building consensus, and conflict resolution.

Building Trust Outside Lines of Authority

Forming effective, cohesive teams is often the first challenge when you work outside a traditional command structure. These teams usually have to be formed from disparate groups who are unfamiliar with military and Army customs and culture. Without some measure of trust, nothing will work well. To establish trust, you will have to identify areas of common interests and goals. Trust between two people or two groups is based largely on being able to anticipate what others understand and how they will respond in various situations. Keeping others informed also builds trust. Cementing and sustaining trust depends on following through on commitments.

Building alliances is similar to building teams. The difference is that in alliances the groups maintain greater independence. Trust is a common ingredient in effective alliances. Alliances are groomed over time by establishing contact with others, growing friendships, and identifying common interests.

Understanding Sphere, Means, and Limits of Influence

When you operate with an established command structure and common procedures, everyone's roles and responsibilities are readily apparent. When you lead outside an established organization, your ability to assess the parties involved becomes another part of the operation. Identifying who is who, what role they have, over whom they have authority or influence, and how they are likely to respond to your influence, are all important considerations.

The key to influence outside the chain of command is to learn about the people and organizations. By understanding their interests and desires, you will know what influence techniques are most likely to work.

Negotiating, Building Consensus, and Resolving Conflict

While operating outside the chain of command, you often have to resolve conflicts between Army interests and local populations or others. Conflict resolution identifies differences and similarities among the stances of the various groups. You analyze differences to understand what is behind them. You can make proposals for reinterpreting the differences or negotiating compromise to reach common understanding or shared goals. Trust, understanding, and knowing the right influence technique for the situation are the determining factors in negotiating, consensus building, and conflict resolution.

Leads by Example

Displaying Character

As an Army leader you set an example whether you know it or not. A leader of sound character exhibits good character at all times. Modeling the attributes of good character defines you to the people with whom you interact. As a leader of character you do not have to worry about being seen at the wrong moment doing the wrong thing.

When you live by the Army Values and the Warrior Ethos you display character and lead by example. This means putting the organization and your subordinates above personal self-interest, career, and comfort. For the Army leader, it requires putting the lives of others above a personal desire for self-preservation.

Leading With Confidence in Adverse Conditions

When you project confidence you are an inspiration to followers. Soldiers will follow leaders who are comfortable with their own abilities; they will question the leader who shows doubt.

Displaying confidence and composure when things are not going well can be a challenge for anyone. However, it is important when your task is to lead others through a grave situation. As you have read, confidence is a key component of leader presence. A leader who shows hesitation in the face of setbacks can trigger a chain reaction among others. On the other hand, a leader who is overconfident in difficult situations may lack the proper degree of care or concern.

Leading with confidence requires a heightened self-awareness and ability to master emotions. Developing the ability to remain confident, no matter what the situation, involves:

- having prior opportunities to experience reactions to severe situations
- maintaining a positive outlook when a situation becomes confusing or changes
- remaining decisive after mistakes have been discovered
- encouraging others when they show signs of weakness.

Displaying Moral Courage

Projecting confidence in combat and other situations requires physical and moral courage. While physical courage allows infantrymen to defend their ground, even when the enemy has broken the line of defense and ammunition runs critically short, moral courage empowers leaders to stand firm on values, principles, and convictions in the same situation. As a leader with moral courage, you take full responsibility for your decisions and actions. Morally courageous leaders are willing to critically look inside themselves, consider new ideas, and change what caused failure.

Moral courage is fundamental to living the Army Values of integrity and honor.

Demonstrating Competence

It does not take long for followers to become suspicious of a leader who acts confident but does not have the competence to back it up. Having the appropriate levels of domain knowledge is vital for you, in turn, to display confidence through your attitudes, actions, and words.

Leading by example demands that you stay aware of how your guidance and plans are executed. You cannot remain in safe, dry headquarters, designing complex plans without examining what your Soldiers and civilians are experiencing. You must have courage to get out to where the action is, whether the battlefield or the shop floor. You must connect with your followers by sharing hardships and communicating openly to clearly see and feel what goes on from a subordinate's perspective.

True warrior leaders lead from the front and share the experiences of their Soldiers. Seeing and feeling the plan transform into action empowers you to better assess the situation and influence the execution by your immediate presence. If you stay at a safe distance from the front, you risk destroying your Soldiers' trust and confidence.

GEN George Patton made it clear that leading from the front and making plans with a clear understanding of the front-line situation were keys to success. In his General Orders to the 3rd Army of 6 March 1944, he stipulated:

The Commanding General or his Chief of Staff (never both at once) and one member of each of the General Staff sections, the Signal, Medical, Ordnance, Engineer, and Quartermaster sections, should visit the front daily. To save duplication, the Chief of Staff will designate the sector each is to visit.

The function of these Staff officers is to observe, not to meddle. In addition to their own specialty, they must observe and report anything of military importance. ... Remember, too, that your primary mission as a leader is to see with your own eyes and be seen by your troops while engaged in personal reconnaissance.

Communicates

Competent leadership that gets results depends on good communication. Although communication is usually viewed as a process of providing information, communication as a competency involves more than the simple transmission of information. Communication needs to achieve a new understanding. It must create new or better awareness. Communicating critical information in a clear fashion is important to reaching a shared understanding of issues and solutions. It is conveying thoughts, presenting recommendations, bridging cultural sensitivities, and reaching consensus. You cannot lead, supervise, build teams, counsel, coach, or mentor without the ability to communicate clearly.

Developing

Good leaders strive to leave an organization better than they found it and expect other leaders throughout the Army to do the same. You can create a positive organizational climate, prepare yourself to do well in your own duties, and help others to perform well. As a good leader you should look ahead and prepare talented Soldiers and civilians to assume positions with greater leadership responsibility in their own organizations and in future assignments. You should also work on your own development to prepare for new challenges.

The Army leader who develops people and the organization with a long-term perspective possesses the following three competencies:

- Creates a positive environment
- Seeks self-improvement

- Invests adequate time and effort to developing individual subordinates and building effective teams.

Creates a Positive Environment

climate

the environment of units and organizations, primarily shaped by organizational and direct leaders

culture

the environment of the Army as an institution and of major elements or communities within it

Climate and **culture** describe the environment in which you lead. Climate refers to the environment of units and organizations, primarily those shaped by organizational and direct leaders. Culture refers to the environment of the Army as an institution and of major elements or communities within it.

You take care of people and maximize their performance by influencing your organization's climate. Climate is how members feel about the organization and comes from shared perceptions and attitudes about the unit's daily functioning. These things have a great impact on their motivation and the trust they feel for their team and their leaders. Climate is generally a short-term experience, depending on a network of the personalities in a small organization. The organization's climate changes as people come and go. When a Soldier says, "My last platoon sergeant was pretty good, but this new one is great," the Soldier is pinpointing one of the many elements that affect an organization's climate.

Culture is a longer lasting and more complex set of shared expectations than climate. While climate is a reflection about how people think and feel about their organization right now, culture consists of the shared attitudes, values, goals, and practices that characterize the larger institution over time. It is deeply rooted in long-held beliefs, customs, and practices. You must establish a climate consistent with the culture of the Army as an enduring institution. You must also use the culture to let your people know they are part of something bigger than just themselves, that they have responsibilities not only to the people around them but also to those who have gone before and those who will come after.

Seeks Self-Improvement

To prepare for increasingly demanding operational environments, Army leaders must invest more time in self-study and self-development than before. Besides becoming multiskilled, Army leaders have to balance the demands of diplomat and warrior. Acquiring these capabilities to succeed across the spectrum of conflicts is challenging, but critical. In no other profession is the cost of being unprepared as unforgiving, often resulting in mission failure and unnecessary casualties.

Be Prepared for Expected and Unexpected Challenges

You know that in the physical arena, you must maintain high levels of fitness and health, not only to earn continuously the respect of subordinates, peers, and superiors, but also to withstand the stresses of leading and maintaining your ability to think clearly. While physical self-development is important, you must also exploit every available opportunity to sharpen your intellectual capacity and knowledge in relevant domains. The conceptual components affecting the Army leader's intelligence include agility, judgment, innovation, interpersonal tact, and domain knowledge. A developed intellect helps you think creatively and reason analytically, critically, ethically, and with cultural sensitivity.

When faced with diverse operational settings, you can draw on intellectual capacity, critical thinking abilities, and applicable domain knowledge. You create these capabilities by frequently studying doctrine, tactics, techniques, and procedures. You put the information into context with personal experiences, military history, and geopolitical awareness. Take the time to learn languages, customs, belief systems, motivational factors, and operational principles.

Self-development is continuous, and you must pursue it during both institutional and operational assignments. You prepare yourself for leadership positions through lifelong learning.

Self-awareness is a component of preparing yourself. It can help you become better adjusted and more effective. Self-awareness enables you to recognize your strengths and weaknesses across a range of environments and progressively leverage strengths to correct these weaknesses.

Every leader has the ability to be self-aware. Competent leaders understand the importance of self-awareness and work to develop it.

self-awareness

being aware of oneself, including one's traits, feelings, and behaviors

Develops Others

Leader development is a deliberate, continuous, sequential, and progressive process grounded in the Army Values. It grows Soldiers and civilians into competent and confident leaders capable of directing teams and organizations to execute decisive action. You develop as a leader through your lifelong synthesis of the knowledge, skills, and experiences that you gain through institutional training and education, organizational training, operational experience, and self-development. And you train Soldiers now to develop leaders for the future.

Assessing Developmental Needs

The first step in developing others is to understand what areas are already strong and what areas should be stronger. If you know your subordinates well, you have an idea where to encourage them to develop. You can observe new subordinates under different task conditions to identify strengths and weaknesses and to see how quickly they pick up new information and skills.

To objectively assess subordinates, leaders do the following:

- Observe and record subordinates' performance in the core leader competencies
- Determine if the performances meet, exceed, or fall below expected standards
- Tell subordinates what they observed and provide an opportunity to comment
- Help subordinates develop an individual development plan (IDP) to improve performance.

Supporting Professional and Personal Growth

Preparing yourself and subordinates to lead aims at the goal of developing multiskilled leaders—leader pentathletes. The multiskilled leader has not only warfighting skills but also creativity and a degree of diplomacy combined with multicultural sensitivity. To achieve this balance, the Army creates positive learning environments at all levels to support its lifelong learning strategy.

It takes openness and imagination to create an effective organizational learning environment. Do not be afraid to make mistakes. Instead, stay positive and learn from those mistakes. You must remain confident in your own and your subordinates' ability to make learning the profession of arms a lifelong commitment.

Helping People Learn

It is your responsibility to help subordinates learn. Explain why a subject is important. Show how it will help them and the organization perform better and actively involve subordinates in the learning process. For instance, never try to teach someone how to drive a vehicle with classroom instruction alone. Ultimately, the person has to get behind the wheel. To keep things interesting, keep lectures to a minimum and maximize hands-on training.

Counseling, Coaching, and Mentoring

Leaders have three principal ways of developing others:

- Counseling—reviewing a subordinate's demonstrated performance and potential, often in relation to a programmed performance evaluation

- Coaching—guiding another person’s development in new or existing skills during the practice of those skills
- Mentoring—providing guidance and advice from the standpoint of greater experience.

counseling

the process of advising someone based on the counselor’s superior experience or knowledge

coaching

the process of helping someone through a set of tasks

mentoring

the process whereby a person of greater experience helps a person of lesser experience to develop—the relationship is characterized by mutual trust and respect

Counseling is central to leader development. When you serve as a designated rater you prepare your subordinate to be a better Soldier. Good counseling focuses on the subordinate’s performance and problems with an eye toward tomorrow’s plans and solutions. Counseling cannot be an occasional event but should be part of a comprehensive program to develop subordinates.

Coaching refers to helping someone through a set of tasks. It relies primarily on teaching and guidance to bring out and enhance a subordinate’s capabilities. A coach helps people understand their current level of performance and instructs them how to reach the next level of knowledge and skill.

Coaching is a development technique that tends to be used for a skill and task-specific orientation. Coaches should possess considerable knowledge in the specific area in which they coach others.

An important aspect of coaching is identifying and planning for short- and long-term goals. The coach and the person being coached discuss strengths, weaknesses, and courses of action to sustain or improve. Coaches focus goals, clarify the self-awareness of the person they are coaching, uncover their potential, eliminate developmental barriers, develop action plans and commitment, and then follow up to see how the person is progressing.

Future battlefield environments will place pressures on developing leaders at a rapid pace. To help these leaders acquire the requisite 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. It is a combat multiplier because it boosts positive leadership behaviors on a voluntary basis.

Contrary to common belief, mentoring relationships are not confined to the superior-subordinate relationship. They may also be found between peers and notably between senior NCOs and junior officers. This relationship can occur across many levels of rank. In many circumstances, this relationship extends past the point where one or the other has left the chain of command.

Supportive mentoring occurs when a mentor does not outrank the person being mentored, but has more extensive knowledge and experience. Early in your career, you may be paired with a senior experienced NCO. The relationship that frequently comes from this experience can be instrumental in your development. Often, officers recognize that the noncommissioned officer in their first or second assignment was a critical mentor with a major impact on their development.

The cohesion that matters on the battlefield is that which is developed at the company, platoon, and squad levels....

GEN Edward C. Meyer
Chief of Staff, Army (1979-1983)

Understanding GIs

My first platoon sergeant was Robert D. Edwards, from deepest Alabama.... The troops feared Edwards, and with reason. Once, I had to explain to him why he could not keep a Soldier who had gone AWOL chained to the barracks radiator. Edwards found my reasons puzzling and went off muttering about the decline of discipline. While he was feared, he was, at the same time, respected and revered by the men. They understood Edwards. He was in their corner. No matter how primitive his methods, he had one concern—the welfare of the platoon and the men in it. If they soldiered right, he looked out for them. I came to understand GIs during my tour at Gelnhausen [in Germany]. I learned what made them tick, lessons that stuck for thirty-five years. American Soldiers love to win. They want to be part of a successful team. They respect a leader who holds them to a high standard and pushes them to the limit, as long as they see a worthwhile objective. American Soldiers will gripe constantly about being driven to higher performance. They will swear they would rather serve somewhere easier. But at the end of the day, they always ask: “How’d we do?” And I learned what it meant when Soldiers brought you problems.... The day Soldiers stop bringing you their problems is the day you have stopped leading them. They have either lost confidence in you or concluded you do not care. Either case is a failure of leadership.

GEN Colin Powell

Achieving

Achieving focuses on accomplishing the mission. It begins in the short term by setting objectives. In the long term, achieving gets results in pursuit of those objectives.

Getting results means getting the job done on time and to standard. The successful Army leader in this area has the following competencies:

- Provides direction, guidance, and clear priorities that involve guiding teams in what needs to be done and how
- Develops and executes plans for accomplishing missions and tasks, anticipating how to carry out what needs to be done, managing the resources used to get it done, and conducting the necessary actions
- Accomplishes missions consistently and ethically, using monitoring to identify strengths and correct weaknesses in organizational, group, and individual performance.

Provides Direction, Guidance, and Priorities

Always provide guidance from both near-term and long-term perspectives. A near-term focus is based on critical actions that must be accomplished immediately. A long-term focus prepares others to handle future tasks competently.

Make feedback an embedded, natural part of the work. You should provide feedback on a regular basis. Making feedback part of the normal performance of work is a technique leaders use to guide how duties are accomplished.

Often the most challenging part of your job as leader is to identify and clarify conflicts in your followers' roles and responsibilities. Good communication techniques with back briefs are useful for identifying conflicts. Role differences may arise during execution, and you should resolve them as they occur.

Develops and Executes Plans

In daily peacetime or combat training and operations, your primary responsibility is to help the organization function effectively. Your unit must accomplish its mission despite any surrounding chaos. This all begins with a well-thought-out plan and thorough preparation.

Planning

Use planning to ensure that an approach for reaching goals will be practical. Planning reduces confusion, builds subordinates' confidence in themselves and their organization, and allows the flexibility to adjust to changing situations. Good planning boosts shared understanding and ensures that a mission is accomplished with a minimum of wasted effort and fewer casualties in combat.

Preparing

Preparation complements planning. Preparation includes detailed coordination with other organizations involved or affected by the operation or project. In the case of nontactical requirements, preparation may include ensuring the necessary facilities (for example, hospitals, labs, maintenance shops) and other resources (for example, firefighters, police, and other first responders) are available to support the mission.

A rehearsal is a critical element of preparation. It allows everyone involved in a mission to develop a mental picture of responsibilities and what should happen. It helps the team synchronize operations at times and places critical to successful mission accomplishment. Rehearsing key combat actions allows subordinates to see how things are supposed to work and builds confidence in the plan.

Executing

Successful execution of a plan is based on all the work that has gone before. Executing for success requires situational understanding, supervising task completion, assessing progress, and implementing required execution or adjustment decisions.

Executing in combat means putting a plan into action by applying combat power to accomplish the mission. It also means using situational understanding to assess progress and make execution and adjustment decisions. In combat, you strive to integrate and synchronize all elements of the joint and combined arms team as well as nonmilitary assets. The goal is to assign specific tasks or objectives to the most capable organization and empower its leaders to execute and exercise initiative within the given intent.

Accomplishes Missions

Achieving consistent results hinges on doing all the right things that come under other leadership competencies—having a clear vision, taking care of people, setting the right example, building up the organization, encouraging leader growth, and so on. You can achieve consistent performance by using techniques to:

- monitor collective performance
- reinforce good performance
- implement systems to improve performance.

Monitoring Performance

It is critical for you to be able to assess a situation accurately and reliably against desired outcomes, established values, and ethical standards. Assessment occurs continually during planning, preparation, and execution; it is not solely an after-the-fact evaluation. Accurate assessment requires instinct and intuition based on experience and learning. It also demands a feel for the reliability and validity of information and its sources. Periodic assessment is necessary to determine organizational weaknesses and prevent mishaps. Accurately determining causes is essential to training management, developing subordinate leadership, and initiating quality improvements.

There are many different ways to gather information for assessment purposes. These include asking team members questions to find out if information is getting to them, meeting people to inquire if tasks and objectives are appropriate, and checking for plan synchronization. Assessing can also involve researching and analyzing electronic databases. No matter which techniques you use, it is important that information be verified as accurate.

Reinforcing Good Performance

To accomplish missions consistently you must maintain your team's motivation. One of the best ways to do this is to recognize and reward good performance. If you recognize individual and team accomplishments, you will shape positive motivation and actions for the future. Recognizing individuals and teams in front of superiors and others gives those contributors an increased sense of worth. You encourage Soldiers and civilians to sustain and improve performance when they feel their contributions are valued. Don't overlook giving credit to subordinates. Sharing credit has enormous payoffs in terms of building trust and motivation for future actions.

Improving Organizational Performance

You must encourage a performance improvement mindset in your unit—one that allows for conformity but goes beyond merely meeting standards—to strive for increased efficiencies and effectiveness. Several actions are characteristic of performance improvement:

- Ask incisive questions about how tasks can be performed better
- Anticipate the need for change and action
- Analyze activities to determine how desired end states are achieved or affected
- Identify ways to improve unit or organizational procedures
- Consider how information and communication technologies can improve effectiveness
- Model critical and creative thinking and encourage it from others.

Too often, leaders unknowingly discourage ideas. As a result, subordinates become less inclined to approach leaders with new ideas for doing business. Encourage a climate of reflection about the organization and encourage ideas for improvement. The concept of lifelong learning applies equally to the collective organization as well as to the individual.



CONCLUSION

Competent Army leaders do the nation, the Army, the unit, and themselves proud. In leading others, their leadership extends beyond the chain of command. They lead by example, and they communicate well.

Army leaders develop leadership skills in others by creating a positive environment, seeking self-improvement, and providing support. Support includes fostering growth, helping people learn, and providing counseling, coaching, and mentoring.

Army leaders also support mission accomplishment by providing direction and guidance, developing and executing plans, and accomplishing those missions consistently and ethically.

At the end of the day or a career, you should be able to look back confidently and say that your efforts have helped create an Army of consistent excellence. Whether you command an invasion force of thousands or supervise a small unit, you should be able to say that you made a positive difference.

Learning Assessment

1. Define, and give examples of, the four leader competencies that are critical to the skill of leading well.
2. What are the three competencies for developing people and organizations with a long-term perspective?
3. What are the three competencies involved in achieving results that will lead to success in accomplishing missions?

Key Words

compliance
commitment
climate
culture
self-awareness
counseling
coaching
mentoring

References

Field Manual 6-22, *Army Leadership: Competent, Confident, and Agile*. 12 October 2006.
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