

LESSON FOUR

DEVELOP SUBORDINATE LEADERS IN A COMPANY OR EQUIVALENT-SIZED ORGANIZATION

Critical Task, 01-9001.16-0003

OVERVIEW

LESSON DESCRIPTION:

In this lesson you will learn the fundamentals of leader development, the structure of a leader development program, and how to prepare a plan to develop subordinate leaders in a company-sized organization.

TERMINAL LEARNING OBJECTIVE:

- ACTION:** Prepare a plan to: develop subordinate leaders in a company or equivalent-sized organization.
- CONDITION:** Given a practice exercise and subcourse materials.
- STANDARD:** Prepare a subordinate development plan to maintain and increase the overall professional competence and confidence of all subordinate leaders that includes: a reception and integration phase, a basic skills development phase, and an advanced development and sustainment phase. Evaluation of the plan will be in accordance with FM 22-100, FM 22-102, and FM 25-101.
- REFERENCES:** The material contained in this lesson was derived from the following publications: AR 350-17, DA Pam 600-32, FM 22-100, FM 22-102, FM 25-100, FM 25-101, FM 100-5

INTRODUCTION

1. Not long ago our world was a very different place. The Warsaw Pact represented a formidable potential enemy, the Berlin Wall maintained a divided city and the military establishment was quite comfortable with what it considered the "threat." Things changed. Amid much of this change the United States conducted operations in Panama and the Middle East. When the President called upon the military services to execute these missions, both he and the American people had the right to assume the Army was ready. All that was needed were mission orders.

In order to be ready and successful, unit commanders must continually develop the leadership skills, knowledge, and attitudes of their subordinates. Our AirLand Battle doctrine states that, "The most essential element of combat power is competent and confident leadership." If, as our operations doctrine contends, "No challenge to our success on the battlefield exceeds leadership in importance," then it follows that the development of competent, confident leaders should be a top priority for each commander.

2. Subordinate leader development relates directly to two leadership competencies: soldier team development, and teaching and counseling. The lesson integrates the leadership aspects of subordinate leader development found in the Army's leadership manuals and introduces you to the leader development aspects of training found in FM 25-101, Training the Force, Battle Focused Training.

PART A - EXPLAIN THE FUNDAMENTALS OF A LEADER DEVELOPMENT PROGRAM

1. The goal of leader development. The goal of leader development is to develop competent and confident leaders who understand and are able to exploit the full potential of the AirLand Battle doctrine. The key words in this definition are:

a. Develop. The Army accepts the idea that leaders can and must be developed. Regardless of the amount of charisma and talent with which you are born, there are specific leadership skills which must be developed to become an effective leader. The Army also recognizes the need to take a proactive approach in the development of leaders.

b. Competent. In order to be an effective leader, you must become a competent leader. The Army needs leaders who are technically and tactically competent and who understand the human dimensions of leadership and operations.

c. Confident. You must have confidence in your ability to lead others in battle. Competence breeds confidence. If you are competent and demonstrate this through your behavior, subordinate leaders will pick up on it and have more confidence in themselves and the unit.

d. Exploit doctrine. The AirLand Battle doctrine has four basic tenets: initiative, agility, depth, and synchronization. Each branch develops a doctrine which operationalizes these tenets within the context of our AirLand Battle doctrine. In order to win on the battlefield, each leader must be able to employ our doctrine at the expense of the enemy.

2. The three leader development pillars.

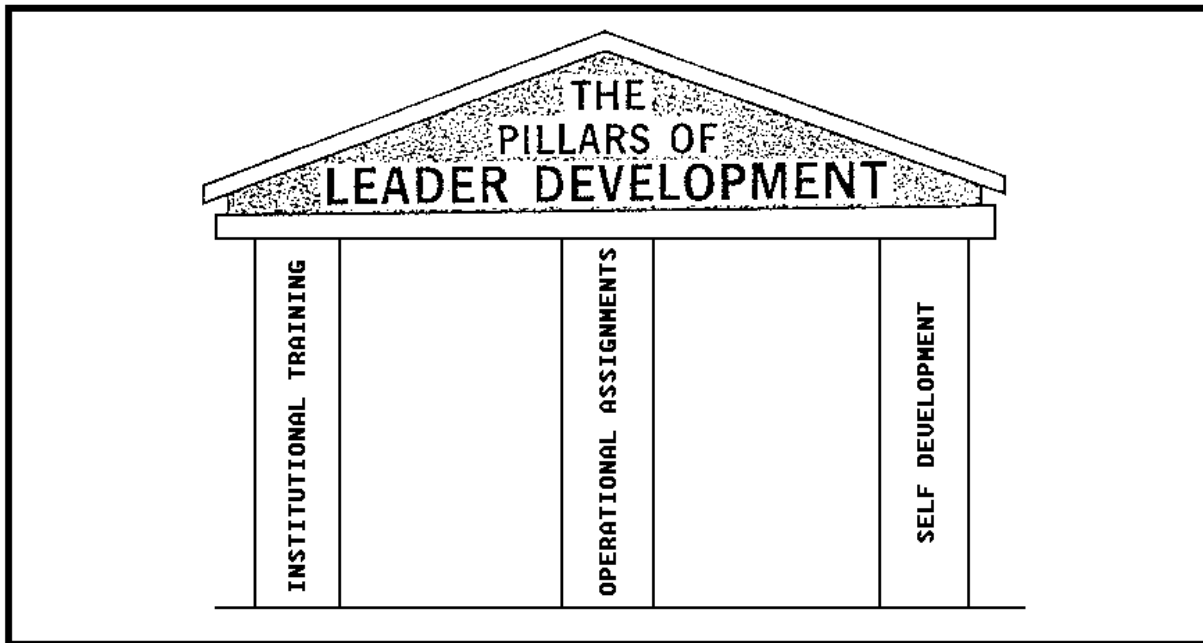


Figure 4-1, The Pillars of Leader Development.

The Army's leader development program is both progressive and sequential. It is a continual process supported by three equally important pillars. The programs and activities which occur in one pillar must work in concert with the others for the program to be successful. Officer leader development starts with the precommissioning phase and continues throughout one's career. It stops only when the officer leaves military service.

- a. The institutional training pillar.

(1) Institutional training encompasses all of the formal and informal training and education leaders receive while attending Army schools. Army schools conduct a progressive sequence of courses to prepare leaders for positions of greater responsibility. It is within the Army's school system that leaders train to perform critical tasks by acquiring the skills, knowledge, and attitudes (SKAs) that are essential for successful performance in unit assignments. Institutional training for officers begins with the officer basic course and continues through the Army War College. Warrant officer training begins with the Warrant Officer Candidate Course and goes through the Master Warrant Officer Course. Similarly, noncommissioned officer institutional training begins with the Primary Leadership Development Course and continues through to the Sergeants Major Academy. Army civilians also have an institutional training system which begins with the Intern Leadership Development Course and culminates in the Senior Executive Service Orientation Course.

(2) Institutional training provides the foundation for leader development. The Training and Doctrine Command establishes the training standards and ensures the standards are maintained. Regardless of where or how the training takes place, commanders and leaders, both active and reserve, train to the established standard. Reserve Component institutional training requires careful planning to accomplish the same number of training tasks required of Active Component counterparts while accommodating the training and time constraints unique to the Reserve Component.

b. The operational assignments pillar.

(1) Leaders are assigned to operational positions for experience through a succession of duty assignments. These assignments provide leaders the opportunity to use and build upon the skills, knowledge and attitudes learned during institutional training. Active and Reserve Component leaders are challenged to achieve training excellence and expand and sustain their growth as leaders during operational assignments.

(2) The unit commander's involvement in the development of leaders during the operational assignment is particularly critical. He or she determines individual leader assignments, formulates and executes unit and individual training, to include professional development programs, and acts as the unit's primary teacher, counselor, and mentor. For this reason, commanders and senior staff officers must understand the leader development process and their role in its execution. Further, they must understand that leader development activities must be an integral part of their unit training program.

(3) Unit-level leader development must be battle focused. Further, it must support the training of those leader skills demanded by both the unit's mission essential task list (METL) and the professional development needs of junior leaders.

c. The self-development pillar.

(1) Institutional training and operational assignments alone do not ensure that leaders will gain and maintain proficiency in the tasks required by the Army. The career of a professional leader requires a lifelong commitment to self-development. Self-development complements and builds the advancements and accomplishments leaders gain during their formal education and operational assignments.

(2) The Army's long-standing tradition of self-development has been a significant factor in preparing junior and senior leaders for future conflicts. Self-initiated programs of individual and group study, research, professional reading, practice, and self-assessment are now, more than ever, critical to an individual leader's success.

(3) Self-development has long been an integral aspect of Reserve Component (RC) leader development. In fact, RC leaders have actively pursued self-study programs to "stay current" or to meet other educational requirements. The starting point in self-development is recognizing that you, the individual officer, have the primary responsibility for your professional development. Your commander assists you by recommending correspondence courses, continued civilian education programs, reading programs, or individual study to improve your proficiency as a leader. However, the primary responsibility rests with you, the individual officer.

3. The leader development process. Competent, confident leaders do not just suddenly appear. They are developed. They develop over time through a carefully designed progression of schools, job experiences, and individually initiated activities. As leader development unfolds in each of the three pillars, a continuing cycle of education, training, experience, assessment, feedback, and reinforcement occurs. Figure 4-2, The Leader Development Process, graphically depicts this process.

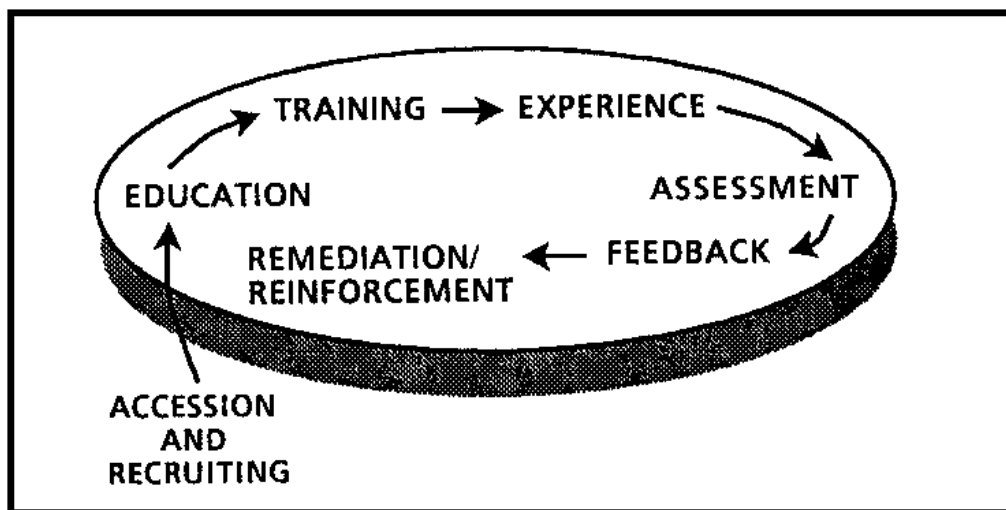


Figure 4-2, The Leader Development Process.

The leader development process is the same for officers, warrant officers, and noncommissioned officers, in both the Active and Reserve Components. The time constraints facing Reserve Component leaders may require variances; however, the process is progressive and sequential, and based on the time available, the unit, and the individual's needs.

a. Education. Education is the first phase of the leader development process. Institutional training, which was addressed earlier, is largely responsible for educating leaders. The skills, knowledge, and attitudes (SKAs) taught in military schools are the result of an analysis of the Army's leadership and warfighting doctrines, and reflect what is required of leaders at specific organizational levels. Each course is designed to provide the leader with the SKAs needed in future operational assignments.

b. Training.

(1) All leaders are trained in a common core of subjects. For officers this training begins during their precommissioning or preappointment courses. The Military Qualification Standards (MQS) II Manual of Common Tasks for Lieutenants and Captains contains the common tasks and professional knowledge subject areas in which all company grade officers are expected to be proficient. Additionally, each branch develops branch specific tasks which must be mastered. These tasks are included in the MQS II branch manuals.

(2) Noncommissioned officers receive training in both common leader tasks and branch specific tasks as part of their NCOES programs of instruction. Unit training focuses on the tasks found in the Soldier's Manual of Common Tasks (STP 21-1-SMCT and STP 21-2/3/4 SMCT), MOS specific soldiers manuals, and the ARTEP-Mission Training Plan for specific units.

(3) Unit commanders are responsible for training the tasks which relate to a unit's METL. Tasks, which cannot be taught in the institution, provided they support unit's METL, must be taught in the unit. Individual leaders are responsible for maintaining proficiency in those tasks, which are not taught in the branch school and are not part of their unit's METL. By sharing the responsibility for training, Army schools, the unit, and the individual play important roles in training Army leaders.

c. Experience. Experiences, to include honest mistakes, are a catalyst for leader growth and development. The opportunity to practice and learn from experience is vital to the development of effective leaders. What you as a leader practice and how you lead on a day-to-day basis are likely to determine how you will behave on the battlefield. You've probably heard the expression, "Experience is the best teacher. "Your experiences and the growth and development you achieve as a result of these experiences will determine your effectiveness as a leader.

d. Assessment. In order to ensure growth and progress, a leader's performance must be assessed. Leadership assessment provides information about a leader's readiness or potential to lead effectively in a particular position. Leadership assessment should be a positive, useful experience that does not confuse, or intimidate. Assessment is a review of what has happened to determine if the actions taken met the established performance standards. Assessments are conducted in Army schools and units. All leaders assess the performance of their subordinates.

e. Feedback. Feedback is essential to leader development. Through feedback we communicate to the subordinate leader how well he performed a specific task. Without feedback the subordinate would not have the self-awareness of "how well" or "how poorly" he performed. Feedback takes many forms. Performance counseling informs soldiers about their jobs, the expected performance standards, and provides feedback on actual job performance. Awards and rewards recognize individual achievement. Through feedback the leader learns more about his strengths and weaknesses and the actions he can take to improve his performance. Timely and accurate feedback fosters continuous growth and development.

f. Remediation or reinforcement training. Remediation and reinforcement training are essentially refresher and sustainment training. Remedial or refresher training is additional training provided so that the subordinate leader can accomplish the task to standard the next time it is performed. Reinforcement or sustainment training is designed to maintain skills which have been performed to standard but without practice, the soldier will lose proficiency. For example, a tank crew that has demonstrated proficiency in engaging moving targets must continue to perform and train the task in order to retain that level of proficiency.

4. Remember that the leader development process is a continual or cyclic process. This continual process is referred to as the cycle of leader development. (Refer to Figure 4-3, The Cycle of Leader Development on the next page.) Leaders work through the process developing and honing their skills and, when assessed as ready, proceed to that next level. Take a moment and look at Figure 4-3, looking back on your career identify events that you have experienced which relate to the leader development process.

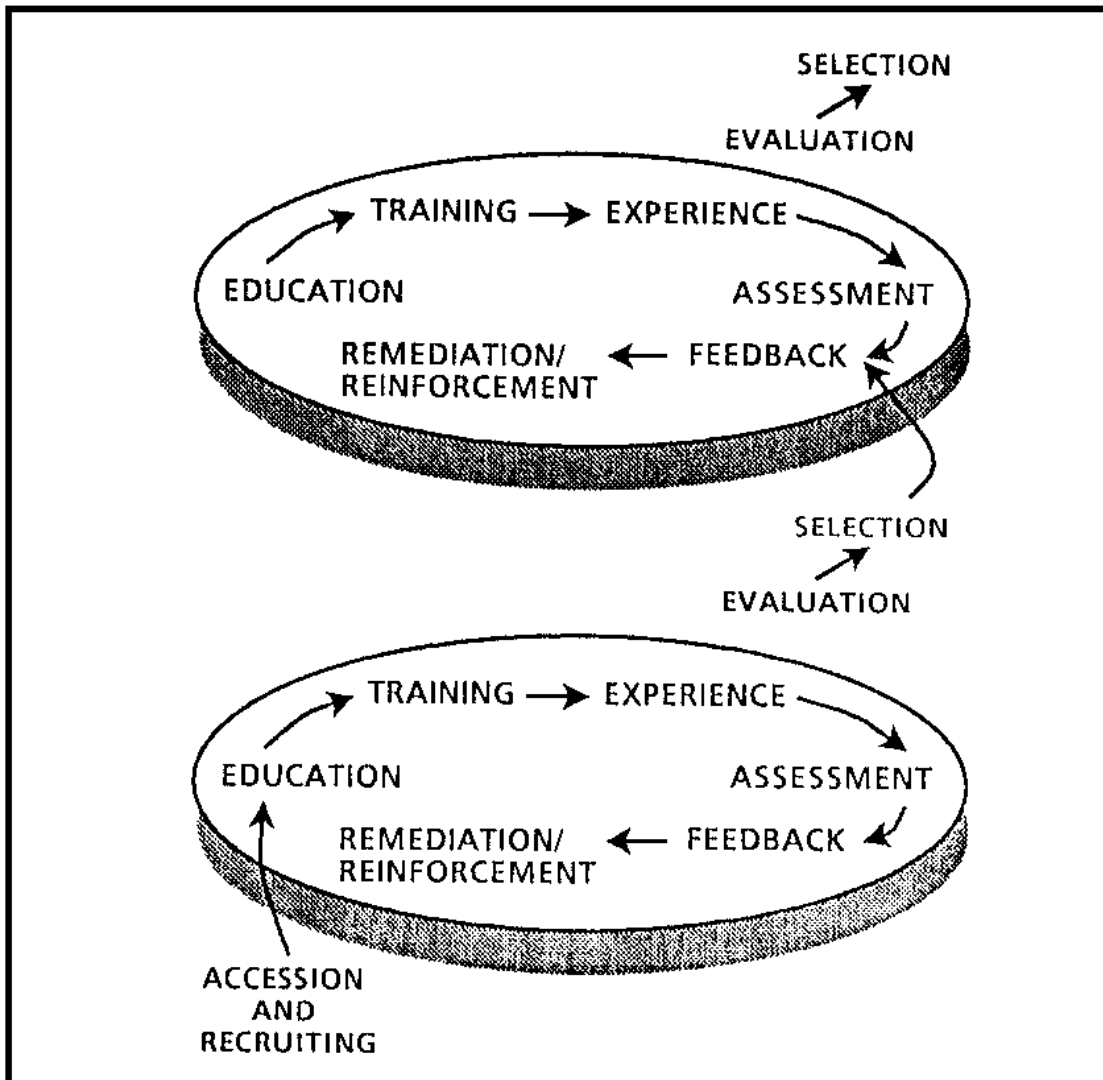


Figure 4-3, The Cycle of Leader Development.

5. Summary.

a. The goal of subordinate leader development is to develop competent, confident leaders who understand and are able to exploit the full potential of the AirLand Battle doctrine.

b. The Army's leader development system consists of three equally important pillars. They are the institutional training pillar, the operational assignments pillar, and the self-development pillar.

c. The process of leader development consists of: education, training, experience, assessment, feedback, and remediation or reinforcement training.

d. Leader development is a cyclic process involving Army schools, units, and individual leaders. Promotions and the selection for increased responsibility are the transition points between cycles.

PART B - EXPLAIN THE STRUCTURE OF A LEADER DEVELOPMENT PROGRAM

1. The leadership competencies. The Army's leadership competencies provide a framework for leader development. They are basic to the Army's leadership doctrine. Each leadership competency represents a set of skills, knowledge, and attitudes which leaders should possess. The depth or scope of these skills, knowledge, and attitudes change as a leader is promoted and assumes positions of increased responsibility. This change in scope is reflected in the progressive and sequential nature of leader development. An effective leader development program addresses each of the leadership competencies.

2. The leadership competencies are addressed in detail in Appendix A, FM 22-100, "Military Leadership". Briefly they are:

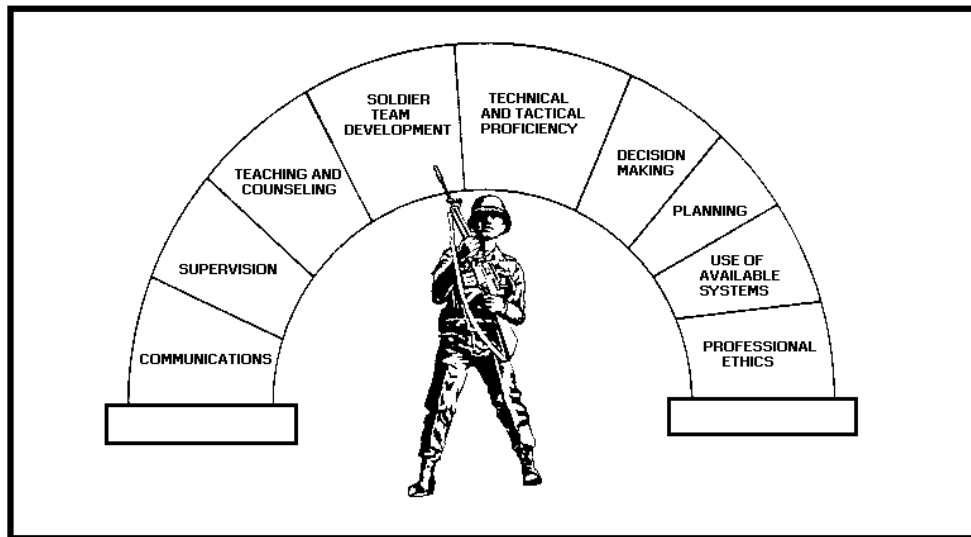


Figure 4-4, Leadership Competencies.

a. Communication. The exchange of information and ideas from one person to another. This includes speaking, writing, reading, and listening skills.

b. Supervision. Control, direct, evaluate, coordinate, and plan the efforts of subordinates.

c. Teaching and counseling. Improve performance by overcoming problems, increasing knowledge or gaining new perspectives and skills.

d. Soldier team development. Create strong bonds between leaders and soldiers that will enable units to function as a team.

e. Technical and tactical proficiency. Leaders must know their job. They must train their soldiers, maintain their equipment, and know warfighting doctrine so they can provide the combat power necessary to win battles.

f. Decision making. Skills needed to gather information, make choices and solve problems.

g. Planning. Planning involves forecasting, setting goals, developing strategies, establishing priorities, delegating, sequencing and timing, and standardizing procedures so that an organization can meet an objective.

h. Use of available systems. The use of a number of different methods and tools that include the use of computers and analytical techniques to manage information.

i. Professional ethics. Loyalty to the nation, the Army and the unit, selfless service, duty and integrity are the values that comprise the professional Army ethic. Candor, commitment, competence, and courage are the individual values that support the professional Army ethic. These eight values are referred to as our traditional Army values.

3. The structure of a leader development program. Leader development programs are structured to meet the needs of each of the Army's leader career paths: officer, warrant officer and noncommissioned officer, and Army civilian. Regardless of how a unit is organized, the leader development program must be structured for all leaders within the organization. Both Active Component and Reserve Component organizations must have leader development programs.

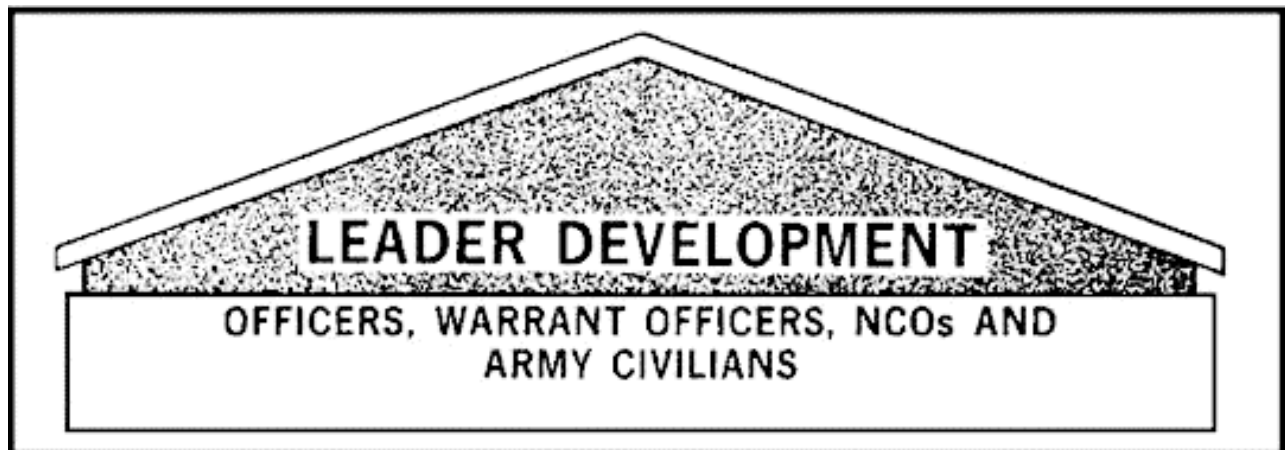


Figure 4-5, Leader Development.

a. Officer leader development programs begin in military schools and continue in the subsequent units of assignment. The training and experiences encountered in units are integral components of leader development in the operational assignments pillar. Similarly, warrant officer leader development begins during the warrant officer candidate course and continues in the unit. Unit leader development programs focus on individual skills and the leader tasks that contribute to the accomplishment of unit METL tasks.

b. Noncommissioned officer leader development begins when a soldier is selected for and attends the Primary Leadership Development Course (PLDC). At approximately the same time, he is evaluated for promotion to the rank of sergeant. Although the soldier has attended institutional training courses, gained experience in operational assignments, and probably initiated some type of self-development, his development as a leader begins in earnest when he attends PLDC and is promoted to the rank of sergeant. Unit leader development programs for noncommissioned officers also focus on the individual skills and leader tasks that contribute to the accomplishment of unit METL tasks.

c. Civilian leader development begins when a Department of Army (DA) civilian begins government service as an intern or assumes a supervisory role. Civilian leader development programs include each of the three leader development pillars. The institutional training pillar consists of a four phased program including Intern Leadership Development Course (ILDC) for interns; Leadership Education and Development (LEAD) course for supervisors; and Organizational Leadership for Executives (OLE); and a Senior Executive Service phase. Civilian leader development continues with a Basic Supervision course for new supervisors and a Basic Managers course for new managers. These correspondence courses are under development. Career field and proponents focus on the technical skills required for a specific position or career program. Career programs publish Army Civilian Training, Education, and Development Plans (ACTEDS) which lay out training and development paths for their associated job series.

d. The type of subordinate leaders (officer, warrant officer, NCO, civilian) in a unit, the unit's mission, location, the time available, and most importantly, the needs of the unit's leaders are all considerations in the preparation of a unit leader development program. Each unit's program is unique. As leaders change or rotate duty positions your program must change. Leader development is a continual process.

4. A unit leader development program consists of three phases: reception and integration, basic skills development, and advanced development and sustainment.

a. The reception and integration phase actually begins before the new leader arrives. When the unit receives the leader's Officer Record Brief (ORB) or Enlisted Record Brief (ERB) and DA Form 2-1, Personnel Qualification Record-Part II, the commander, or first sergeant (1SG) reviews the record to make a tentative assignment decision. They attempt to balance the experience of the leader with the needs of the unit. The arrival of one new leader may require that other leaders within the organization rotate or change duty positions. Although this is necessary, commanders should try to minimize the number of moves because of the negative effect on cohesion and soldier team development. The commander or 1SG interviews the new leader when he arrives to clearly define his assigned position and his developmental needs. They discuss the leader's--

- Previous experience and training.
- Individual developmental needs.
- Personal desires.
- Assigned duty position.
- Possible future assignments.

In some instances a diagnostic test may be given to identify the new leader's qualifications and training strengths and weaknesses. The information gathered during the reception and integration phase is used to design a formal leader development program tailored to the individual's needs. An introduction to the unit's history, traditions, and mission is also part of the reception and integration phase.

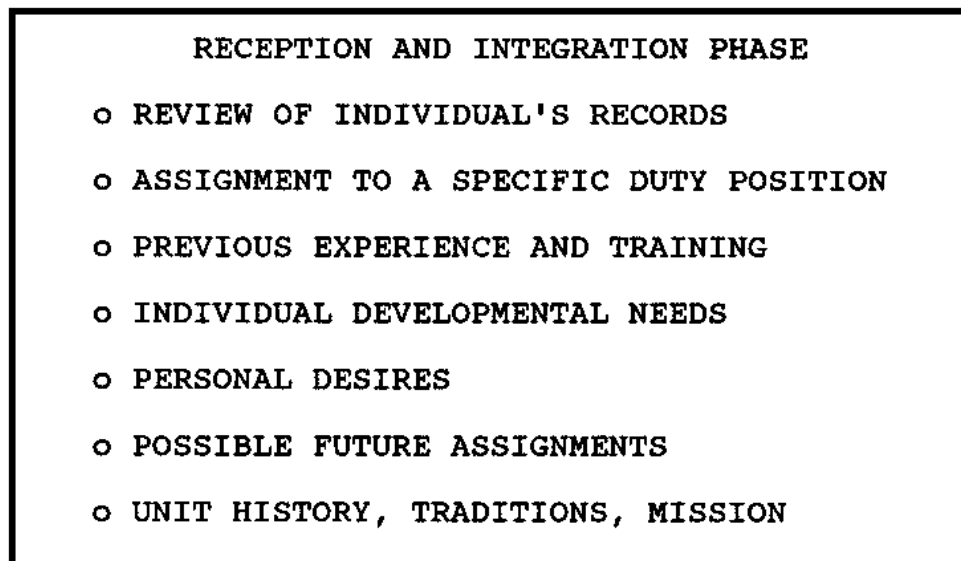


Figure 4-6, Reception and Integration Phase.

b. The second phase is the basic skills development phase. This phase occurs within the first few months of the new leader's assignment. It is designed to ensure that the leader attains an acceptable level of proficiency in the critical tasks necessary to perform his mission. The responsibility for this phase lies with the individual's immediate supervisor. For example, a new platoon leader's proficiency is monitored by the company commander. The commander is assisted by the other key officers and noncommissioned officers within the unit.

(1) During this phase the primary focus is on:

-Unit METL tasks: Unit METL tasks are based on the unit's wartime mission. The unit must train as it plans to fight. Unit leaders must understand and ensure their unit is capable of accomplishing its wartime tasks.

-Individual tasks: A leader must be competent in the individual leader tasks associated with his MOS and position. Many of these tasks relate to the METL tasks of the unit. For example, a STINGER platoon sergeant must be proficient in visual aircraft recognition. Although this is an individual MOS task, it relates to the unit METL task of Identify and Engage Enemy Aircraft. Many of the implied tasks associated with the unit's METL fall into this area. Leaders must ensure that their subordinates are proficient in these tasks.

-The leadership competencies: The commander observes the new leader's performance and assesses the leader's proficiency in the nine leadership competencies. The commander identifies strengths, weaknesses and the developmental needs of his subordinate leaders.

(2) While it may seem that this phase of leader development is fairly straight forward, you must remember that the commander is responsible for developing the noncommissioned officers, officers, warrant officers, and civilians in his unit. Each of these categories of individuals has unique responsibilities which contribute to the success of the unit. The commander and leader discuss courses of action which maximize strengths, correct weaknesses and achieve the developmental goals in each area. The commander assists the subordinate leader in the preparation of an individual developmental action plan. The success or failure of your leader development program will depend upon your ability to meet the individual and collective training needs of your subordinate leaders.

(3) A critical pitfall which you want to avoid is leaving the basic skill development phase too soon. It is better to consider a junior leader as untrained in certain leadership areas than to classify him as fully trained too soon. The basic skill phase ensures that subordinate leaders can perform their MOS related tasks, individual leader tasks, and carry out their responsibilities to standard. To do this, leaders must fully understand the unit's METL tasks, individual leader tasks, and how to plan and train these tasks. Because of limited resources, (e.g. time, training areas, and ammunition) it is impossible to train and sustain all soldier tasks. Therefore, leaders must refine the list by focusing on the mission-related soldier tasks essential to the accomplishment of the unit mission. A tool to aid in this process is the leader book.

(4) A leader book contains information about each of your subordinates. It can be organized in any format the leader chooses. It can be a small, pocket-sized memo book or a full-sized multipage notebook. What is important is that leaders have a way of recording information regarding their soldiers' abilities and development. Examples of two pages from a leader book are shown in the following figures.

Administrative Data	Soldier's Name				
	Name SSN Rank DOR BASD PMOS SMOS HT/WT PULHES Blood Type	Name SSN Rank DOR BASD PMOS SMOS HT/WT PULHES Blood Type	Name SSN Rank DOR BASD PMOS SMOS HT/WT PULHES Blood Type	Name SSN Rank DOR BASD PMOS SMOS HT/WT PULHES Blood Type	Name SSN Rank DOR BASD PMOS SMOS HT/WT PULHES Blood Type
Training & Personnel Data					
Indiv Wpns Qual & Date					
Crew Wpns Qual & Date					
Special Duties/Qual					
APFT & Date					
Mask Size					
Last Serviced					
Civilian Education					
Military Education					
ETS/PCS (date/date)					
Married (if yes, spouse)					
Children					

Figure 4-7, Leader Book.

Page _____ of _____	Soldier's Name											
	Status Enter date in appropriate column											
	Go	No-Go	Go	No-Go	Go	No-Go	Go	No-Go	Go	No-Go	Go	No-Go
113-600-2007 Operate Telephone Set TA 312/PT												
071-052-0003 Construct Fighting Position for M17 Antitank Weapon												
071-311-2125 Maintain M203 Grenade Launcher												
071-312-4027 Operate M249 Machine Gun												
031-503-2002 DECON Equip using ABC M11 DECON Apparatus												
051-192-1008 Install/Remove M21 Antitank Mine												
071-331-0808 Identify Threat Weapons												
071-315-2308 Engage Targets w/M16A1 Rifle using AN/PVS-4												
071-328-5303 Practice Preventive Medicine												

Figure 4-8, Leader Book (Continued).

Although the examples focus on individual tasks, leader tasks and METL or collective tasks must be included when the individual leader is responsible for ensuring the successful accomplishment of these tasks. When you evaluate a subordinate leader's performance in different task areas, be critical. If he needs more work, schedule it. If the leader is not fully qualified in a task area, ensure he becomes qualified. Don't overlook the leadership competencies. Everything that a subordinate leader does can be categorized either as a skill, knowledge or attitude (SKA) associated with a competency. Establish standards in each of the competencies and assist the subordinate in achieving these standards.

(5) It is important to remember that company commanders are responsible for the training that results in the successful completion of the unit's mission. This includes the individual, collective, and leader tasks that support the unit's METL.

BASIC SKILLS DEVELOPMENT PHASE

- UNIT METL TASKS**
- INDIVIDUAL LEADER TASKS**
- LEADERSHIP COMPETENCIES**

Figure 4-9, Basic Skills Development Phase.

c. Advanced development and sustainment. The last phase is the advanced development and sustainment phase. This phase focuses on sustaining proficiency in those tasks already mastered and developing proficiency in new tasks. The commander uses additional duty assignments, technical courses, and a structured self-development program to broaden the leader's perspective and skills for both current and future duties.

(1) Additional institutional training. Additional institutional training plays a large role in this phase. Some of the courses available are offered within your command or geographic area. For example, many installations offer nuclear, biological, chemical courses, motor officer courses, and unit movement courses. Other courses such as the Battle Staff Course are taught in TRADOC schools. Commanders select soldiers to attend the primary leadership development course. Depending on the MOS either commanders or the Department of the Army select NCOs for the Basic Noncommissioned Officer Course (BNCOC). Commanders must ensure the right NCOs are selected to attend these courses and that they are prepared. Reward your good soldiers by scheduling them for schooling. They will benefit the most from the schooling and will in-turn help your unit the most. Don't short-change them.

(2) Self-development. You should know the needs of your subordinate leaders better than anyone else. Actively assist your subordinates in the development and execution of self-development programs. Base the programs on the success achieved during the basic skill development phase and focus their efforts toward future assignments and responsibilities. Self-development takes many forms. Be creative. Computer war games based on actual battles reinforce the lessons of history while improving a leader's ability to use automated systems. Professional reading programs involving group discussion or analysis are more effective than individual reading programs.

(3) Mission focus. The purpose of a mission focus during the advanced development and sustainment phase is to ensure your subordinate leaders don't lose sight of the unit's mission. Throughout this phase the leader must continue to develop and maintain his expertise in both individual and METL tasks. The subordinate leader should become more and more proficient in those tasks critical to his duty position. Many of the skills and knowledge required of our soldiers are perishable. The ability to perform these tasks decreases over time and they require reinforcement and sustainment training to ensure the soldiers retain mastery of the tasks. This is particularly true of very complex, detailed tasks. Teach your subordinates how to identify perishable skills and schedule sustainment training on a cyclic basis.

(4) Assignment sequence. As a commander you should develop an assignment sequence for leaders within your organization so that each successive assignment builds on the experiences gained in previous assignments. In a combat arms unit an experienced platoon leader may be reassigned to become a specialty platoon leader. Subsequent assignments could include company executive officer and possibly staff experience as an assistant staff officer. For noncommissioned officers, this type of development may also include key additional duty assignments. When additional duties are assigned for this purpose, explain how the duty relates to the unit's mission and the development of the individual leader. Missions and tasks which challenge but do not overwhelm the subordinate should be assigned to develop the leader within his position. Allow sufficient time to achieve the desired level of proficiency and provide assistance as necessary.

(5) A successful leader development program must be integrated into both the training plan and training philosophy of the unit. A balanced (officer, warrant officer and NCO) unit leader development program should also include other proven professional development components such as:

- Tactical exercises without troops (TEWTS).
- Battle analysis seminars.
- Staff rides.
- Computer assisted simulations.
- Guest lectures.
- Unit professional associations.
- History classes and historical exhibits.

The limitations of time, location, and resources available affect the types of programs you can offer. One or two additional programs are sufficient. Ensure the programs you offer are professional and reinforce the concept of individual self-development.

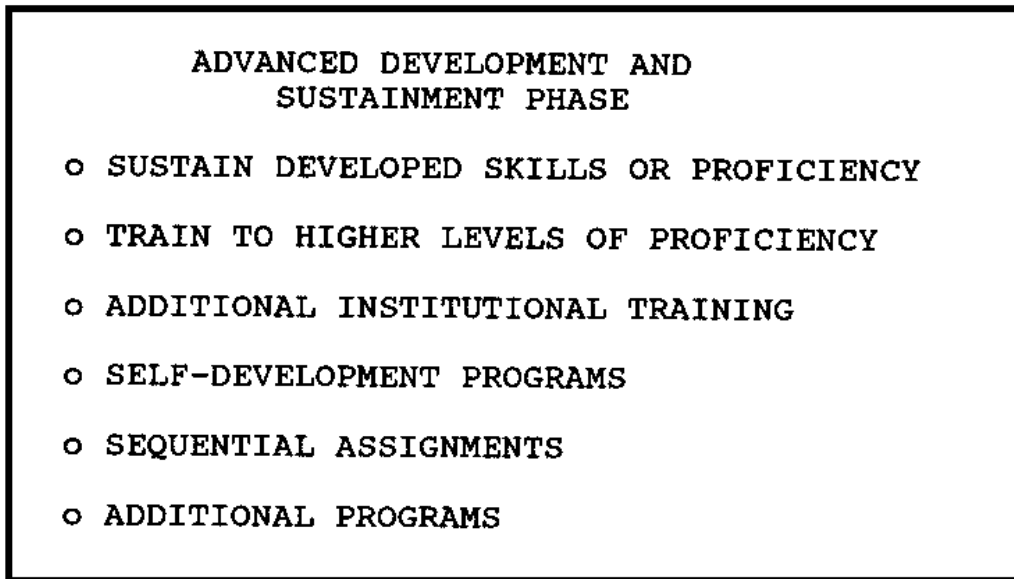


Figure 4-10, Advanced Development and Sustainment.

5. As our Army continues to change, the demands on our leadership abilities will increase. If leadership truly is "The most essential element of combat power," we cannot afford to short-change our leader development programs. A simple, well-executed leader development plan is better than a complex plan which is poorly executed.

**PART C - PREPARE A PLAN TO DEVELOP SUBORDINATE
LEADERS IN A COMPANY-SIZED ORGANIZATION**

1. One of the greatest challenges for a new commander is keeping things in perspective. The development and execution of a comprehensive leader development program may seem like a monstrous task. How can anyone expect you to develop a personalized program for each of your subordinate leaders and still meet the mission requirements of your unit? Actually the two go hand-in-hand.

2. Before attempting to prepare a plan to develop subordinate leaders, take a few moments to review the fundamental aspects of leader development.

a. The goal of a leader development program is to develop competent, confident leaders.

b. Leader development programs must include all subordinate leaders: noncommissioned officers, warrant officers, commissioned officers, and civilians.

c. Leader development involves three equally important pillars: institutional training, operational assignments, and self-development.

d. The process of leader development includes: education, training, experience, assessment, feedback, and remediation or reinforcement training.



Figure 4-11, Unit Leader Development.

e. Unit leader development programs are developed and executed in the operational assignments pillar and are conducted in three basic phases: reception and integration, basic skill development, and advanced development and sustainment.

(1) The reception and integration phase focuses on the individual's:

- Record.
- Assignment.
- Previous experience and training.
- Developmental needs.
- Personal desires.
- Possible future assignments.
- Knowledge of unit history, traditions, and mission.

- (2) The basic skills development phase focuses on:
 - Unit METL tasks.
 - Individual leader tasks.
 - The leadership competencies.

- (3) The advanced development and sustainment phase focuses on:
 - Sustaining developed skills, knowledge and attitudes.
 - Training to higher levels of proficiency.
 - Initiating a self-development program.
 - Attending additional institutional training.
 - Sequential assignments.
 - Additional programs.

3. In companies that are part of a battalion organization, the leader development programs may combine the efforts of the unit commander and first sergeant with those of the battalion commander and command sergeant major. Battalions typically have access to the resources that support many developmental activities of the advanced development and sustainment phase. For example, battalions generally schedule battle analysis seminars, computer-assisted simulations, and guest lectures. Although the individual unit commanders may not be required to develop these programs, they must ensure they integrate these activities into their company-level programs. In separate companies, the company commander is responsible for developing all aspects of the leader development program.

4. It is unlikely that you will assume command of a unit or take charge of a staff section that does not have a leader development program. Improving the existing program is the task most new commanders face. Improving an existing leader development program involves three basic steps:

- Identification of the components of the current program.
- Evaluation or assessment of the current program.
- Development and execution of a leader development program.

a. Identification of the components of the current program.

(1) Companies are normally part of a battalion organization. It is not uncommon to find the battalion commander or battalion staff involved in leader development, particularly in the reception and integration phase and the advanced development and sustainment phase. Because of this it is important to identify who is involved in the leader development program and what they do.

(2) One way to accomplish this is to construct a matrix. Figure 4-12, Leader Development Matrix I, is just one example of a matrix you may wish to develop. The categories of personnel are listed across the top of the matrix. The leader development phases are listed on the left or vertical axis of the matrix. The units or subunits involved in leader development are identified in each phase.

(3) To use the matrix simply record the actions or events involved in leader development in the corresponding sections of the matrix. The annotations in the individual blocks of Figure 4-12 provide an example of how to complete a leader development matrix.

(4) The matrix provides a macro view of the current leader development program. You know who and generally what is addressed but you know very little detail about the specific components of the program. To get a clear picture of the content in each entry you may need to prepare a detailed listing of the actions associated with an event. For example, officers are involved in a battalion-level leader certification program during the basic skill phase. What does that mean? What tasks or skills does the battalion certify and to what standard? The level of detail is important. The second step is much easier when you describe each component in great detail.

Leader Development Matrix				
	Officers	Warrant Officers	NCOs	Civilians
<u>Recp & Int Phase</u> Higher Hqs				CPO Orientation. Indiv Assgn
Bn Hqs/Staff	Sponsor/assignment determination---> Cdr interview----->		CSM Brief	
Company	Cdr interview-----> Unit History & Mission----->		1SG Brief	
Platoon				
<u>Basic Skill Phase</u> Higher Hqs				CPO Tng
Bn Hqs/Staff	Ldr Cert Program		Ldr Cert Program	
Company	METL based Ldr Tasks		Ind Tasks METL Tasks	
Platoon			CTT/SDT	
<u>Adv Dev & Sust Phase</u> Higher Hqs	Div OPD for FG Officers		Div NCODP for CSMs	Civ Ldrshp Training Courses
Bn Hqs/Staff	Bn OPD-----> Staff Ride		Bn NCODP	
Company	School emphasis:e.g., Motor Maint-->		PLDC/BNCOC	
Platoon			ACCP	

Figure 4-12, Leader Development Matrix I.

b. Evaluation and assessment.

(1) Evaluation and assessment of the current program is the second step. Evaluate your leader development program by phases. Look at each phase individually. Ask questions such as:

- Are all categories of leaders included?
- Do the programs conducted by each organization complement and support each other?
- Do the programs meet the needs of the individual leaders?
- Are there gaps in the program?
- Do the programs focus on the right components in each phase?
- Are unit leaders involved in the development of their subordinate leaders?

These questions are a starting point for your evaluation of the current program. Look critically at how your unit develops junior leaders.

(2) Many units have the components of a good leader development program, but they lack a structure that coordinates the components. A standing operating procedure (SOP) or policy can describe the structure of a program. Programs described in unit SOPs or policy memorandums are easier to evaluate because you can compare what should be occurring with what actually occurs.

(3) Turn back to Figure 4-12, Leader Development Matrix I, and look for areas that are missing or inadequate. Notice that at the platoon level there are no reception and integration events or activities. At the platoon level there should be some corresponding reception and integration events. A second weak area is the basic skill phase for warrant officers. None of the organizational levels depicted do anything in the area of warrant officer basic skill development.

(4) It should be readily apparent that a detailed identification effort makes the evaluation and assessment step easier. You may find it necessary to go back and refine your listing of everything associated with a specific event or action. Do exactly that; it's time well spent.

c. Before moving to the final step we need to address the situation of taking charge of an organization that does not have an established leader development program. Again, a matrix is a useful tool. Prepare a matrix depicting the events or activities that take place in your unit that could be integrated into a leader development program. Then based on your unit's mission, the resources available, and the developmental needs of your subordinate leaders, add events or activities that contribute to leader development. You may need to assess the developmental levels of your subordinate leaders. Involve your unit leaders in this process. A sense of ownership in leader development programs is important. Once you've reached this point you are ready to begin the development and execution of a leader development program.

d. Development and execution of a leader development program.

(1) Developing a plan to improve or initiate a leader development program begins with a clear understanding of the developmental level and needs of your unit's leaders. With this knowledge you are ready to begin the preparation of your program. Listed below is an example of steps you could use to initiate, or improve, a leader development program in your unit.

(a) Hold an initial meeting with your key leaders. Brief them on your findings--what you learned by completing steps one and two.

(b) Explain what a leader development program is and the goal of your unit leader development program.

(c) Explain the three pillars of leader development, how they relate to each other, and who's responsible for what in each pillar. Focus your attention on the operational assignments pillar.

(d) Explain the process of leader development. Use examples of events that occurred in your unit to reinforce the point that this is a continual or cyclic process.

(e) Describe and explain the phases of leader development. Include all leaders, officers, warrant officers, NCOs, and civilians. Address the components of each phase.

(f) Explain the relationship between your higher headquarters' leader development program and your unit's program.

(g) Involve your subordinate leaders in the identification of METL and individual leader tasks that are critical to the development of successful leaders in your unit.

(h) Involve your subordinate leaders in the development of a leader book. Involving them in its creation will make them more willing to use the book.

(i) Explain the role and responsibilities of each leader in the development of his subordinate leaders.

Although these nine steps will not directly result in a leader development program, they ensure all unit leaders understand the basic components of a program. Reinforce the importance of the program you initiate by writing a unit SOP to explain the structure of your program. Remember that a program's structure gives the leader and the subordinate a sense of direction. Leaders who understand the unit's leader development plan are more proactive in both their personal development and the development of their subordinates.

(2) Execution of the leader development program. Unfortunately there isn't a text book answer for the perfect leader development program or how to execute the program. The type of unit, the unit mission, the experience of the unit's leadership, the role or involvement of a higher headquarters, and training resources all affect a unit's program. However, successful leader development is a unit responsibility. All unit leaders must be involved. A good program is the result of a coordinated, collective effort by everyone in the chain of command. Remember, leader development is a continual process of:

**EDUCATION, TRAINING, EXPERIENCE, ASSESSMENT,
FEEDBACK, AND REMEDIATION AND REINFORCEMENT.**

5. Included as part of this lesson are 3 articles extracted from the May-June 90 issue of "Officers' Call." They are found in Appendix A, beginning on page A-4-1. These articles provide an excellent overview of leader development. You are encouraged to add these articles to your professional reference library.

PART D - SUMMARY

1. Developing subordinate leaders is easier said than done. When you assume command of a company-sized organization or staff section you are responsible for many things that you probably never considered. One thing is certain: an effective leader development program makes your job easier and should result in:

competent and confident leaders.

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2. The Army's leader development program incorporates three equally important pillars:
 - a. Institutional training. This pillar consists of military schools.
 - b. Operational assignments. This pillar consists of the experience you gain during successive assignments in units.
 - c. Self-development. This pillar consists of individual study programs initiated to maintain and to increase your professional competence.
3. The process of leader development contains eight steps:
 - a. Education.
 - b. Training.
 - c. Experience.
 - d. Assessment.
 - e. Feedback.
 - f. Remediation or reinforcement training.
 - g. Evaluation of performance potential.
 - h. Selection for increased responsibility, promotion, and schooling.
4. The leadership competencies form a framework of broad categories in which we can categorize leader behavior. Each competency represents a set of skills, knowledge and attitudes a leader must master. The leadership competencies provide the focus necessary to develop competent, confident leaders.
5. Unit leader development programs must include all categories of personnel assigned to a unit. This includes officers, warrant officers, noncommissioned officers, and in some organizations may involve Army civilians.
6. Unit leader development programs involve three specific phases: the reception and integration phase, the basic skills development phase, and the advanced development and sustainment phase.

- a. The reception and integration phase addresses the following:
 - A review of the new leader's records.
 - Assignment to a specific duty position.
 - Previous experience and training.
 - Individual developmental needs.
 - Personal desires.
 - Possible future assignments.
 - Unit history, traditions and mission.
- b. The basic skills development phase addresses the following:
 - Unit METL tasks.
 - Individual MOS and leader tasks.
 - Development of the nine leadership competencies.
- c. The advanced development and sustainment phase addresses the following:
 - The sustainment of developed skill proficiency.
 - Training to higher levels of proficiency.
 - Additional institutional training.
 - Self-development programs.
 - Sequential assignments.
 - Additional programs.

7. Leader development programs exist in nearly all Army units. It is unlikely that you will assume command of a unit or staff section that does not have some type of leader development program in place. Improving your leader development program involves three basic steps:

- a. Identification of the components in the current program.
- b. Evaluation or assessment of the current program.
- c. Preparation and execution of a leader development program.

8. The practice exercise beginning on page 4-28 provides you an excellent opportunity to identify the components of a current leader development program, evaluate the program, and develop a plan to improve a unit's leader development program. A detailed answer key and feedback section is provided for you to check your work. Complete the practice exercise before attempting to complete the examination.