



U.S. Army Performance Evaluation Guide

ADRP 6-22 Leadership Requirements Model and Example Behavioral Indicators

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How to use this Guide.

This Guide is intended as a concise description of different levels of Army leadership competencies and attributes. Pages 2 and 3 present the Army Leadership Requirements Model from leadership doctrine (ADP 6-22 and ADRP 6-22) and a short description of the three categories of leadership competencies and three categories of leader attributes.

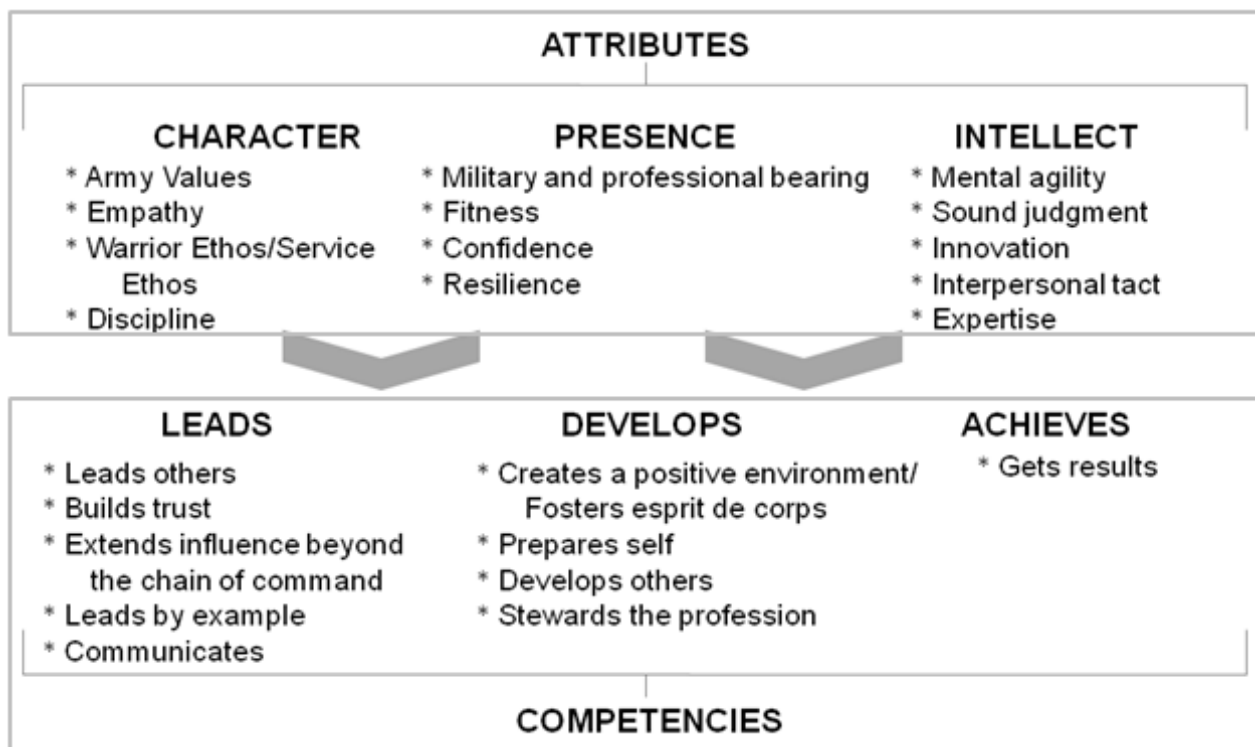
Page 3 of this Guide also provides short pointers about how a rater prepares to observe a subordinate leader's performance.

Pages 4 through 14 provide examples of what each of the ten leadership competencies look like and what each of the thirteen attributes look like. For each of the ten and thirteen an example is given of what performance looks like in the categories of developmental need, standard and strength. The three categories are ordered in terms of what can be expected from novice to seasoned performer to expert. These examples are NOT to be used as excerpts for formal performance appraisals and only serve as a guide in differentiating the level of performance.

Pages 15 through 22 reproduce the detailed tables from ADRP 6-22 that show example behaviors related to leadership competencies and attributes. These behaviors are ***what*** a leader is expected to do or to demonstrate. In comparison, the descriptions of developmental need, standard, and strength on pages 4-14 are ***how well*** a leader performs in relation to these expectations. The ADRP 6-22 tables provide expanded information on doctrinal requirements than what is contained on DA Form 67-10-1, Part IV.

Page 23 of this Guide provides a brief summary of what result the ten leadership competencies should have. It also shows how performance can vary along four levels of performance. The four categories differentiating performance are based on a combination of: a) the extent of demonstration of a desired behavior, b) the ability and initiative shown in learning to improve or engage in a desired behavior, and c) the extent and duration of impact that the behavior has on self, others or unit performance.

The examples of the level of competencies and attributes were drawn from a related publication (Developing Leadership During Unit Training Exercises) that was produced to be an observation guide for trainers, mentors, observer/controllers. Refer to that guide and other leadership products (see CAL webpage <http://usacac.army.mil/cac2/CAL/>) to learn more about the processes of creating a climate for development, observing leadership, delivering feedback for impact, guiding learning and development, and taking steps to improve leadership.



Army Leadership Requirements Model

Understanding the competencies and attributes in the Army Leadership Requirements Model is essential to make careful and accurate observations of a subordinate’s performance and potential.

The core leader competencies include how Army leaders lead people; develop themselves, their subordinates, and organizations; and achieve the mission. The competencies are the most outwardly visible signs of a leader’s performance.

Leader attributes are inward characteristics of the individual that shape the motivations for actions and bearing, and how thinking affects decisions and interactions with others.

Core Leader Competency Categories

- **Lead**—Leaders set goals and establish a vision, motivate or influence others to pursue the goals, build trust to improve relationships, communicate and come to a shared understanding, serve as a role model by displaying character, confidence, and competence, and influence outside the chain of command.
- **Develop**—Leaders foster teamwork; express care for individuals; promote learning; maintain expertise, skills and self-awareness; coach, counsel and mentor others; foster job development, and steward the profession of Arms.
- **Achieve**—Leaders set priorities, organize taskings, manage resources, execute plans to accomplish the mission, and achieve goals.



Attribute Categories

- **Displays Character** – Factors internal and central to a leader, which make up an individual’s core and are the mindset and moral foundation behind actions and decisions. Leaders of character adhere to Army Values, display empathy and the Warrior Ethos, and practice good discipline.
- **Displays Presence** – How a leader is perceived by others based on the leader’s appearance, demeanor, actions and words. Leaders with presence demonstrate military and professional bearing, fitness, confidence and resilience.
- **Displays Intellectual Capacity** – Mental tendencies or resources that shape a leader’s conceptual abilities and affect a leader’s duties and responsibilities. Leaders with high intellect are mentally agile, good at judgment, innovative, tactful around others, and expert in technical, tactical, cultural, geopolitical, and other relevant knowledge areas.

Accurate, Descriptive Observations

Observing leadership is accomplished by watching how a leader interacts with others and influences them. Written directives, verbal communications, and leader actions all provide indications of how a leader performs. Raters also learn about their subordinates’ leadership by observing for reactions to the subordinate among peers, subordinates, and other superiors.

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

1. Plan ahead to take multiple observations during the rating period. Use both key events and routine operations.
2. Make observations based on the leadership requirements model (ADRP 6-22) and the individual’s duty descriptions and performance objectives. Look for a pattern of behavior. Seek to confirm initial impressions. Be alert for changes in performance and causes for strengths, inconsistencies, or weaknesses.
3. Record important observations immediately for later use in performance and professional growth counseling and for the OER.



What Leads Looks Like

Core Leader Competencies: Leads

Leads Others
Builds Trust
Communicates
Extends Influence beyond the Chain of Command
Leads by Example

LEADS OTHERS

- *Developmental Need*

Inconsistently demonstrates influence techniques. Fails to carefully monitor risk factors affecting others. Allows mission priority to adversely affect subordinate morale, physical condition, or safety. Hesitates to act when risk factors escalate.

- *Standard*

Influences others effectively. Assesses and routinely monitors the impact of task execution on subordinate welfare. Monitors conditions of subordinate morale and safety. Implements appropriate interventions when conditions jeopardize mission success. Assesses and manages risk.

- *Strength*

Demonstrates full range of influence techniques. Continually assesses and monitors mission accomplishment and Soldier welfare. Attends to subordinate morale, physical condition, and safety. Implements interventions to improve situations. Exudes a safety-conscious attitude.

BUILDS TRUST

- *Developmental Need*

Inconsistently demonstrates trust. Displays respect differently to some without justification. Takes no actions to build rapport or trust with others. Fails to address problems caused by team members who undermine trust in the unit. Fails to follow through on intentions, undermining the trust others would have in this leader.

- *Standard*

Establishes trust by demonstrating respect to others and treating others in a fair manner. Uses common experiences to relate to others and build positive rapport. Engages others in activities and sharing of information that contribute to trust.

- *Strength*

Demonstrates trust in others when encountering new or unfamiliar situations. Bases trust on a thorough understanding of trustworthiness of others and self. Understands how much trust to project and to grant to others. No hesitation in addressing problems that undermine trust.

EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND

- *Developmental Need*

Inconsistently demonstrates understanding of indirect influence. Misses or passively acts on opportunities to build trusting relationships outside the organization.

- *Standard*

Demonstrates understanding of conditions of indirect influence. Builds trust to extend influence outside the organization. Displays understanding of the importance of building alliances.



- *Strength*

Demonstrates effective use of indirect influence techniques. Establishes trust to extend influence outside the chain of command. Proactively builds and maintains alliances to benefit the organization.

LEADS BY EXAMPLE

- *Developmental Need*

Demonstrates behavior inconsistent with the Army Values. Displays a lack of commitment and action. Remains unaware of or unconcerned about the example being set.

- *Standard*

Demonstrates an understanding of leader attributes and competencies. Recognizes the influence of personal behavior and the example being set. Displays confidence and commitment when leading others.

- *Strength*

Models sound leader attributes and competencies. Exemplifies the Warrior Ethos through actions regardless of situation. Demonstrates competence, confidence, commitment, and an expectation of such behavior in others.

COMMUNICATES

- *Developmental Need*

Misunderstands or fails to perceive nonverbal cues. Ideas not well organized or easily understandable. Speaks without considering listener interest. Information dissemination is inconsistent or untimely.

- *Standard*

Chooses appropriate information-sharing strategy before communicating. Conveys thoughts and ideas appropriately. Disseminates information in a timely manner. Provides guidance and asks for a brief back or confirmation.

- *Strength*

Uses verbal and nonverbal means to maintain listener interest. Adjusts information-sharing strategy based on operating conditions. Ensures information dissemination to all levels in a timely manner. Avoids miscommunication through verifying a shared understanding.



What Develops Looks Like

Core Leader Competencies: Develops

Creates a Positive Environment/Fosters Esprit de Corps
Prepares Self
Develops Leaders
Stewards the Profession

CREATES A POSITIVE ENVIRONMENT/FOSTERS ESPRIT DE CORPS

- *Developmental Need*

Demonstrates negative expectations and attitudes not conducive to a productive work environment. Focuses primarily on task accomplishment. Fosters an expectation of zero-defects. Holds honest mistakes against subordinates.

- *Standard*

Promotes expectations and attitudes conducive to a positive work environment. Demonstrates optimism and encourages others to develop and achieve. Provides coaching, counseling and mentoring to others.

- *Strength*

Exemplifies a positive attitude and expectations for a productive work environment. Conveys a priority for development within the organization. Encourages innovative, critical, and creative thought. Leverages lessons learned to improve organization.

PREPARES SELF

- *Developmental Need*

Reluctant to accept responsibility for learning. Downplays feedback from others. Acts on information without regard to source, quality, or relevance. Ineffectively transfers new information into knowledge.

- *Standard*

Accepts responsibility for learning and development. Evaluates and incorporates feedback from others. Analyzes and organizes information to create knowledge. Focuses on credible sources of information to improve personal understanding.

- *Strength*

Seeks feedback from others. Seeks learning opportunities to improve self. Demonstrates knowledge management proficiency. Integrates information from multiple sources; analyzes, prioritizes, and utilizes new information to improve processes.

DEVELOPS LEADERS

- *Developmental Need*

Disinterested in motivating and assisting in the growth of others. Focuses on the task at hand without consideration of improving organizational effectiveness.

- *Standard*

Demonstrates willingness to motivate and help others grow. Provides coaching, counseling and mentoring. Builds team skills and processes to improve individuals and the organization.



- *Strength*

Seizes opportunities to teach, coach and mentor. Fosters job development and enrichment. Knows subordinates and prepares them for new positions. Improves unit productivity.

STEWARDS THE PROFESSION

- *Developmental Need*

Fails to extend assistance to others or other units. Disregards oversight of the tracking and use of resources. Fails to improve subordinates for follow-on assignments and fails to take steps to leave the organization in equal or better condition than when this leader arrived.

- *Standard*

Supports developmental opportunities of subordinates. Takes steps to improve the organization. Carefully manages resources of time, equipment, people, and money.

- *Strength*

Applies a mindset that looks to strengthen the profession of arms into the future. Assumes some risk to forego some short-term or personal gains in favor of improving one's own organization, other units, and other individuals. Cooperates by providing more assistance to others than expected to receive in return.



What Achieves Looks Like

Core Leader Competencies: Achieves

Gets Results

GETS RESULTS

- *Developmental Need*

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

- *Standard*

Prioritizes, organizes, and coordinates taskings for others. Plans for expected setbacks and enacts appropriate contingencies when needed. Monitors, coordinates and regulates subordinate actions but allows subordinates to accomplish the work.

- *Strength*

Utilizes other competencies to accomplish objectives. Demonstrates understanding of supervising, managing, monitoring, and controlling of priorities of work. Reflects on end state prior to issuing guidance. Provides subordinates autonomy to accomplish the work.



What Character Looks Like

A Leader of Character Demonstrates:

Army Values
Empathy
Warrior Ethos/Service Ethos
Discipline

ARMY VALUES

- *Developmental Need*

Inconsistently demonstrates: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. Demonstrates these with more than occasional lapses in judgment.

- *Standard*

Consistently demonstrates: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

- *Strength*

Models Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. Promotes the associated principles, standards, and qualities in others.

EMPATHY

- *Developmental Need*

Exhibits resistance or limited perspective on the needs of others. Words and actions communicate lack of understanding or indifference. Unapproachable and disinterested in personally caring for Soldiers.

- *Standard*

Demonstrates an understanding of another person's point of view. Identifies with others' feelings and emotions. Displays a desire to care for Soldiers and others.

- *Strength*

Attentive to other's views and concerns. Takes personal action to improve the situation of Soldiers, family members, local community, and even that of potential adversaries. Breaks into training, coaching, or counseling mode when needed and role models empathy for others.

WARRIOR ETHOS/SERVICE ETHOS

- *Developmental Need*

Inconsistently demonstrates the spirit of the profession of arms. Downplays the importance of this sentiment.

- *Standard*

Demonstrates the spirit of the profession of arms and commitment to the mission, to never accept defeat, to persevere through difficulties, and to always support fellow Soldiers.

- *Strength*

Models the spirit of the profession of arms. Instills this behavior in subordinates and others.

DISCIPLINE

- *Development Need*

Fails to consistently adhere to rules, regulations, or standard operating procedures.



- *Standard*

Demonstrates control of one's own behavior according to Army values and adheres to the orderly practice of completing duties of an administrative, organizational, training or operational nature.

- *Strength*

Demonstrates discipline in one's own performance and encourages others to follow good practices of discipline as well. As situations call for it, readily enforces discipline when others fail to adhere to Army Values or to other standard practices.



What Presence Looks Like

A Leader with Presence Demonstrates:

- Military and Professional Bearing
- Fitness
- Confidence
- Resilience

MILITARY AND PROFESSIONAL BEARING

- *Developmental Need*
Inconsistently projects a professional image of authority. Actions lack a commanding presence. Allows professional standards to lapse in personal appearance, demeanor, actions, and words.
- *Standard*
Possesses a commanding presence. Projects a professional image of authority. Demonstrates adherence to standards.
- *Strength*
Models a professional image of authority. Commanding presence energizes others. Exemplifies adherence to standards through appearance, demeanor, actions, and words.

FITNESS

- *Developmental Need*
Physical health, strength, or endurance is not sufficient to complete most assigned missions. Fitness level unable to support emotional health and conceptual abilities under prolonged stress.
- *Standard*
Displays sound health, strength, and endurance that support emotional health and conceptual abilities under prolonged stress.
- *Strength*
Models physical health and fitness. Strength and endurance supports emotional health and conceptual abilities under prolonged stress. Energetic attitude conveys importance of fitness to others.

CONFIDENCE

- *Developmental Need*
Inconsistently displays composure or a calm presence. Allows a setback to derail motivation. Displays a less than professional image of self or unit.
- *Standard*
Displays composure, confidence, and mission-focus under stress. Effectively manages own emotions and remains in control of own emotions when situations become adverse.
- *Strength*
Projects self-confidence and inspires confidence in others. Models composure, an outward calm, and control over emotions in adverse situations. Manages personal stress, and remains supportive of stress in others.



RESILIENCE

- *Developmental Need*

Slowly recovers from adversity or stress. Inconsistently maintains a mission or organizational focus after a setback.

- *Standard*

Recovers from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

- *Strength*

Quickly recovers from setbacks. Focuses on the mission and objectives in the midst of shock, injuries, and stress. Maintains organizational focus despite adversity. Learns from adverse situations and grows in resilience.

What Intellectual Capacity Looks Like

A Leader with Intellectual Capacity Demonstrates:

Mental Agility
Sound Judgment
Innovation
Interpersonal Tact
Expertise

MENTAL AGILITY

- *Developmental Need*

Inconsistently adapts to changing situations. Attends to immediate conditions and surface outcomes when making decisions. Hesitates to adjust an approach.

- *Standard*

Demonstrates open-mindedness. Recognizes changing conditions and considers second- and third-order effects when making decisions.

- *Strength*

Models a flexible mindset and anticipates changing conditions. Engages in multiple approaches when assessing, conceptualizing, and evaluating a course of action.

SOUND JUDGMENT

- *Developmental Need*

Inconsistently demonstrates sound assessment of situations. Hesitates in decisionmaking when facts not available. Forms opinions outside of sensible information available.

- *Standard*

Demonstrates sound decisionmaking ability. Shows consideration for available information, even when incomplete.

- *Strength*

Models sound judgment. Engages in thoughtful assessment. Confidently makes decisions in the absence of all of the facts.

INNOVATION

- *Developmental Need*

Relies on traditional methods when faced with challenging circumstances. Hesitates to introduce new or novel ideas when given the opportunity or when appropriate.

- *Standard*

Offers new ideas when given the opportunity. Provides novel recommendations when appropriate.

- *Strength*

Consistently introduces new ideas when opportunities exist. Creatively approaches challenging circumstances and produces worthwhile recommendations.

INTERPERSONAL TACT

- *Developmental Need*

Demonstrates lapses in self-awareness when interacting with others. Misses cues regarding others perceptions, character and motives. Presents self inappropriately or not tactfully.



- *Standard*

Maintains self-awareness of others perceptions and changes behaviors during interactions accordingly.

- *Strength*

Demonstrates proficient interaction with others. Effectively adjusts behaviors when interacting with others. Understands character and motives of others, and modifies personal behavior accordingly.

EXPERTISE

- *Developmental Need*

Demonstrates uncertainty or novice proficiency in technical aspects of job. Inconsistently applies competence of joint, cultural and geopolitical knowledge. Displays indifference toward expanding knowledge or skill set.

- *Standard*

Possesses facts and beliefs of joint, cultural and geopolitical knowledge. Seeks out information on systems, equipment, capabilities, and situations. Expands personal knowledge of technical, technological, and tactical areas.

- *Strength*

Demonstrates expert-level proficiency with technical aspects of job. Demonstrates understanding of joint, cultural and geopolitical knowledge. Conveys knowledge of technical, technological, and tactical systems to subordinates and others.



Summary of the Attributes and Competencies from Tables in ADRP 6-22 Army Leadership

ADRP 6-22 Attributes

Category	Attribute	Behaviors
Character	Army Values	The principles, standards, or qualities considered essential for successful leaders. Fundamentals that help people discern right from wrong in any situation. The Army has seven values to develop in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
	Empathy	The tendency to experience something from another person's point of view. The ability to identify with and enter into another person's feelings and emotions. The desire to care for and take care of Soldiers and others.
	Warrior Ethos/ Service Ethos	The internal shared attitudes and beliefs that embody the spirit of the Army profession for Soldiers and Army Civilians alike.
	Discipline	Control of one's own behavior according to Army Values; mindset to obey and enforce good orderly practices in administrative, organizational, training, and operational duties.
Presence	Military and professional bearing	Possessing a commanding presence. Projecting a professional image of authority.
	Fitness	Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
	Confidence	Projecting self-confidence and certainty in the unit's ability to succeed. Demonstrating composure and outward calm through control over one's emotions.
	Resilience	Showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.
Intellect	Mental agility	Flexibility of mind; the ability to break habitual thought patterns. Anticipating or adapting to uncertain or changing situations; to think through outcomes when current decisions or actions are not producing desired effects. The ability to apply multiple perspectives and approaches.
	Sound judgment	The capacity to assess situations shrewdly and draw sound conclusions. The tendency to form sound opinions, make sensible decisions and reliable guesses. The ability to assess strengths and weaknesses of subordinates, peers, and enemy to create appropriate solutions and action.
	Innovation	The ability to introduce new ideas based on opportunity or challenging circumstances. Creativity in producing ideas and objects that are both novel and appropriate.
	Interpersonal tact	The capacity to understand interactions with others. Being aware of how others see you and sensing how to interact with them effectively. Conscious of character, reactions and motives of self and others and how they affect interactions. Recognizing diversity and displaying self-control, balance, and stability.
	Expertise	Possessing facts, beliefs, logical assumptions, and understanding in relevant areas.



ADRP 6-22 Competencies in the LEADS Category

<p>Leads Others</p> <p>Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence focuses on compelling others to go beyond their individual interests and to work for the common good.</p>	
Factor	Behaviors
Uses appropriate methods of influence to energize others	Uses methods ranging from compliance to commitment (pressure, legitimate requests, exchange, personal appeals, collaboration, rational persuasion, apprising, inspiration, participation, and relationship building).
Provides purpose, motivation and inspiration	<p>Inspires, encourages, and guides others toward mission accomplishment.</p> <p>Emphasizes the importance of organizational goals.</p> <p>Determines course of action necessary to reach objectives and fulfill mission requirements.</p> <p>Communicates instructions, orders, and directives to subordinates.</p> <p>Ensures subordinates understand and accept direction.</p> <p>Empowers and delegates authority to subordinates.</p> <p>Focuses on the most important aspects of a situation.</p>
Enforces standards	<p>Reinforces the importance and role of standards.</p> <p>Performs individual and collective tasks to standard.</p> <p>Recognizes and takes responsibility for poor performance and addresses it appropriately.</p>
Balances mission and welfare of followers	<p>Assesses and routinely monitors effects of mission fulfillment on mental, physical, and emotional attributes of subordinates.</p> <p>Monitors morale, physical condition, and safety of subordinates.</p> <p>Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.</p>
<p>Builds Trust</p> <p>Leaders build trust to mediate relationships and encourage commitment among followers. Trust starts from respect among people and grows from common experiences and shared understanding.</p>	
Sets personal example for trust	<p>Is firm, fair, and respectful to gain trust.</p> <p>Assesses degree of own trustworthiness.</p>
Takes direct actions to build trust	<p>Fosters positive relationship with others.</p> <p>Identifies areas of commonality (understanding, goals, and experiences).</p> <p>Engages other members in activities and objectives.</p> <p>Corrects team members who undermine trust with their attitudes or actions.</p>
Sustains a climate of trust	<p>Assesses factors or conditions that promote or hinder trust.</p> <p>Keeps people informed of goals, actions, and results.</p> <p>Follows through on actions related to expectations of others.</p>
<p>Extends Influence beyond the Chain of Command</p> <p>Leaders need to influence beyond their direct lines of authority and beyond chains of command to include unified action partners. In these situations, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination.</p>	
Understands sphere, means and limits of influence	Assesses situations, missions, and assignments to determine the parties involved in decision-making, decision support, and possible interference or resistance.
Negotiates, builds consensus and resolves conflict	<p>Builds effective working relationships.</p> <p>Uses two-way, meaningful communication.</p> <p>Identifies individual and group interests.</p> <p>Identifies roles and resources.</p> <p>Generates and facilitates generation of possible solutions.</p> <p>Applies fair standards to assess options.</p> <p>Creates good choices between firm, clear commitment and alternatives to a negotiated agreement.</p>

Leads by Example

Leaders serve as role models. They maintain standards and provide effective examples through their actions. All Army leaders should model the Army Values. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.

Factor	Behaviors
Displays character	<p>Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, physical fitness and ethics.</p> <p>Fosters an ethical climate; shows good moral judgment and behavior.</p> <p>Completes individual and unit tasks to standard, on time, and within the commander's intent.</p> <p>Demonstrates determination, persistence, and patience.</p> <p>Uses sound judgment and logical reasoning.</p>
Exemplifies the Warrior Ethos	<p>Removes or fights through obstacles, difficulties, and hardships to accomplish missions.</p> <p>Demonstrates the will to succeed.</p> <p>Demonstrates physical and emotional courage.</p> <p>Shares hardships with subordinates.</p>
Leads with confidence in adverse situations	<p>Provides leader presence at the right time and place.</p> <p>Displays self-control, composure, and positive attitude.</p> <p>Is resilient.</p> <p>Remains decisive after discovering a mistake.</p> <p>Acts in the absence of guidance.</p> <p>Does not show discouragement when facing setbacks.</p> <p>Remains positive when the situation becomes confusing or changes.</p> <p>Encourages subordinates when they show signs of weakness.</p>
Demonstrates technical and tactical competence	<p>Meets mission standards, protects resources, and accomplishes the mission with available resources using technical and tactical skills.</p> <p>Displays appropriate knowledge of equipment, procedures and methods; recognizes and generates innovative solutions.</p> <p>Uses knowledgeable sources and subject matter experts.</p>
Understands the importance of conceptual skills and models them to others	<p>Displays comfort working in open systems.</p> <p>Makes logical assumptions in the absence of facts.</p> <p>Identifies critical issues to use as a guide in making decisions and taking advantage of opportunities.</p> <p>Relates and compares information from different sources to identify possible cause-and-effect relationships.</p>
Seeks diverse ideas and points of view	<p>Encourages honest communications among staff and decision-makers.</p> <p>Explores alternative explanations and approaches for accompanying tasks.</p> <p>Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems.</p> <p>Discourages individuals from seeking favor through tacit agreement.</p>

Communicates	
Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Communication is essential to all other leadership competencies.	
Factor	Behaviors
Listens actively	<ul style="list-style-type: none"> Listens and watches attentively. Makes appropriate notes. Tunes in to content, emotion, and urgency. Uses verbal and nonverbal means to reinforce with the speaker that you are paying attention. Reflects on new information before expressing views.
Creates shared understanding	<ul style="list-style-type: none"> Shares necessary information with others and subordinates. Protects confidential information. Coordinates plans with higher, lower and adjacent organizations. Keeps higher and lower headquarters, superiors and subordinates informed. Expresses thoughts and ideas clearly to individuals and groups. Recognizes potential miscommunication. Uses appropriate means for communicating a message.
Employs engaging communication techniques	<ul style="list-style-type: none"> States goals to energize others to adopt and act on them. Uses logic and relevant facts in dialogue; expresses well-organized ideas. Speaks enthusiastically and maintains listeners' interest and involvement. Makes appropriate eye contact when speaking. Uses appropriate gestures. Uses visual aids as needed. Determines, recognizes, and resolves misunderstandings.
Is sensitive to cultural factors in communication	<ul style="list-style-type: none"> Maintains awareness of communication customs, expressions, actions, or behaviors. Demonstrates respect for others.



ADRP 6-22 Competencies in the DEVELOPS Category

<i>Creates a Positive Environment/Fosters Esprit de Corps</i>	
Leaders establish and maintain positive expectations and attitudes to support effective work behaviors and healthy relationships. Leaders improve the organization while accomplishing missions. They should leave the organization better than it was when they arrived.	
Factor	Behaviors
Fosters teamwork, cohesion, cooperation and loyalty (esprit de corps)	Encourages people to work together effectively. Promotes teamwork and team achievement to build trust. Draws attention to the consequences of poor coordination. Integrates new members into the unit quickly.
Encourages fairness and inclusiveness	Provides accurate evaluations and assessments. Supports equal opportunity. Prevents all forms of harassment. Encourages learning about and leveraging diversity.
Encourages open and candid communications	Shows others how to accomplish tasks while respectful and focused. Displays a positive attitude to encourage others and improve morale. Reinforces the expression of contrary and minority viewpoints. Displays appropriate reactions to new or conflicting information or opinions. Guards against groupthink.
Creates a learning environment	Uses effective assessment and training methods. Encourages leaders and their subordinates to reach their full potential. Motivates others to develop themselves. Expresses the value of interacting with others and seeking counsel. Stimulates innovative and critical thinking in others. Seeks new approaches to problems. Communicates the difference between professional standards and a zero-defects mentality. Emphasizes learning from one's mistakes.
Encourages subordinates to exercise initiative, accept responsibility and take ownership	Involves others in decisions and informs them of consequences. Allocates responsibility for performance. Guides subordinate leaders in thinking through problems for themselves. Allocates decision-making to the lowest appropriate level. Acts to expand and enhance subordinate's competence and self-confidence. Rewards initiative.
Demonstrates care for follower well-being	Encourages subordinates and peers to express candid opinions. Addresses subordinates' and families' needs (health, welfare, and development). Stands up for subordinates. Routinely monitors morale and encourages honest feedback.
Anticipates people's on-the-job needs	Recognizes and monitors subordinate's needs and reactions. Shows concern for how tasks and missions affect subordinate morale.
Sets and maintains high expectations for individuals and teams	Clearly articulates expectations. Creates a climate that expects good performance, recognizes superior performance, and does not accept poor performance. Challenges others to match the leader's example.

Prepares Self	
Leaders prepare to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek self-development. Leaders maintain self-discipline, physical fitness, and mental well-being. They continue to improve the expertise required of their leadership roles and their profession.	
Factor	Behaviors
Maintains mental and physical health and wellbeing	<ul style="list-style-type: none"> Recognizes imbalance or inappropriateness of one's own actions. Removes emotions from decision-making. Applies logic and reason to make decisions or when interacting with emotionally charged individuals. Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self. Manages regular exercise, leisure activities, and time away. Stays focused on life priorities and values.
Expands knowledge of technical, technological and tactical areas	<ul style="list-style-type: none"> Seeks knowledge of systems, equipment, capabilities, and situations, particularly information technology systems. Keeps informed about developments and policy changes inside and outside the organization.
Expands conceptual and interpersonal capabilities	<ul style="list-style-type: none"> Understands the contribution of concentration, critical thinking, imagination, and problem solving in different task conditions. Learns new approaches to problem solving. Applies lessons learned. Filters unnecessary information efficiently. Reserves time for self-development, reflection, and personal growth. Considers possible motives behind conflicting information.
Analyzes and organizes information to create knowledge	<ul style="list-style-type: none"> Reflects on prior learning; organizes insights for future application. Considers source, quality or relevance, and criticality of information to improve understanding. Identifies reliable resources for acquiring knowledge. Sets up systems of procedures to store knowledge for reuse.
Maintains relevant cultural awareness	<ul style="list-style-type: none"> Learns about issues of language, values, customary behavior, ideas, beliefs, and patterns of thinking that influence others. Learns about results of previous encounters when culture plays a role in mission success.
Maintains relevant geopolitical awareness	<ul style="list-style-type: none"> Learns about relevant societies experiencing unrest. Recognizes Army influences on unified action partners and enemies. Understands the factors influencing conflict and peacekeeping, peace enforcing and peacemaking missions.
Maintains self-awareness: employs self-understanding and recognizes impact on others	<ul style="list-style-type: none"> Evaluates one's strengths and weaknesses. Learns from mistakes to make corrections; learns from experience. Seeks feedback; determines areas in need of development. Determines personal goals and makes progress toward them. Develops capabilities where possible but accepts personal limitations. Seeks opportunities to use capabilities appropriately. Understands self-motivation under various task conditions.

Develops Others	
<p>Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through helping others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.</p>	
Factor	Behaviors
Assesses developmental needs of others	<ul style="list-style-type: none"> Determines strengths and weaknesses of subordinates under different conditions. Evaluates subordinates in a fair and consistent manner. Assesses tasks and subordinate motivation to consider methods of improving work assignments, when job enrichment would be useful, methods of cross-training on tasks and methods of accomplishing missions. Designs ways to challenge subordinates to improve weaknesses and sustain strengths. Encourages subordinates to improve processes.
Counsels, coaches and mentors	<ul style="list-style-type: none"> Improves subordinate's understanding and proficiency. Uses experience and knowledge to improve future performance. Counsels, coaches and mentors subordinates, lower-ranking and peer leaders, and others.
Facilitates ongoing development	<ul style="list-style-type: none"> Maintains awareness of existing individual and organizational development programs and removes barriers to development. Supports opportunities for self-development. Arranges training opportunities to help subordinates improve self-awareness, confidence, and competence. Encourages subordinates to pursue institutional learning opportunities. Provide subordinates information about institutional training and career progression. Maintains resources related to development.
Builds team or group skills and processes	<ul style="list-style-type: none"> Presents challenging assignments for team or group interaction. Provides resources and support for realistic, mission-oriented training. Sustains and improves the relationships among team or group members. Provides feedback on team processes.
Stewards the Profession	
<p>Leaders take care of the Army profession by applying a mindset that embodies cooperative planning and management of all resources, but especially providing for a strong Army team. Leaders actively engage in sustaining full military readiness and preventing the loss of effectiveness as far into the future as possible.</p>	
Supports professional and personal growth	<ul style="list-style-type: none"> Supports developmental opportunities for subordinates such as PME attendance, key developmental assignments in other organizations, and broadening assignments.
Improves the organization	<ul style="list-style-type: none"> Makes decisions and takes action to improve the organization beyond their tenure.



ADRP 6-22 Competency in the ACHIEVES Category

Gets Results	
A leader's ultimate purpose is to achieve desired results IAW organizational goals. A leader gets results by providing guidance and managing resources, as well as performing the other leader competencies. Gets results focuses on consistent and ethical task accomplishment through supervising, managing, monitoring, and controlling the work.	
Factor	Behaviors
Prioritizes, organizes and coordinates taskings for teams or other organizations structures/groups	Ensures the course of action achieves the desired outcome through planning. Organizes groups and teams to accomplish work. Ensures all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence. Limits over-specification and micromanagement.
Identifies and accounts for capabilities and commitment to task	Considers duty positions, capabilities, and developmental needs when assigning tasks. Conducts initial assessments to assume a new task or a new position.
Designates, clarifies, and deconflicts roles	Establishes and employs procedures for monitoring, coordinating, and regulating subordinate's actions and activities. Mediates peer conflicts and disagreements.
Identifies, contends for, allocates and manages resources	Tracks people and equipment. Allocates adequate time for task completion. Allocates time to prepare and conduct rehearsals. Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility. Attracts, recognizes, and retains talent.
Removes work barriers	Protects organization from unnecessary taskings and distractions. Recognizes and resolves scheduling conflicts. Overcomes obstacles preventing accomplishment of the mission.
Recognizes and rewards good performance	Recognizes individual and team accomplishments; rewards appropriately. Credits subordinates for good performance; builds on successes. Explores reward systems and individual reward motivations.
Seeks, recognizes and takes advantage of opportunities to improve performance	Asks incisive questions. Anticipates needs for actions; envisions ways to improve. Acts to improve the organization's collective performance. Recommends best methods to accomplish tasks; uses information and technology to improve individual and group effectiveness. Encourages staff to use creativity to solve problems.
Makes feedback part of work processes	Gives and seeks accurate and timely feedback. Uses feedback to modify duties, tasks, procedures, requirements, and goals. Uses assessment techniques and evaluation tools (such as AARs) to identify lessons learned and facilitate consistent improvement. Determines the appropriate setting and timing for feedback.
Executes plans to accomplish the mission	Schedules activities to meet commitments in critical performance areas. Notifies peers and subordinates in advance of required support. Keeps track of task assignments and suspenses; attends to details. Adjusts assignments, if necessary.
Identifies and adjusts to external influences on the mission and organization	Gathers and analyzes relevant information about changing conditions. Determines causes, effects, and contributing factors of problems. Considers contingencies and their consequences. Makes necessary, on-the-spot adjustments.



Quick Checks on Leadership Competencies

<u>Leads Others:</u> This leader gains commitment to do what needs to be done from unit members.
<u>Builds trust:</u> This leader brings the best out in others, sets the conditions for teamwork.
<u>Extends Influence Beyond Chain of Command:</u> Beneficial work is accomplished outside the unit through positive relationships established by this leader.
<u>Leads by Example:</u> Co-workers learn what to be, know and do from this leader.
<u>Communicates:</u> Understanding in the unit is improved from this leader's sharing of information and willingness to engage in candid dialogue.
<u>Creates a Positive Environment:</u> Positive teamwork/cooperation and a psychologically healthy climate exists from actions and attitudes of this leader.
<u>Prepares Self:</u> This leader is squared away for duty (skills, knowledge, total fitness, mental toughness) and engages in continual self-development.
<u>Develops Others:</u> This leader proactively supports the development of others' knowledge, capabilities and readiness to learn.
<u>Stewards of the Profession:</u> Good stewardship applied to resources within this leader's reach. Actions show commitment to the professional strengths of the Army.
<u>Gets Results:</u> Gets the job done with appropriate adjustments and optimal application of manpower available to this leader.

Four Categories Differentiating Performance

<i>Excels</i>	<i>Proficient</i>	<i>Capable</i>	<i>Unsatisfactory</i>
Readily demonstrates a high level of the competency. Shows initiative and adaptability even in the most unusual and difficult situations. Actions have significant, enduring, and positive impacts on mission, the unit and beyond.	Consistently demonstrates a high level of the competency. Proactive in applying it in challenging situations. Actions have a positive impact on unit and mission.	Capable of demonstrating the competency and frequently applies it. Actively learning to apply it at a higher level or in more situations. Actions have a positive impact on unit or mission but may be limited in scope of impact or duration.	Inconsistently demonstrates or fails to demonstrate the competency. Unwilling or unable to take actions to develop or improve. Efforts often do not have any effect or may have negative impacts.