Leader Development
What is Leadership

Levels of Leadership –
   Direct
   Organizational
   Strategic

Conditions of Leadership –
   Formal/ Positional
   Informal / Personal
   Collective
   Situational

It’s a Process – Since first publishing leadership doctrine the Army has consistently defined leadership as a process. This is significant because a process can be learned, monitored and improved.
Attributes of what leaders should be and know:

**Attributes**

**Character**
- Army Values
- Empathy
- Warrior Ethos/Service Ethos
- Discipline

**Presence**
- Military and professional bearing
- Fitness
- Confidence
- Resilience

**Intellect**
- Mental agility
- Sound judgment
- Innovation
- Interpersonal tact
- Expertise

**Leads**
- Leads others
- Builds trust
- Extends influence beyond the chain of command
- Leads by example
- Communicates

**Develops**
- Creates a positive environment/
  Fosters esprit de corps
- Prepares self
- Develops others
- Stewards the profession

**Achieves**
- Gets results

**Competencies**
Attribute – Character

**Character**: a person’s moral and ethical beliefs which gives them the motivation to do what is appropriate regardless of the situation.

**Values** – must know and live the Army values

**Empathy** – understanding another’s point of view

**Warrior Ethos / Service Ethos** – the heart of a Soldier

**Discipline** - the ability to control one’s own behavior
**Presence**: the impression that a leader makes on others which contributes to their success; image, how one is perceived

**Military Bearing** (MB) – projects a commanding presence; professionalism

**Fitness** (PF) – having sound health, strength and endurance

**Confident** (CF) – projects self-confidence and certainty; poise and control

**Resilient** (RS) – recovers quickly while maintaining mission focus
**Intellect:** the ability to draw on mental tendencies and resources that shape conceptual abilities; are applied in one’s duties

- **Mental Agility (MA)** – Flexibility of mind, able to anticipate and adapt
- **Sound Judgment (SJ)** – Capacity to assess situations and draw feasible conclusions; decisive
- **Innovation (IN)** – Ability to introduce something new; creative
- **Interpersonal Tact (IP)** – Effectively interacts with others
- **Expertise (EX)** – Possessing facts, beliefs and logical assumptions
ADRP 6-22 Leadership Requirements Model

Attributes

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Competencies that the Army requires leaders to do

Leads
- Leads others
- Builds trust
- Extends influence beyond the chain of command
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Achieves
- Gets results
Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (ADP 6-22).
**Competency**

**Leads:** application of character, presence, and intellectual abilities in guiding others toward mission accomplishment

- **Leads Others (LD)** – Motivates and inspires; work towards a common purpose
- **Builds Trust (BT)** – To establish conditions of effective influence and for creating a positive environment
- **Extends Influence beyond CoC (EI)** – Uses means to influence outside chain of command (negotiation, mediation, conflict resolution)
- **Leads by Example (LE)** – Sets an example to others; serves as a role model
- **Communicates (CO)** – Clearly expresses ideas to others and listens well; practices effective communication techniques
Develops: an environment that fosters teamwork and acceptance of responsibility while demonstrating care.

**Develops**

- **CP – Creates Pos Environment**
  - Creates a positive cultural/ethical climate
- **PS – Prepares Self**
  - Self study, assessment and development; is prepared to lead
- **DO – Develops Others**
  - supports others and the unit to develop and grow
- **SP – Stewards the Profession**
  - part of leader developmental responsibilities, they must prepare themselves and act to promote long-term stewardship of the Army
**Competency**

**Achieves**: sets objectives; focuses on mission accomplishment

**Get Results (GR)** – structuring what needs to be done so results are consistently produced; develops and executes plans while providing direction, guidance and clear priorities toward mission accomplishment; manages resources
Leader Development Model

**Current Model**

**Progression Model**

- MS 1
- MS 2
- MS 3
- MS 4

**Lateral Entry**

- Cadets with special qualifications may enter here

**Leader Development & Assessment Course**

- Students may decide to enroll in ROTC while at college. LTC can provide constructive credit for MSI and MSII

**Leader’s Training Course**

**Transformation**

- New summer training experience - Cadet Initial Entry Training (CIET):
  - All Cadets attend CIET except those with prior service experience (28 Day Basic Military Skills)
  - MSIII Cadets serve as leader / trainers
- Complete Transformation of LDAC to Cadet Leader’s Course (CLC):
  - Multi-echelon squad and platoon level training events attended by all Cadets
  - Focus on Leader Development as opposed to assessment
- Opportunity to On-campus curriculum:
  - Incorporate Lateral Entry Module (LEM) into Lateral Entry process

**Future Model**

**Education / MS Curriculum**

- MS 1
- MS 2
- MS 3
- MS 4

**Transformation**

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**Desired Outcome: Improved Leader Development**

- Standardized Basic Military Training; reduces variance of Cadet proficiency of basic military skills (CIET)
- Increases time available on-campus IOT:
  - Improve / redesign on-campus curriculum to achieve higher level learning to analysis and synthesis
  - Re-balance curriculum toward personal development and officership through MS I-IV
- Improved values and ethics
- Officers better prepared for VUCA environments
Curriculum Transformation

Current Curriculum

<table>
<thead>
<tr>
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<th>Personal Development</th>
<th>Tactics &amp; Techniques</th>
<th>Values &amp; Ethics</th>
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- Focuses on “What to Think”
- Educational Theory Behavioral
- Task, Condition, Standard orientation
- Stresses Assessment on Tasks
- Content heavy on tactics/techniques at the expense of other tracks

Transformation Method

- Increase MSI/MSII credit hours
- MS Curriculum tailored to Cadet developmental needs
- Re-allocate and re-balance curriculum hours
- Increase critical thinking and problem solving
- Improve values and ethics training
- Improve cadre preparation and education

Future Curriculum

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- Focuses on “How to Think”
- Educational Theory Constructivism
- ASLTE – Socratic Teaching Method on Outcomes

Result: Improved Learning

Bloom’s Taxonomy

EVALUATION
SYNTHESIS
ANALYSIS
APPLICATION
COMPREHENSION

UNCLASSIFIED
**ROTC Desired Outcomes**

“The Army Lieutenant” provides leaders of character with the capabilities and attributes that the Army has asked for. These requirements are reflected below:

<table>
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<tr>
<th>Army Learning Areas</th>
<th>ALCC Competencies</th>
<th>ROTC Outcomes</th>
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<tr>
<td>The Army Profession</td>
<td>Character and Accountability</td>
<td>Understands and embraces the concept of being an officer in the profession of arms committed to live by the Army Values and Warrior Ethos.</td>
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<td>Professional Competence</td>
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<td>Possess the appropriate level of expertise to enable the leader to display confidence through their attitudes, actions, and words.</td>
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<td>Adaptability</td>
<td>Critical Thinking &amp; Problem Solving</td>
<td>Analyzes information, understands ambiguous situations, and develops solutions to problems facing a newly commissioned officer.</td>
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<td>Adaptability and Initiative</td>
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<td>Anticipates change and makes appropriate decisions to act within the Mission Commander’s guidance and intent.</td>
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<td>Teamwork</td>
<td>Team Building and Collaboration</td>
<td>Develops, leads, and inspires unit to accomplish the mission.</td>
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<tr>
<td>Culture and JIIM Competence</td>
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<td>Demonstrates respect for others and work effectively with different cultures and people.</td>
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<tr>
<td>Communication &amp; Engagement</td>
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<td>Communicates effectively as a junior officer able to deliver clear and concise oral and written messages.</td>
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<tr>
<td>Lifelong Learning</td>
<td>Lifelong Learner (includes digital literacy)</td>
<td>Seeks continual personal and professional improvement through education and experiential learning</td>
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<tr>
<td>Comprehensive Fitness</td>
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<td>Remains physically healthy and psychologically strong to be able to thrive in the military while meeting a wide range of operational demands.</td>
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Leader’s Training Course (>>CIET)

Mission:
To qualify and motivate Cadets for lateral entry into Senior Reserve Officers’ Training Corps.

- 28 Days of training at Fort Knox, KY
- Introduces Cadets to Warrior ethos and Army values
- 1,506 in FY13; Over 1500 will participate in FY14.

Leader Development & Assessment Course (>>CLC)

Mission:
To evaluate, train and develop junior officer leadership ability

- Evaluates leadership potential, reinforces warrior skills
- 29 Days of training and assessment at FT Knox, KY
- 6,052 participated in FY13; 6,200 will participate in FY14

Culture and Language Training

- Cadet Overseas LREC Leader Development
  - Cadet month long deployments in support of CCMD Security Cooperation Lines of Effort
  - 1,400 Cadets selected for Summer 2014 missions

Cadet Practical Field Training (CPFT)

- Cadet Leader Training (1,299 in FY13, 900 in FY14)
- Military Schools (1,100 in FY13, 1,940 in FY14)
- Internships (380 in FY13, 450 in FY14)

Total Cadets in summer training last summer 11,423
## Cadet Summer Training Outcomes

<table>
<thead>
<tr>
<th>CST Event</th>
<th>Outcomes</th>
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| **LTC**   | 1. Cadets possess the contextual understanding needed to integrate into the MS III cohort  
            2. Cadets have an understanding of and are proficient in the individual military skills needed to maximize the benefit of the LDAC (CLC) experience  
            3. Cadets understand the interaction of Squads as they relate to Platoon level operations  
            4. Cadets demonstrate Army Values and the warrior ethos throughout the entirety of the mentally challenging and physically demanding event  
            5. Cadets are prepared and motivated for a Lifelong Learning MS III PoP |

| **MS III PoP** | 1. MS III Cadets that serve as leader-trainers during LTC will have significantly improved their ability to lead Soldiers and are better prepared for small unit operations  
                        2. MS III PoP concept is validated and prepared for full implementation during CST 2015 |

| **LDAC** | 1. Cadets entering MS IV Cadets will have an experienced-based contextual appreciation of the demands on a platoon leader that will drive their continued self development as an Army Professional  
                 2. Cadet’s confidence and ability to lead a platoon under mentally and physically stressful conditions will have been improved and they will have a level of proficiency in tactical tasks that prepares them for BOLC B |

| **CULP** | 1. Cadets will improve their confidence to lead others in an environment in which they don’t know the language, have limited regional experience, and the tactical situation is ambiguous.  
              2. Through practical application, Cadets will understand Army Security Cooperation activities, specifically, building Partner Capacity and Building Partner Relationships within an ASCC framework.  
              3. Cadets will understand deployment preparation, pre-deployment, and mission execution IOT improve their ability to lead their platoons through it. |