



SLC version 9/28/24



VIRGINIA DEFENSE FORCE

**Senior NCO Leadership in the VDF
(SLC)**



VIRGINIA DEFENSE FORCE

**The Basis of Leadership
(SLC)**



Introduction to Senior NCO Leadership



This lesson and the lessons following will set forth the established leadership doctrine taken from FM6-22, Army Leadership, and express the fundamental principles by which leaders act to accomplish their mission and care for their people.

These lessons apply to all officers, warrant officers, noncommissioned officers, and enlisted Soldiers of the VDF. From Soldiers in basic training to newly commissioned officers, new leaders must learn how to lead.

These lessons will define leadership, leadership roles and requirements, and how to develop leadership within the VDF. They outline the levels of leadership and describe how to lead successfully at each level. This class will establish and describe the core leader competencies that facilitate focused feedback, education, training, and development across all leadership levels. It reiterates the Army Values.

The student is encouraged incorporate the leadership qualities of self-awareness and adaptability and understand their critical impact on acquiring additional knowledge and improving in the core leader competencies while operating in constantly changing operational environments.



Introduction to Senior NCO Leadership



The lessons use the shorthand Army expression of BE-KNOW-DO to concentrate on key factors of leadership. What leaders DO emerges from who they are (BE) and what they KNOW. Leaders are prepared throughout their lifetimes with respect to BE-KNOW-DO so they will be able to act at a moment's notice and provide leadership for whatever challenge they may face.

This leadership class describes the character attributes and core competencies required of contemporary leaders. Character is based on the attributes central to a leader's make-up, and competence comes from how character combines with knowledge, skills, and behaviors to result in leadership.

Inextricably linked to the inherent qualities of the leader, the concept of BE-KNOW-DO represents specified elements of character, knowledge, and behavior described in FM 6-22.



Introduction to Senior NCO Leadership



Upon taking the oath to become a leader, Soldiers, and enter into a sacred agreement with the Commonwealth and their subordinates. The men and women of the VDF are capable of extraordinary feats of courage and sacrifice. These Soldiers display great patience, persistence, and tremendous loyalty as they perform their duty to the State, no matter how difficult, tedious, or risky the task. In return, they deserve competent, professional, and ethical leadership. They expect their leaders to respect them as valued members of effective and cohesive organizations and to embrace the essence of leadership.



Introduction to Senior NCO Leadership



FM 6-22 combines the lessons of the past with important insights for the future to help develop competent leaders.

An ideal leader has strong intellect, physical presence, professional competence, high moral character, and serves as a role model. A leader is able and willing to act decisively, within the intent and purpose of his superior leaders, and in the best interest of the organization.

Leaders recognize that organizations, built on mutual trust and confidence, successfully accomplish peacetime and missions in times of crisis. Organizations have many leaders. Everyone in the VDF is part of a chain of command and functions in the role of leader and subordinate. Being a good subordinate is part of being a good leader.

All Soldiers, at one time or another, must act as leaders and followers. Leaders are not always designated by position, rank, or authority. In many situations, it is appropriate for an individual to step forward and assume the role of leader. It is important to understand that leaders do not just lead subordinates—they also lead other leaders.



Introduction to Senior NCO Leadership



This class addresses the following topics necessary to become a competent, multiskilled leader:

- Understand the Army definitions of leader and leadership.
- Use the Army leadership requirements model as a common basis for thinking and learning about leadership and associated doctrine.
- Become knowledgeable about the roles and relationships of leaders, including the role of subordinate or team member.
- Discover what makes a good leader, a person of character with presence and intellect.
- Learn how to lead, develop, and achieve through competency-based leadership.
- Identify the influences and stresses in our changing environment that affect leadership.
- Understand the basics of operating at the direct and organizational levels.



Who is a VDF leader?

A VDF leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization.

Values and Attributes are the same for all leaders, regardless of position, although refined through experience and assumption of positions of greater responsibility. For example, a sergeant major with combat experience may have a deeper understanding of selfless service and personal courage than a new Soldier.

The knowledge that leaders should use in leadership is what Soldiers **KNOW**.

Leadership requires knowing about tactics, technical systems, organizations, management of resources, and the tendencies and needs of people. Knowledge shapes a leader's identity and is reinforced by a leader's actions.

While character and knowledge are necessary, by themselves they are not enough. Leaders cannot be effective until they apply what they know. What leaders **DO**, or leader actions, is directly related to the influence they have on others and what is done. As with knowledge, leaders will learn more about leadership as they serve in different positions.

Leaders will face new challenges; all serve for the common purpose of protecting the Commonwealth and accomplishing their organization's mission to that end. They do this through influencing people and providing purpose, direction, and motivation.



Influencing

Influencing is getting people to do what is necessary. Influencing entails more than simply passing along orders. Personal examples are as important as spoken words. Leaders set that example, good or bad, with every action taken and word spoken, on or off duty. Through words and personal example, leaders communicate purpose, direction, and motivation.



Purpose and Vision

Purpose gives subordinates the reason to act in order to achieve a desired outcome. Leaders should provide clear purpose for their followers and do that in a variety of ways. Leaders can use direct means of conveying purpose through requests or orders for what to do.

Vision is another way that leaders can provide purpose. Vision refers to an organizational purpose that may be broader or have less immediate consequences than other purpose statements. Higher-level leaders carefully consider how to communicate their vision.



Direction

Providing clear direction involves communicating how to accomplish a mission: prioritizing tasks, assigning responsibility for completion, and ensuring subordinates understand the standard. Although subordinates want and need direction, they expect challenging tasks, quality training, and adequate resources.

They should be given appropriate freedom of action. Providing clear direction allows followers the freedom to modify plans and orders to adapt to changing circumstances. Directing while adapting to change is a continuous process.

For example, a sergeant always takes the time and has the patience to explain to the soldiers what is required of them. The sergeant does it by calling them together for a few minutes to talk about the workload and the time constraints. Although many Soldiers tire of hearing from the sergeant about how well they are doing and that they are essential to mission accomplishment, they know it is true and appreciate the comments. Every time the cyber sergeant passes information during a meeting, he sends a clear signal: people are cared for and valued. The payoff ultimately comes when the unit is alerted for a deployment. As events unfold at breakneck speed, the sergeant will not have time to explain, acknowledge performance, or motivate them. Soldiers will do their jobs because their leader has earned their trust.



Operating

Operating encompasses the actions taken to influence others to accomplish missions and to set the stage for future operations.

One example is the motor sergeant who ensures that vehicles roll out on time and that they are combat ready. The sergeant does it through planning and preparing (laying out the work and making necessary arrangements), executing (doing the job), and assessing (learning how to work smarter next time). The motor sergeant leads by personal example to achieve mission accomplishment.

All leaders execute these types of actions which become more complex as they assume positions of increasing responsibility.



Improving

Improving for the future means capturing and acting on important lessons of ongoing and completed projects and missions. After checking to ensure that all tools are repaired, cleaned, accounted for, and properly stowed away, our motor sergeant conducts an after-action review (AAR).

An AAR is a professional discussion of an event, focused on performance standards. It allows participants to discover for themselves what happened, why it happened, how to sustain strengths, and how to improve on weaknesses. Capitalizing on honest feedback, the leader identifies strong areas to sustain and weak areas to improve. If the AAR identifies that team members spent too much time on certain tasks while neglecting others, the leader might improve the section standing operating procedures or counsel specific people on how to do better.

Developmental counseling is crucial for helping subordinates improve performance and prepare for future responsibilities. The counseling should address strong areas as well as weak ones. If the motor sergeant discovers recurring deficiencies in individual or collective skills, remedial training is planned and conducted to improve these specific performance areas.

By stressing the team effort and focused learning, the leader gradually and continuously improves the unit. The leader's personal example sends an important message to the entire team: Improving the organization is everyone's responsibility. The team effort to do something about its shortcomings is more powerful than any lecture.



Foundations of Leadership

The foundations of leadership are firmly grounded in history, loyalty to our country's laws, accountability to authority, and evolving doctrine. By applying this knowledge with confidence and dedication, leaders develop into mature, competent, and multiskilled members of the VDF. While leaders are responsible for being personally and professionally competent, they are also charged with the responsibility of developing their subordinates.

To formalize our ties to the Nation and to affirm subordination to its laws, members of the VDF swear a solemn oath to support and defend the Constitution of the Commonwealth against all enemies, foreign and domestic. Soldiers simultaneously acknowledge the authority of the Governor as Commander in Chief and officers as his agents. The purpose of the oath is to affirm military subordination to civilian authority. The oath and values emphasize that the military leaders are instruments of the people of the United States.

The elected government commits forces only after due consideration and in compliance with our national laws and values. Understanding this process gives our military moral strength and unwavering confidence when committed to action.



Foundations of Leadership

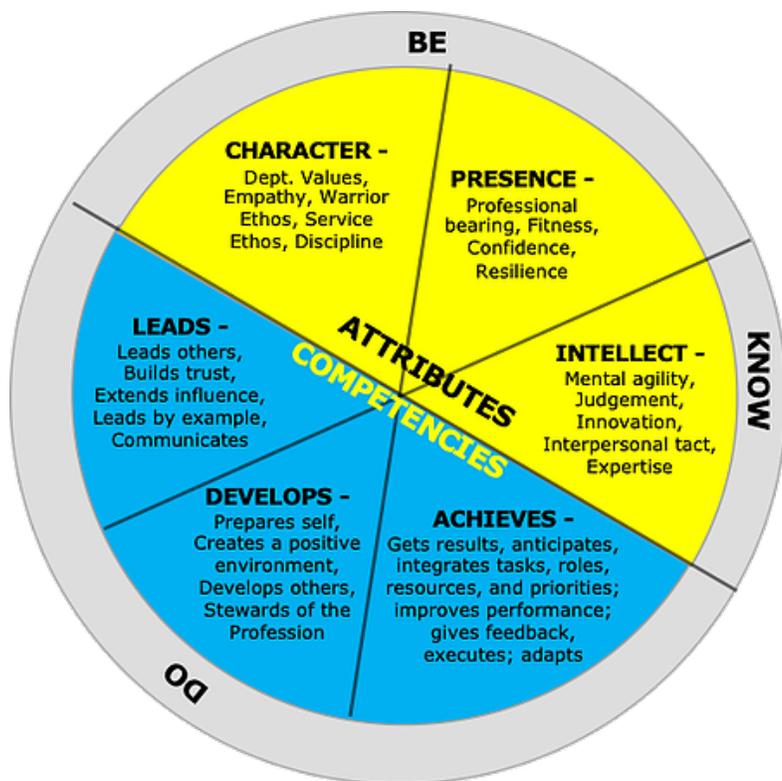
Command is a specific and legal leadership responsibility unique to the military.

Command is the authority that a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment. Command includes the leadership, authority, responsibility, and accountability for effectively using available resources and planning the employment of, organizing, directing, coordinating, and controlling military forces to accomplish assigned missions. It includes responsibility for unit readiness, health, welfare, morale, and discipline of assigned personnel (FMI 5-0.1).

In military organizations, commanders set the standards and policies for achieving and rewarding superior performance, as well as for punishing misconduct. In fact, military commanders can enforce their orders by force of criminal law. Consequently, it should not come as a surprise that organizations often take on the personality of their commanders. Military leaders selected to command are expected to lead beyond merely exercising formal authority. They should lead by example and serve as role models, since their personal example and public actions carry tremendous moral force. For that reason, people inside and outside the military recognize commanders as the human faces of the system, the ones who embody the commitment to readiness and care of people. By virtue of their role, commanders must lead with clear vision, encompassing yesterday's heritage, today's mission, and tomorrow's force.



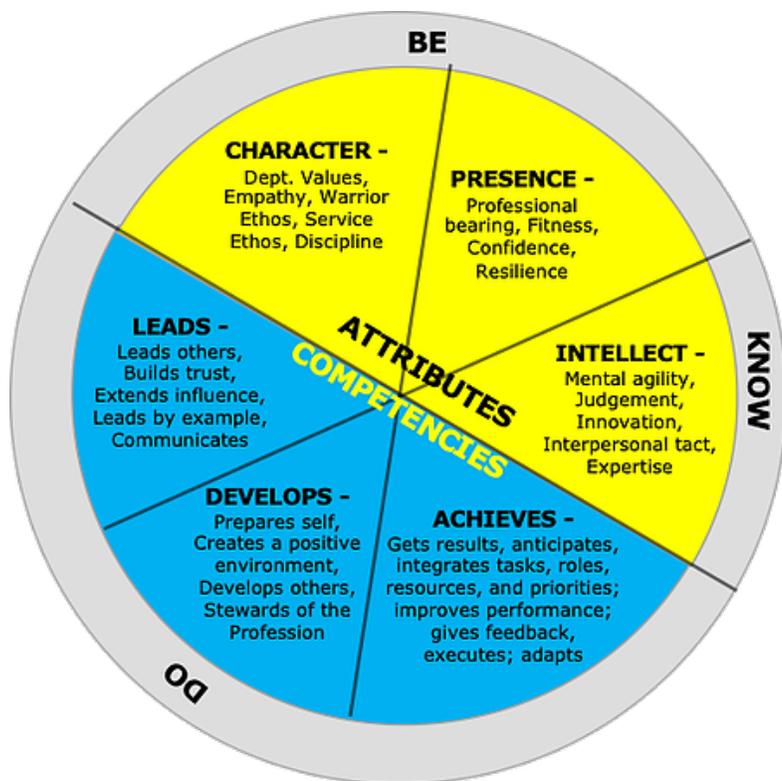
The Army Leadership Requirement Model



To accomplish the missions of the VDF requires values-based leadership, impeccable character, and professional competence. It provides a common basis for thinking and learning about leadership and associated doctrine. All of the model's components are interrelated.



The Army Leadership Requirement Model



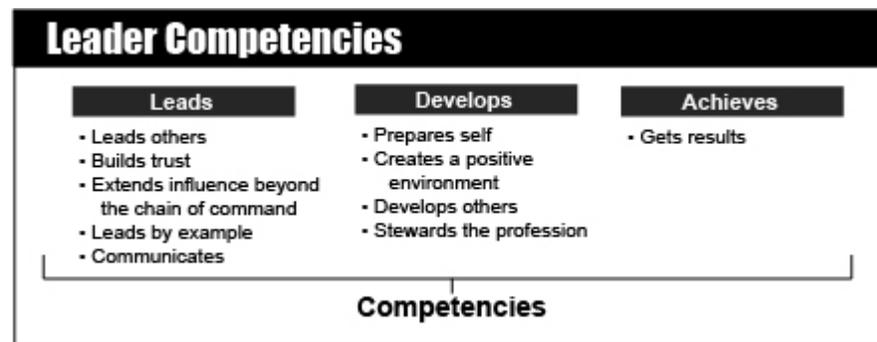
The model's basic components center on what a leader is and what a leader does. The leader's character, presence, and intellect enable the leader to master the core leader competencies through dedicated lifelong learning. The balanced application of the critical leadership requirements empowers the leader to build high-performing and cohesive organizations able to effectively project and support land power. It also creates positive organizational climates, allowing for individual and team learning and empathy for all team members, Soldiers, civilians, and their families.

Two major factors determine a leader's character: values and empathy. Some characteristics are present at the beginning of the leader's career, while others develop over time through additional education, training, and experience.

A leader's physical presence determines how others perceive that leader. The factors of physical presence are military bearing, physical fitness, confidence, and resilience. The leader's intellectual capacity helps to conceptualize solutions and acquire knowledge to do the job. A leader's conceptual abilities apply agility, judgment, innovation, interpersonal tact, and domain knowledge. Domain knowledge encompasses tactical and technical knowledge as well as cultural and geopolitical awareness.



Excelling At The Core Leader Competencies



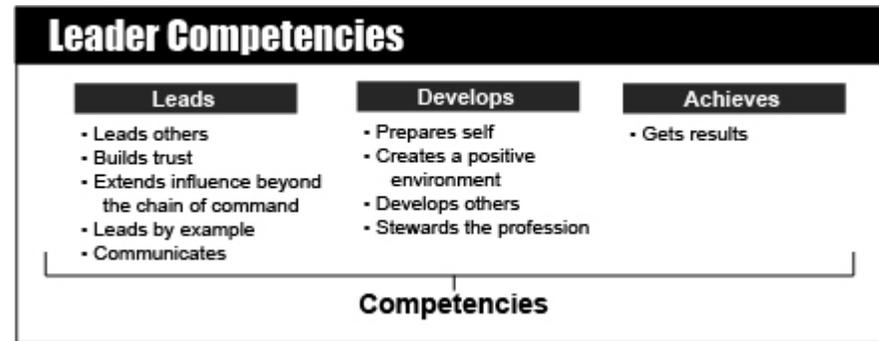
Leader competence develops from a balanced combination of institutional schooling, self development, realistic training, and professional experience. Building competence follows a systematic and gradual approach, from mastering individual competencies, to applying them in concert and tailoring them to the situation at hand. Leading people by giving them a complex task helps them develop the confidence and will to take on progressively more difficult challenges.

Why competencies? Competencies provide a clear and consistent way of conveying expectations for leaders. Current and future leaders want to know what to do to succeed in their leadership responsibilities. The core leader competencies apply across all levels of the organization, across leader positions, and throughout careers. Competencies are demonstrated through behaviors that can be readily observed and assessed by a spectrum of leaders and followers: superiors, subordinates, peers, and mentors.

This makes them a good basis for leader development and focused multisource assessment and feedback.



Excelling At The Core Leader Competencies



Leadership competencies improve over extended periods. Leaders acquire the basic competencies at the direct leadership level. As the leader moves to organizational and strategic level positions, the competencies provide the basis for leading through change. Leaders continuously refine and extend the ability to perform these competencies proficiently and learn to apply them to increasingly complex situations.

These competencies are developed, sustained, and improved by performing one's assigned tasks and missions. Leaders do not wait until deployments to develop their leader competencies. They use every training opportunity to assess and improve their ability to lead Soldiers.

To improve their proficiency, leaders can take advantage of chances to learn and gain experience in the leader competencies. They should look for new learning opportunities, ask questions, seek training opportunities, and request performance critiques. This lifelong approach to learning ensures leaders remain viable as a professional corps.



Leadership Roles, Leadership Levels, and Leadership Teams

Army leaders of character lead by personal example and consistently act as good role models through a dedicated lifelong effort to learn and develop. They achieve excellence for their organizations when followers are disciplined to do their duty, committed to the Army Values, and feel empowered to accomplish any mission, while simultaneously improving their organizations with focus towards the future.

As their careers unfold, Army leaders realize that excellence emerges in many shapes and forms. The Army cannot accomplish its mission unless all Army leaders, Soldiers, and civilians accomplish theirs— whether that means filling out a morning report or standing gate guard duty.

The Army consists of more than a single outstanding general or a handful of combat heroes. It relies on hundreds of thousands of dedicated Soldiers to accomplish missions worldwide.

Each of their roles and responsibilities is unique, yet there are common ways in which the roles of various types of leaders interact. Every leader in the Army is a member of a team, a subordinate, and at some point, a leader of leaders.



Roles And Relationships

When the VDF speaks of Soldiers, it refers to commissioned officers, warrant officers, noncommissioned officers (NCOs), and enlisted Soldiers.

The term commissioned officer refers to officers serving under a governor's commission in the rank of chief warrant officer 2 through general. An exception is those in the rank of warrant officer 1 (WO1) who serve under a warrant issued by the State Adjutant General.

All VDF leaders and Soldiers share the same goals: to support and defend the Commonwealth's Constitution against all enemies, foreign and domestic, by providing effective VDF manpower to commanders and to accomplish their organization's mission in peace and war.



Roles

Although the VDF consists of different categories of personnel serving and empowered by different laws and regulations, the roles and responsibilities of leaders from all organizations overlap and complement each other. Formal VDF leaders come from two different categories: commissioned and warrant officers and noncommissioned officers.

Members of all these categories of service have distinct roles in the VDF, although duties may sometimes overlap. Collectively, these groups work toward a common goal and should follow a shared institutional value system. Leaders often find themselves in charge of units or organizations populated with members of all these groups.



Commissioned And Warrant Officers

Commissioned VDF officers hold their grade and office under a commission issued under the authority of the Governor of the State. The commission is granted on the basis of special trust and confidence placed in the officer's patriotism, valor, fidelity, and abilities. The officer's commission is the grant of gubernatorial authority to direct subordinates and subsequently, an obligation to obey superiors. In the VDF, commissioned officers are those who have been appointed to the rank of second lieutenant or higher or promoted to the rank of chief warrant officer 2 or higher.

Commissioned officers are essential to the VDF's organization to command units, establish policy, and manage resources while balancing risks and caring for their people. They integrate collective, leader and Soldier training to accomplish the missions. They serve at all levels, focusing on unit operations and outcomes, to leading change at the strategic levels.

Commissioned officers fill command positions. Command makes officers responsible and accountable for everything their command does or fails to do. Command, a legal status held by appointment and grade, extends through a hierarchical rank structure with sufficient authority assigned or delegated at each level to accomplish the required duties.



Responsibility

Serving as a commissioned officer differs from other forms of VDF leadership by the quality and breadth of expert knowledge required, in the measure of responsibility attached, and in the magnitude of the consequences of inaction or ineffectiveness. An enlisted leader swears an oath of obedience to lawful orders, while the commissioned officer promises to, “well and faithfully discharge the duties of the office.”

This distinction establishes a different expectation for discretionary initiative. Officers should be driven to maintain the momentum of operations, possess courage to deviate from standing orders within the commander’s intent when required, and be willing to accept the responsibility and accountability for doing so.

While officers depend on the counsel, technical skill, maturity, and experience of subordinates to translate their orders into action, the ultimate responsibility for mission success or failure resides with the commissioned officer in charge.



Values

The cohorts differ in the magnitude of responsibility vested in them. The decisions conveyed by noncommissioned officers and executed by Soldiers begin with officers. There are different legal penalties assigned for offenses against the authority of commissioned and noncommissioned officers, and there are specific offenses that only an officer can commit. Officers are strictly accountable for their actions. Senior officers bear a particular responsibility for the consequences of their decisions and for the quality of advice given—or not given—to their civilian superiors.

As they do with all VDF leaders, the Army Values guide officers in their daily actions. These values manifest themselves as principles of action. Another essential part of officership is a shared professional identity. This self-concept, consisting of four interrelated identities, inspires and shapes the officer's behavior. These identities are warrior, servant of the State, member of a profession, and leader of character. As a warrior and leader of warriors, the officer adheres to the Soldier's Creed and the Warrior Ethos. An officer's responsibility as a public servant is first to the Commonwealth, then to the VDF, and then to his unit and his Soldiers. As a professional, the officer is obligated to be competent and stay abreast of changing requirements. As a leader of character, officers are expected to live up to institutional and State ethical values.



Warrant Officers

Warrant officers possess a high degree of specialization in a particular field in contrast to the more general assignment pattern of other commissioned officers. Warrant officers command special units, and task organized operational elements. In a wide variety of units and headquarters specialties, warrants provide quality advice, counsel, and solutions to support their unit or organization.

They operate, maintain, administer, and manage the Army's equipment, support activities, and technical systems. Warrant officers are competent and confident warriors, innovative integrators of emerging technologies, dynamic teachers, and developers of specialized teams of Soldiers.

Their extensive professional experience and technical knowledge qualifies warrant officers as invaluable role models and mentors for junior officers and NCOs.

Warrant officers fill various positions at company and higher levels. Junior warrants, like junior officers, work with Soldiers and NCOs. While warrant positions are usually functionally oriented, the leadership roles of warrants are the same as other leaders and staff officers. They lead and direct Soldiers and make the organization, analysis, and presentation of information manageable for the commander.

Senior warrants provide the commander with the benefit of years of tactical and technical experience. As warrant officers begin to function at the higher levels, they become "systems-of-systems" experts, rather than specific equipment experts. As such, they must have a firm grasp of the joint and multistate environments and know how to integrate systems they manage into complex operating environments.



Non-Commissioned Officers



THE NCO VISION

An NCO corps, grounded in heritage, values, and tradition, that embodies the Warrior Ethos; values perpetual learning; and is capable of leading, training, and motivating Soldiers.

We must always be an NCO corps that –
Leads by example.
Trains from experience.
Maintains and enforces standards.
Takes care of Soldiers.
Adapts to a changing world.



Non-Commissioned Officers

The VDF relies on NCOs who are capable of executing complex tactical operations, making intent driven decisions, and who can operate in joint, interagency, and multinational scenarios. They must take the information provided by their leaders and pass it on to their subordinates. Soldiers look to their NCOs for solutions, guidance, and inspiration. Soldiers can relate to NCOs since NCOs are promoted from the junior enlisted ranks. They expect them to be the buffer, filtering information from the commissioned officers and providing them with the day-to-day guidance to get the job done.

To answer the challenges of the contemporary operating environment, NCOs must train their Soldiers to cope, prepare, and perform no matter what the situation. In short, the NCO of today is a warrior-leader of strong character, comfortable in every role outlined in the NCO Corps' vision.

NCO leaders are responsible for setting and maintaining high-quality standards and discipline. They are the standard-bearers. Throughout history, flags have served as rallying points for Soldiers, and because of their symbolic importance, NCOs are entrusted with maintaining them. In a similar sense, NCOs are also accountable for caring for Soldiers and setting the example for them.

NCOs live and work every day with Soldiers. The first people that new recruits encounter when joining the Army are NCOs. NCOs process Soldiers for enlistment, teach basic Soldier skills, and demonstrate how to respect superior officers. Even after transition from civilian to Soldier is complete, the NCO is the key direct leader and trainer for individual, team, and crew skills at the unit level.

While preparing Soldiers for the mission ahead, the NCO trainer always stresses the basics of fieldcraft and physical hardening. He knows that the tools provided by technology will not reduce the need for mentally and physically fit Soldiers. Soldiers will continue to carry heavy loads, convoy for hours or days, and clear terrorists from caves and urban strongholds. With sleep often neglected in fast-paced operations, tactical success and failure is a direct correlation to the Soldiers' level of physical fitness.

Taking care of Soldiers means making sure they are prepared for whatever challenge lies ahead.



Other NCO Roles

NCOs have other roles as trainers, mentors, communicators, and advisors. When junior officers first serve in the VDF, their NCO helps to train and mold them. When lieutenants make mistakes, seasoned NCOs can step in and guide the young officers back on track. Doing so ensures mission accomplishment and Soldier safety while forming professional and personal bonds with the officers based on mutual trust and common goals. “Watching each other’s back” is a fundamental step in team building and cohesion.

For battalion commanders, the command sergeant major(CSM) is an important source of knowledge and discipline for all enlisted matters within the battalion. At the highest level, the Sergeant Major of the Force is the Commanding General's personal advisor, recommending policy to support Soldiers and constantly meeting with and checking Soldiers throughout the VDF.



Levels of Leadership

LEVELS OF LEADERSHIP

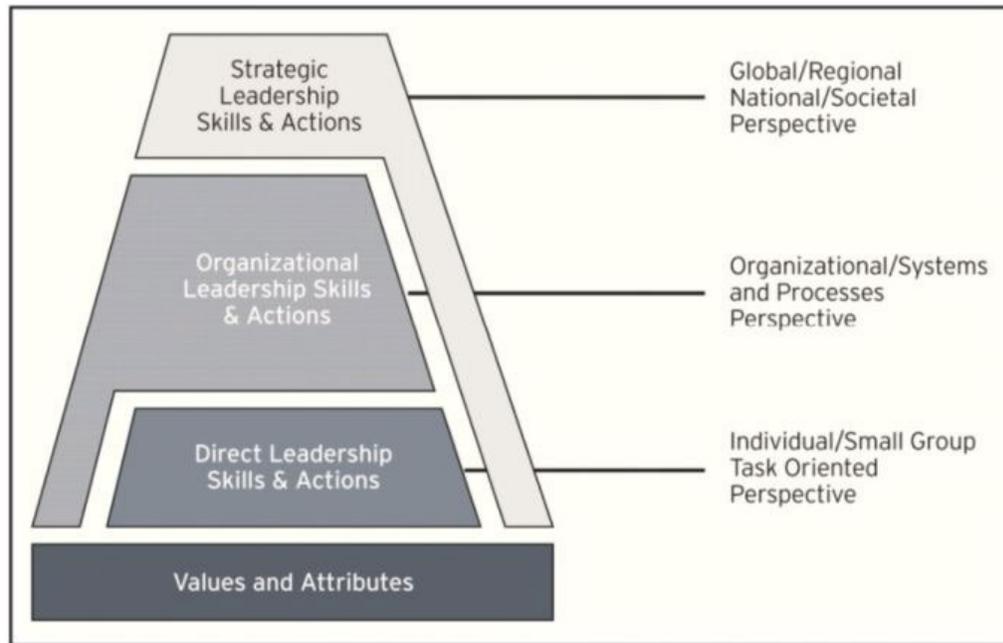


Figure 2-1. Army leadership levels

The three levels of Army leadership: direct, organizational, and strategic. The VDF will normally function at only two of these levels: direct and organizational. Factors determining a position's leadership level can include the position's span of control, its headquarters level, and the extent of influence the leader holding the position exerts. Other factors include the size of the unit or organization, the type of operations it conducts, the number of people assigned, and its planning horizon.

Most NCOs, company and field grade officers, and Army civilian leaders serve at the direct leadership level. Some senior NCOs and field grade officers, serve at the organizational leadership level. Primarily general officers and equivalent senior executive service serve at the organizational or strategic leadership levels.



Levels of Leadership

LEVELS OF LEADERSHIP

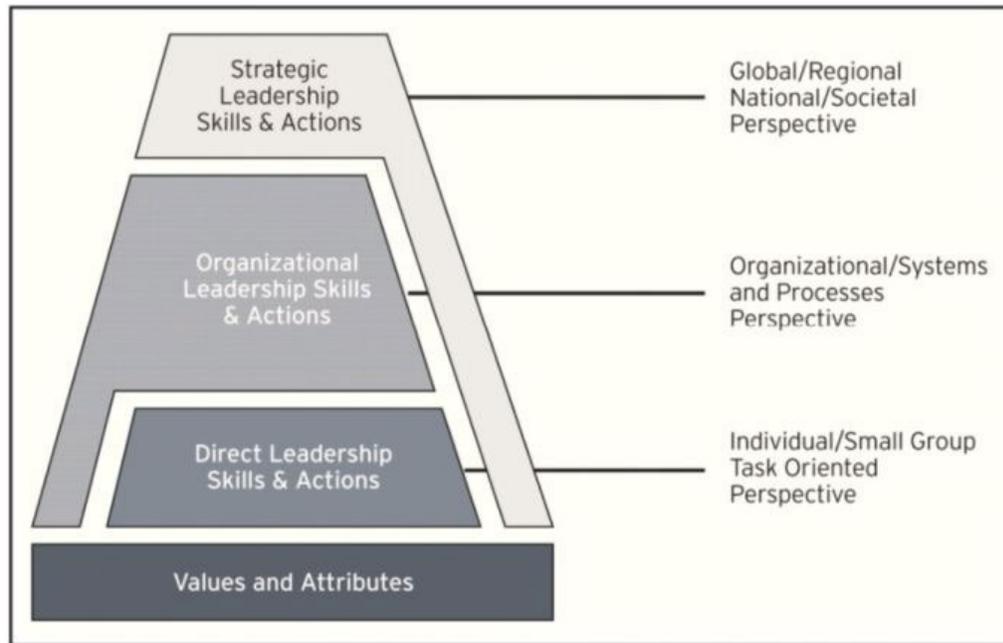


Figure 2-1. Army leadership levels

Often, the rank or grade of the leader holding a position does not indicate the position's leadership level. That is why Figure 2-1 does not show rank. A sergeant first class serving as a platoon sergeant works at the direct leadership level. If the same NCO holds a headquarters job dealing with issues and policy affecting a brigade-sized or larger organization, that NCO works at the organizational leadership level. However, if the sergeant's primary duty is running a staff section that supports the leaders who run the organization, the NCO is a direct leader.

It is important to realize that the headquarters echelon alone does not determine a position's leadership level. Leaders of all ranks and grades serve in strategic-level headquarters, but they are not all strategic-level leaders. The responsibilities of a duty position usually determine its leadership level.



Direct Leadership

Direct leadership is face-to-face or first-line leadership. It generally occurs in organizations where subordinates are accustomed to seeing their leaders all the time: teams and squads; sections and platoons; companies, and battalions. The direct leader's span of influence may range from a handful to several hundred people.

NCOs are in direct leadership positions more often than their officer counterparts.

Direct leaders develop their subordinates one-on-one and influence the organization indirectly through their subordinates. For instance, a battalion commander is close enough to the Soldiers to exert direct influence when he visits training or interacts with subordinates during other scheduled functions. Direct leaders generally experience more certainty and less complexity than organizational and strategic leaders. Mainly, they are close enough to the action to determine or address problems.

Examples of direct leadership tasks are monitoring and coordinating team efforts, providing clear and concise mission intent, and setting expectations for performance.



Organizational Leadership



Organizational leaders influence several hundred to several thousand people. They do this indirectly, generally through more levels of subordinates than do direct leaders. The additional levels of subordinates can make it more difficult for them to see and judge immediate results. Organizational leaders have staffs to help them lead their people and manage their organizations' resources. They establish policies and the organizational climate that support their subordinate leaders.

Organizational leaders in the VDF generally include military leaders at the Force level.

Their planning and mission focus generally ranges from two to ten years. Some examples of organizational leadership are setting policy, managing multiple priorities and resources, or establishing a long-term vision and empowering others to perform the mission.



Organizational Level leaders

While the same core leader competencies apply to all levels of leadership, organizational leaders usually deal with more complexity, more people, greater uncertainty, and a greater number of unintended consequences. Organizational leaders influence people through policymaking and systems integration rather than through face-to-face contact.

Getting out of the office and visiting remote parts of their organizations is important for organizational leaders. They make time to get to the field to verify if their staff's reports, e-mails, and briefings match the actual production, the conditions their people face, and their own perceptions of the organization's progress toward mission accomplishment. Organizational leaders use personal observation and visits by designated staff members to assess how well subordinates understand the commander's intent and to determine if there is a need to reinforce or reassess the organization's priorities.



Formal Leadership

Leaders at all levels recognize the VDF is a team as well as a team of teams. These teams interact as numerous functional units, designed to perform necessary tasks and missions that in unison produce the collective effort of all VDF components.

Everyone belongs to a team, serving as either leader or responsible subordinate. For these teams to function at their best, leaders and followers must develop mutual trust and respect, recognize existing talents, and willingly contribute talents and abilities for the common good of the organization. Leadership within the teams that make up the VDF usually comes in two forms:

Legitimate (formal).

Influential (informal).

FORMAL LEADERSHIP

Legitimate or formal leadership is granted to individuals by virtue of assignment to positions of responsibility and is a function of rank and experience. The positions themselves are based on the leader's level of job experience and training. One selection process used for the assignment of legitimate authority is the command selection board. Similar to a promotion board, the selection board uses past performance and potential for success to select officers for command positions.

NCOs assume legitimate authority when assigned as a platoon sergeant, first sergeant, or command sergeant major. These positions bring with them the duty to recommend disciplinary actions and advancement or promotion.



Informal Leadership

Informal leadership can be found throughout organizations, and while it can play an important role in mission accomplishment, it should never undermine legitimate authority. All members of the VDF could find themselves in a position to serve as a leader at any time.

Informal leadership is not based on any particular rank or position in the organizational hierarchy. It can arise from the knowledge gained from experience and sometimes requires initiative on the part of the individual to assume responsibility not designated to his position. Therefore, even the most junior member may be able to influence the decision of the highest organizational authority.

As the final decision maker, the formal leader is ultimately responsible for legitimizing an informal leader's course of action.



Responsible Subordinates

Most leaders are also subordinates within the context of organizations or the institution called the VDF. All members of the Guard are part of a larger team. Part of being a responsible subordinate implies supporting the chain of command and making sure that the team supports the larger organization and its purpose. The team does not exist in a vacuum; it is part of a larger organization.

Teams can be as formal as departments or subordinate units or can be as informal as a working party or an ad hoc task group.

Should the team chief strongly disagree with a superior's implementation concept, perceiving it as leading to project failure that could negatively affect the team's mission and the welfare of many, the chief has an obligation to speak up. The team chief must show the moral courage to voice an opinion in a constructive manner.

Disagreement does not imply undermining the chain of command or showing disrespect. Disagreement can lead to a better solution, providing the team chief maintains a positive attitude and offers workable alternatives.

Ultimately, the discussion must conclude, and the team chief should accept a superior's final decision. From that point on, the team chief must support that decision and execute it to the highest of standards. Just imagine what chaos would engulf an organization if subordinates chose freely which orders to obey and which to ignore. In the end, it is important for all leaders to preserve trust and confidence in the chain of command and the collective abilities of the organization.



Leadership without Authority

Often leadership arises from responsible subordinates who take charge and get the task completed in the absence of clear guidance from superiors. These circumstances arise when situations change or new situations develop for which the leader has not provided guidance or any standing orders for action and cannot be contacted promptly.

Leadership without authority can originate from one's expertise in a technical area. If others, including those of higher rank, consistently seek a Soldier's expertise, that person has an implied responsibility to determine when it is appropriate to take the initiative related to that subject. When leading without designated authority, leaders need to appreciate the potential impact and act to contribute to the team's success.

Often leadership without authority arises when one must take the initiative to alert superiors of a potential problem or predict consequences if the organization remains on its current course. Informal leaders without formal authority need to exhibit a leader's image, that of self-confidence and humility.

Leadership is expected from everyone in the Army regardless of designated authority or recognized position of responsibility. Every leader has the potential to assume ultimate responsibility.



Empowering Subordinates

Competent leaders know the best way to create a solid organization is to empower subordinates.

Give them a task, delegate the necessary authority, and let them do the work. Empowering the team does not mean omitting checks and making corrections when necessary. When mistakes happen, leaders ensure subordinates sort out what happened and why. A quality AAR (After Action Review) will help them learn from their mistakes in a positive manner. All Soldiers and leaders make mistakes. Good Soldiers and conscientious leaders learn from mistakes.

Because subordinates learn best by doing, leaders should be willing to take calculated risks and accept the possibility that less experienced subordinates will make mistakes. If subordinate leaders are to grow and develop trust, it is best to let them learn through experience. Good leaders allow space so subordinates can experiment within the bounds of intent-based orders and plans.

On the opposite end of the spectrum, weak leaders who have not trained their subordinates sometimes insist, "They can't do it without me." Leaders, used to being the center of the attention, often feel indispensable, their battle cry being, "I can't take a day off. I have to be here all the time. I must watch my subordinates' every move, or who knows what will happen?"

The fact is that no leader is irreplaceable. The VDF will not stop functioning just because one leader, no matter how senior or central, steps aside. The loss of a leader can be a shock to a unit, but the unit must, and will, continue its mission .



VIRGINIA DEFENSE FORCE

**The Leader: Character, Presence and Intellect Lesson
(SLC)**



The Leader: An Ethical Person of Character, Presence and Intellect.



Leadership doctrine concerns itself with all aspects of leadership, the most important of which is the VDF leader. This lesson examines that person and highlights critical attributes that all military leaders can bring to bear, in order to reach their full professional potential on a career path from direct leader to strategic leader. It demonstrates that when Soldiers begin as leaders, they bring certain values and attributes, such as family-ingrained values and the aptitude for certain sports or intellectual abilities, such as learning foreign languages. Institutional training, combined with education, training, and development on the job, aims at using these existing qualities and potential to develop a well-rounded leader with sets of desired attributes forming the leader's character, presence, and intellect.

Development of the desired attributes requires that VDF leaders pay attention to them through consistent self-awareness and lifelong learning.



Leader Character

Character, a person's moral and ethical qualities, helps determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or the consequences. An informed ethical conscience consistent with the Army Values strengthens leaders to make the right choices when faced with tough issues. Since VDF leaders seek to do what is right and inspire others to do the same, they must embody these values.

Character is essential to successful leadership. It determines who people are and how they act. It helps determine right from wrong and choose what is right. The factors, internal and central to a leader,

which make up the leader's core are—

Army Values.

Empathy.



Army Values

Soldiers enter the VDF with personal values developed in childhood and nurtured over many years of personal experience. By taking an oath to serve the State and the institution, one also agrees to live and act by a new set of values—Army Values

The Army Values consist of the principles, standards, and qualities considered essential for successful military leaders. They are fundamental to helping Soldiers make the right decision in any situation.

The Army Values firmly bind all military members into a fellowship dedicated to serve the Commonwealth and the VDF. They apply to everyone, in every situation, anywhere in the VDF. The trust Soldiers and civilians have for each other and the trust of the American people, all depend on how well a Soldier embodies the Army Values.

The army recognizes seven values that must be developed in all military individuals. It is not coincidence that when reading the first letters of the Army Values in sequence they form the acronym

“LDRSHIP”:

L oyalty.

D uty.

R espect.

S elfless service.

H onor.

I ntegrity.

P ersonal courage.



Duty



When leaders take initiative, they also take full responsibility for their actions and those of their subordinates. Conscientiousness is a human trait where duty is internalized. Conscientiousness means having a high sense of responsibility for personal contributions to the VDF, demonstrated through dedicated effort, organization, thoroughness, reliability, and practicality. Conscientiousness consistently alerts the leader to do what is right—even when tired or demoralized.

In rare cases, a leader's sense of duty also has to detect and prevent an illegal order. Duty requires refusal to obey it—leaders have no choice but to do what is ethically and legally right.



Selfless Service

Put the welfare of the Commonwealth, the VDF, and subordinates before your own.

...Ask not what your country can do for you; ask what you can do for your country.

John F. Kennedy, Inaugural speech as 35th President of the United States (1961)

The military is often referred to as “the Service.” Members of the Army serve the United States of America. Members of the VDF serve the Commonwealth as well. Selfless service means doing what is right for the Nation, the State, the VDF, the organization, and subordinates. While the needs of the VDF and the State should come first, it does not imply family or self-neglect. To the contrary, such neglect weakens a leader and can cause the VDF more harm than good.

A strong but harnessed ego, high self-esteem, and a healthy ambition can be compatible with selfless service, as long as the leader treats his people fairly and gives them the credit they deserve. The leader knows that the military cannot function except as a team. For a team to excel, the individual must give up self-interest for the good of the whole.



Character Development

People join the VDF as Soldiers with their character, pre-shaped by their background, beliefs, education, and experience. An Army leader's job would be simpler if merely checking the team member's personal values against the Army Values and developing a simple plan to align them sufficed. Reality is much different. Becoming a person of character and a leader of character is a career long process involving day-to-day experience, education, self-development, developmental counseling, coaching, and mentoring.

While individuals are responsible for their own character development, leaders are responsible for encouraging, supporting, and assessing the efforts of their people. Leaders of character can develop only through continual study, reflection, experience, and feedback. Leaders hold themselves and subordinates to the highest standards. The standards and values then spread throughout the team, unit, or organization and ultimately throughout the VDF.

Doing the right thing is good. Doing the right thing for the right reason and with the right goal is better. People of character must possess the desire to act ethically in all situations. One of the leader's primary responsibilities is to maintain an ethical climate that supports development of such character. When an organization's ethical climate nurtures ethical behavior, people will, over time, think, feel, and act ethically. They will internalize the aspects of sound character.



Character and Beliefs



Beliefs matter because they help people understand their experiences. Those experiences provide a start point for what to do in everyday situations. Beliefs are convictions people hold as true. Values are deep-seated personal beliefs that shape a person's behavior. Values and beliefs are central to character.

Beliefs derive from upbringing, culture, religious backgrounds, and traditions. As a result, different moral beliefs have, and will, continue to be shaped by diverse religious and philosophical traditions. Military leaders serve a Nation and State that protect the fundamental principle that people are free to choose their own beliefs. America's strength derives and benefits from that diversity. Effective leaders are careful not to require their people to violate their beliefs by ordering or encouraging illegal or unethical actions.

America's Constitution reflects fundamental national principles. One of these principles is the guarantee of freedom of religion. The Army places a high value on the rights of its Soldiers to observe tenets of their respective religious faiths while respecting individual differences in moral background and personal conviction. While religious beliefs and practices remain a decision of individual conscience, VDF leaders are responsible for ensuring their Soldiers have the opportunity to practice their religion. Commanders, in accordance with regulatory guidance, normally approve requests for accommodation of religious practices unless they will have an adverse impact on unit readiness, individual readiness, unit cohesion, morale, discipline, safety, and/or health. At the same time, no leader may apply undue influence, coerce, or harass subordinates with reference to matters of religion. Chaplains are staff officers with specialized training and specific responsibilities for ensuring the free exercise of religion and are available to advise and assist VDF leaders at every level.



Leader Presence

The impression that a leader makes on others contributes to the success in leading them. How others perceive a leader depends on the leader's outward appearance, demeanor, actions, and words.

Followers need a way to size up their leaders. Organizational and strategic level leaders who are willing to go everywhere, including where the conditions are the most severe, illustrate through their presence that they care. There is no greater inspiration than leaders who routinely share in team hardships and dangers. Moving to where duties are performed allows the leader to have firsthand knowledge of the real conditions Soldiers and civilians face. Soldiers and civilians who see or hear from the boss appreciate knowing that their unit has an important part to play.

Presence is not just a matter of the leader showing up; it involves the image that the leader projects.

Presence is conveyed through actions, words, and the manner in which leaders carry themselves. A reputation is conveyed by the respect that others show, how they refer to the leader, and respond to the leader's guidance. Presence is a critical attribute that leaders need to understand. A leader's effectiveness is dramatically enhanced by understanding and developing the following areas:

Military bearing: projecting a commanding presence, a professional image of authority.

Physical fitness: having sound health, strength, and endurance, which sustain emotional health and conceptual abilities under prolonged stress.

Confidence: projecting self-confidence and certainty in the unit's ability to succeed in whatever it does; able to demonstrate composure and outward calm through steady control over emotion.

Resilience: showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

Physical characteristics—military and professional bearing, health and physical fitness—can and must be continuously developed in order to establish presence. VDF leaders represent the institution and government and should always maintain an appropriate level of physical fitness and professional bearing.



Military and Professional Bearing

Pride in self starts with pride in appearance. Military leaders are expected to look and act like professionals. They must know how to wear the appropriate uniform or civilian attire and do so with pride. Soldiers seen in public with their jackets unbuttoned and ties undone do not send a message of pride and professionalism. Instead, they let down their unit and fellow Soldiers in the eyes of the American people.

Meeting prescribed height and weight standards is another integral part of the professional role. How leaders carry themselves when displaying military courtesy and appearance sends a clear signal: I am proud of my uniform, my unit, and my country and my state.

Health fitness is everything done to maintain good health. It includes undergoing routine physical exams; practicing good dental hygiene, personal grooming, and cleanliness; keeping immunizations current; as well as considering mental stresses. Healthy and hygiene-conscious Soldiers perform better in extreme operational environments. Health fitness also includes avoiding things that can degrade personal health, such as substance abuse, obesity, and smoking.



Confidence

Confidence is the faith that leaders place in their abilities to act properly in any situation, even under stress and with little information. Leaders who know their own capabilities and believe in themselves are confident. Self-confidence grows from professional competence. Too much confidence can be as detrimental as too little confidence. Both extremes impede learning and adaptability. Bluster—loudmouthed bragging or self-promotion—is not confidence. Truly confident leaders do not need to advertise their gift because their actions prove their abilities.

Confidence is important for leaders and teams. The confidence of a good leader is contagious and quickly permeates the entire organization, especially in dire situations. During deployment, confident leaders help Soldiers control doubt while reducing team anxiety. Combined with strong will and self-discipline, confidence spurs leaders to do what must be done in circumstances where it would be easier to do nothing.



Resilience

Resilient leaders can recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining their mission and organizational focus. Their resilience rests on will, the inner drive that compels them to keep going, even when exhausted, hungry, afraid, cold, and wet.

Resilience helps leaders and their organizations to carry difficult missions to their conclusion.

Resilience and the will to succeed are not sufficient to carry the day during adversity. Competence and knowledge guide the energies of a strong will to pursue courses of action that lead to success and victory in battle. The leader's premier task is to instill resilience and a winning spirit in subordinates. That begins with tough and realistic training.

Resilience is essential when pursuing mission accomplishment. No matter what the working conditions are, a strong personal attitude helps prevail over any adverse external conditions. All members of the VDF will experience situations when it would seem easier to quit rather than finish the task. During those times, everyone needs an inner source of energy to press on to mission completion. When things go badly, a leader must draw on inner reserves to persevere.



Leader Intelligence

An Army leader's intelligence draws on the mental tendencies and resources that shape conceptual abilities, which are applied to one's duties and responsibilities.

Conceptual abilities enable sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically, and with cultural sensitivity to consider unintended as well as intended consequences. Like a chess player trying to anticipate an opponent's moves three or four turns in advance (action-reaction -counteraction), leaders must think through what they expect to occur because of a decision.

Some decisions may set off a chain of events. Therefore, leaders must attempt to anticipate the second- and third-order effects of their actions. Even lower-level leaders' actions may have effects well beyond what they expect.

The conceptual components affecting the Army leader's intelligence include—

Agility.

Judgment.

Innovation.

Interpersonal tact.

Domain knowledge.



Mental Agility

Mental agility is a flexibility of mind, a tendency to anticipate or adapt to uncertain or changing situations. Agility assists thinking through second- and third-order effects when current decisions or actions are not producing the desired effects. It helps break from habitual thought patterns, to improvise when faced with conceptual impasses, and quickly apply multiple perspectives to consider new approaches or solutions.

The basis for mental agility is the ability to reason critically while keeping an open mind to multiple possibilities until reaching the most sensible solution. Critical thinking is a thought process that aims to find truth in situations where direct observation is insufficient, impossible, or impractical. It allows thinking through and solving problems and is central to decision making. Critical thinking is the key to understanding changing situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from experience.

Critical thinking implies examining a problem in depth, from multiple points of view, and not settling for the first answer that comes to mind. Army leaders need this ability because many of the choices they face require more than one solution. The first and most important step in finding an appropriate solution is to isolate the main problem. Sometimes determining the real problem presents a huge hurdle; at other times, one has to sort through distracting multiple problems to get to the real issue.

A leader's mental agility in quickly isolating a problem and identifying solutions allows the use of initiative to adjust to change during operations. Agility and initiative do not appear magically. The leader must instill them within all subordinates by creating a climate that encourages team participation.

Identifying honest mistakes in training makes subordinates more likely to develop their own initiative.

Modern training and education focuses on improving leader agility and small unit initiative. Combat deployments in Grenada, Panama, Kosovo, Somalia, Afghanistan, and Iraq have emphasized the demands on mental agility and tactical initiative down to the level of the individual Soldier. Contemporary operational environments call for more agile junior officers and noncommissioned officers, able to lead effectively small and versatile units across the spectrum of conflicts. The same is true at the State level.



Innovation

Innovation describes the VDF leader's ability to introduce something new for the first time when needed or an opportunity exists. Being innovative includes creativity in the production of ideas that are original and worthwhile.

Sometimes a new problem presents itself or an old problem requires a new solution. Leaders should seize such opportunities to think creatively and to innovate. The key concept for creative thinking is developing new ideas and ways to challenge subordinates with new approaches and ideas. It also involve devising new ways for their Soldiers to accomplish tasks and missions.

Creative thinking includes using adaptive approaches (drawing from previous similar circumstances) or innovative approaches (coming up with a completely new idea).

Innovative leaders prevent complacency by finding new ways to challenge subordinates with forward-looking approaches and ideas. To be innovators, leaders learn to rely on intuition, experience, knowledge, and input from subordinates. Innovative leaders reinforce team building by making everybody responsible for, and stakeholders in, the innovation process.



Interpersonal Tact

Effectively interacting with others depends on knowing what others perceive. It also relies on accepting the character, reactions, and motives of oneself and others. Interpersonal tact combines these skills, along with recognizing diversity and displaying self-control, balance, and stability in all situations.



Diversity and Self-Control

Recognizing Diversity

Soldiers originate from vastly different backgrounds and are shaped by schooling, race, gender, religion, as well as a host of other influences. Personal perspectives can even vary within societal groups. People should avoid snap conclusions based on stereotypes. It is better to understand individuals by acknowledging their differences, qualifications, contributions, and potential.

Joining the VDF as Soldiers, subordinates agreed to accept the military culture. This initial bond holds them together. Leaders further strengthen the team effort by creating an environment where subordinates know they are valued for their talents, contributions, and differences.

A leader's job is not to make everyone the same; it is to take advantage of the different capabilities and talents brought to the team. The biggest challenge is to put each member in the right place to build the best possible team.

Self-control

Good leaders control their emotions. Instead of hysterics or showing no emotion at all, leaders should display the right amount of sensitivity and passion to tap into subordinates' emotions. Maintaining self-control inspires calm confidence in the team. Self-control encourages feedback from subordinates that can expand understanding of what is really happening. Self-control under stress is especially important for military leaders. Leaders who lose their self-control cannot expect those who follow them to maintain theirs.



Balance



Emotionally balanced leaders are able to display the right emotion for a given situation and can read others' emotional state. They draw on their experience and provide their subordinates the proper perspective on unfolding events.

They have a range of attitudes, from relaxed to intense, with which to approach diverse situations. They know how to choose the one appropriate for the circumstances. Balanced leaders know how to convey that things are urgent without throwing the entire organization into chaos.

They are able to encourage their people to continue the mission, even in the toughest of moments



Stability



Effective leaders are steady, levelheaded when under pressure and fatigued, and calm in the face of danger. These characteristics stabilize their subordinates who are always looking to their leader's example:

Model the emotions for subordinates to display.

Do not give in to the temptation to do what personally feels good.

If under great stress, it might feel better to vent—but will that help the organization?

If subordinates are to be calm and rational under pressure, leaders must display the same stability.



Domain Knowledge

Domain knowledge requires possessing facts, beliefs, and logical assumptions in many areas.

Tactical knowledge is an understanding of military tactics related to securing a designated objective through military means.

Cultural and geopolitical knowledge is awareness of cultural, geographic, and political differences and sensitivities



Doctrine

Leaders know doctrine, tactics, techniques, and procedures. Their tactical knowledge allows them to effectively employ individuals, teams, and larger organizations together with the activities of systems to achieve objectives. While direct leaders usually deal with local problems, organizational leaders focus deeper in time, space, and events. This includes a geopolitical dimension



Fieldcraft

Fieldcraft describes the skills Soldiers require to sustain themselves in the field. Proficiency in fieldcraft reduces the likelihood of casualties. Understanding and excelling at fieldcraft sets conditions for mission success. Likewise, the requirement that military leaders make sure their Soldiers take care of themselves and provide them with the means to do so also sets conditions for success.

STP 21-1-SMCT, Soldier's Manual of Common Tasks, lists the individual skills all Soldiers must know to operate effectively in the field. Those skills include everything from staying healthy to digging fighting positions.

Some military occupational specialties require proficiency in additional fieldcraft skills. They are listed in Soldiers' manuals for these specialties.

VDF leaders gain proficiency in fieldcraft through formal training, study, and practice. Although easily learned, fieldcraft skills are often neglected during training exercises. That is why during peacetime exercises, leaders must strictly enforce tactical discipline and make sure their Soldiers practice fieldcraft to keep them from becoming casualties during deployment.

Any "dead time" during drill or an exercise should be used for Sergeants' Time and NCOs should be tasked to teach fieldcraft. A ready file of lesson outlines from the SMCT should be available at all times for the instructors. This is a good time to bring junior officers and non-prior service members up to level with the SMC.



Cultural and Geopolitical Knowledge

Culture consists of shared beliefs, values, and assumptions about what is important. VDF leaders are mindful of cultural factors in three contexts:

1. Sensitive to the different backgrounds of team members to best leverage their talents.
2. Aware of the culture of the area in which the organization is operating.
3. Consider and evaluate the possible implications of partners' customs, traditions, doctrinal principles, and operational methods when working with forces of another nation or state.

Understanding the culture of adversaries and of the area in which the organization is operating is just as important as understanding the culture of a Soldier's own country and organization. Contemporary operational environments, which place smaller units into more culturally complex situations with continuous media coverage, require even greater cultural and geopolitical awareness from every military leader. Consequently, be aware of current events—particularly those in areas where America has national interests. Before deploying, ensure that Soldiers and the organization are properly prepared to deal with the population of particular areas—either as partners, neutrals, or adversaries. The more that is known about them, including their language, the better off the organization will be.

Understanding other cultures applies to full spectrum operations, not only stability and reconstruction operations. For example, different methods of security may be employed against an adversary who considers surrender a dishonor worse than death, as compared to those for whom surrender remains an honorable option. Likewise, if the organization is operating as part of a multiagency team, how well leaders understand partners' capabilities and limitations will affect how well the team accomplishes its mission.

Cultural differences can apply even at state level. Virginia is composed of differing cultural groups as the state is split up into several different geographical regions. Although not as marked as differences between countries, there are marked cultural differences between these regions.



VIRGINIA DEFENSE FORCE

**Competency Based Leadership Lesson
(SLC)**



Competency-Based Leadership

The American soldier...demands professional competence in his leaders. In battle, he wants to know that the job is going to be done right, with no unnecessary casualties. The noncommissioned officer wearing the chevron is supposed to be the best soldier in the platoon and he is supposed to know how to perform all the duties expected of him. The American soldier expects his sergeant to be able to teach him how to do his job. And he expects even more from his officers.

Omar N. Bradley, General of the Army (1950-1953)



Competency-Based Leadership

Military leaders apply character, presence, intellect, and abilities to the core leader competencies while guiding others toward a common goal and mission accomplishment. Direct leaders influence others person-to-person, such as a team leader who instructs, recognizes achievement, and encourages hard work.

Organizational and strategic leaders influence those in their sphere of influence, including immediate subordinates and staffs, but often guide their organizations using indirect means of influence. At the direct level, a platoon leader knows what a battalion commander wants done, not because the lieutenant was briefed personally, but because the lieutenant understands the commander's intent two levels up. The intent creates a critical link between the organizational and direct leadership levels. At all levels, leaders take advantage of formal and informal processes to extend influence beyond the traditional chain of command.



Competency-Based Leadership

The leading category of the core leader competencies includes four competencies.

Two competencies focus on who is being led and with what degree of authority and influence: leads others and extends influence beyond the chain of command. The other leading competencies address two ways by which leaders to convey influence: leads by example and communicates.

Leads others involves influencing Soldiers in the leader's unit or organization. This competency has a number of components including setting clear direction, enforcing standards, and balancing the care of followers against mission requirements so they're a productive resource. Leading within an established chain of command with rules, procedures, and norms differs from leading outside an established organization or across commands.

Extends influence beyond the chain of command requires the ability to operate in an environment, encompassing higher and lower command structures, and using one's influence outside the traditional chain of command. This includes connecting with joint, allied, and multinational partners, as well as local nationals, and civilian-led governmental or nongovernmental agencies. In this area, leaders often must operate without designated authority or while their authority is not recognized by others.

Leads by example are essential to leading effectively over the course of time. Whether they intend to or not, leaders provide an example that others consider and use in what they do. This competency reminds every leader to serve as a role model. What leaders do should be grounded in the Army Values.

Communicates ensures that leaders attain a clear understanding of what needs to be done and why within their organization. This competency deals with maintaining clear focus on the team's efforts to achieve goals and tasks for mission accomplishment. It helps build consensus and is a critical tool for successful operations in diverse multinational settings. Successful leaders refine their communicating abilities by developing advanced oral, written, and listening skills. Commanders use clear and concise mission orders and other standard forms of communication to convey their decisions to subordinates.



Leads Others

All of the Army's core leader competencies, especially leading others, involve influence. Military leaders can draw on a variety of techniques to influence others. These range from obtaining compliance to building a commitment to achieve.

Compliance is the act of conforming to a specific requirement or demand. Commitment is willing dedication or allegiance to a cause or organization. Resistance is the opposite of compliance and commitment. There are many techniques for influencing others to comply or commit, and leaders can use one or more of them to fit to the specifics of any situation.



Compliance And Commitment

Compliance-focused influence is based primarily on the leader's authority. Giving a direct order to a follower is one approach to obtain compliance during a task. Compliance is appropriate for short-term, immediate requirements and for situations where little risk can be tolerated. Compliance techniques are also appropriate for leaders to use with others who are relatively unfamiliar with their tasks or unwilling or unable to commit fully to the request. If something needs to be done with little time for delay, and there is not a great need for a subordinate to understand why the request is made, then compliance is an acceptable approach. Compliance-focused influence is not particularly effective when a leader's greatest aim is to create initiative and high esteem within the team.

Commitment-focused influence generally produces longer lasting and broader effects. Whereas compliance only changes a follower's behavior, commitment reaches deeper—changing attitudes and beliefs, as well as behavior. For example, when a leader builds responsibility among followers, they will likely demonstrate more initiative, personal involvement, and creativity. Commitment grows from an individual's desire to gain a sense of control and develop self-worth by contributing to the organization.

Depending on the objective of the influence, leaders can strengthen commitment by reinforcing followers' identification with the Nation and State (loyalty), the VDF (professionalism), the unit or organization (selfless service), the leadership in a unit (respect), and to the job (duty).



Compliance And Commitment

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

Pressure is applied when leaders use explicit demands to achieve compliance, such as establishing task completion deadlines with negative consequences imposed for unmet completion. Indirect pressure includes persistent reminders of the request and frequent checking. This technique should be used infrequently since it tends to trigger resentment from followers, especially if the leader-exerted pressure becomes too severe. When followers perceive that pressures are not mission related but originate from their leader's attempt to please superiors for personal recognition, resentment can quickly undermine an organization's morale, cohesion, and quality of performance.

Pressure is a good choice when the stakes are high, time is short, and previous attempts at achieving commitment have not been successful.

Legitimate requests occur when leaders refer to their source of authority to establish the basis for a request. In the military, certain jobs must be done regardless of circumstances when subordinate leaders receive legitimate orders from higher headquarters. Reference to one's position suggests to those who are being influenced that there is the potential for official action if the request is not completed.



More influence techniques

Exchange is an influence technique that leaders use when they make an offer to provide some desired item or action in trade for compliance with a request. The exchange technique requires that the leaders control certain resources or rewards that are valued by those being influenced. A four-day pass as reward for excelling during a maintenance inspection is an example of an exchange influence technique.

Personal appeals occur when the leader asks the follower to comply with a request based on friendship or loyalty. This might often be useful in a difficult situation when mutual trust is the key to success. The leader appeals to the follower by highlighting the subordinate leader's special talents and professional trust to strengthen him prior to taking on a tough mission. An S3 might ask a staff officer to brief at an important commander's conference if the S3 knows the staff officer will do the best job and convey the commander's intent.

Collaboration occurs when the leader cooperates in providing assistance or resources to carry out a directive or request. The leader makes the choice more attractive by being prepared to step in and resolve any problems. A major planning effort prior to a deployment for humanitarian assistance would require possible collaboration with joint, interagency, or federal agencies.

Rational persuasion requires the leader to provide evidence, logical arguments, or explanations showing how a request is relevant to the goal. This is often the first approach to gaining compliance or commitment from followers and is likely to be effective if the leader is recognized as an expert in the specialty area in which the influence occurs. Leaders often draw from their own experience to give reasons that some task can be readily accomplished because the leader has tried it and done it.

Apprising happens when the leader explains why a request will benefit a follower, such as giving them greater satisfaction in their work or performing a task a certain way that will save half the time. In contrast to the exchange technique, the benefits is out of the control of the leader. A commander may use the apprising technique to inform a newly assigned noncommissioned officer that serving in an operational staff position, prior to serving as a platoon sergeant, could provide him with invaluable experience. The commander points out that the additional knowledge may help the NCO achieve higher performance than his peers and possibly lead to an accelerated promotion to first sergeant.



More influence techniques

Inspiration occurs when the leader fires up enthusiasm for a request by arousing strong emotions to build conviction. A leader may stress to a fellow officer that without help, the safety of the team may be at risk. By appropriately stressing the results of stronger commitment, a unit leader can inspire followers to surpass minimal standards and reach elite performance status.

Participation occurs when the leader asks a follower to take part in planning how to address a problem or meet an objective. Active participation leads to an increased sense of worth and recognition. It provides value to the effort and builds commitment to execute the commitment. Invitation to get involved is critical when senior leaders try to institutionalize a vision for long-term change. By involving key leaders of all levels during the planning phases, senior leaders ensure that their followers take stock in the vision. These subordinates will later be able to pursue critical intermediate and long-term objectives, even after senior leaders have moved on.

Relationship building is a technique in which leaders build positive rapport and a relationship of mutual trust, making followers more willing to support requests. Examples include, showing personal interest in a follower's well being, offering praise, and understanding a follower's perspective. This technique is best used over time. It is unrealistic to expect it can be applied hastily when it has not been previously used. With time, this approach can be a consistently effective way to gain commitment from followers.



Putting Influence Techniques to Work



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

The critical nature of the mission also determines which influence technique or combination of techniques are appropriate. When a situation is urgent and greater risk is involved, eliciting follower compliance may be desirable. Direct-level leaders often use compliance techniques to coordinate team activities in an expedient manner. In comparison, organizational leaders typically pursue a longer-term focus and use indirect influence to build strong commitment.

When influencing their followers, Army leaders should consider that—

The objectives for the use of influence should be in line with the Army Values, ethics.

Various influence techniques can be used to obtain compliance and commitment.

Compliance-seeking influence focuses on meeting and accounting for specific task demands.

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



Providing Purpose, Motivation, And Inspiration

Leaders influence others to achieve some purpose. To be successful at exerting influence VDF leaders have an end or goal in mind. Sometimes the goal will be very specific, like reducing the number of training accidents by one-half over a period of six months. Many goals are less distinct and measurable than this example but are still valid and meaningful. A leader may decide that unit morale needs to be improved and may set that as a goal for others to join to support.

Purpose provides what the leader wants done, while motivation and inspiration provide the energizing force to see that the purpose is addressed and has the strength to mobilize and sustain effort to get the job done.

Motivation and inspiration address the needs of the individual and team. Indirect needs— like job satisfaction, sense of accomplishment, group belonging, and pride—typically have broader reaching effects than formal rewards and punishment, like promotions or nonjudicial actions.

Besides purpose and motivation, leader influence also consists of direction. Direction deals with how a goal, task, or mission is to be achieved. Subordinates do not need to receive guidance on the details of execution in all situations. The skilled leader will know when to provide detailed guidance and when to focus only on purpose, motivation, or inspiration.

Mission command conveys purpose without providing excessive, detailed direction. Mission command is the conduct of military operations through decentralized execution based on mission orders for effective mission accomplishment. Successful mission command rests on four elements:

Commander's intent.

Subordinates' initiative.

Mission orders.

Resource allocation.



Providing Purpose

Leaders in command positions use commander's intent to convey purpose. The commander's intent is a clear, concise statement of what the force must do and the conditions the force must meet to succeed with respect to the enemy, terrain, and desired end state (FM 3-0).

When leading in other than combat command positions or in a nontactical application, leaders also establish tasks and the conditions for successful accomplishment. For leader situations other than combat command, enemy and terrain may be substituted by factors such as goals or organizational obstacles.

Leaders communicate purpose with implied or explicit instructions so that others may exercise initiative while maintaining focus. This is important for situations when unanticipated opportunities arise or the original solution no longer applies. While direct and organizational level leaders provide purpose or intent, strategic leaders usually provide long-term vision or conceptual models.



Motivating and Inspiring



Motivation is the reason for doing something or the level of enthusiasm for doing it. Motivation comes from an inner desire to put effort into meeting a need. People have a range of needs. They include basics, such as survival and security and advanced needs, such as belonging and a sense of accomplishment. Awareness of one's own needs is most acute when needs go unfulfilled.



Motivating and Inspiring

Military leaders use the knowledge of what motivates others to influence those they lead. Knowing one's Soldiers and others who may be influenced, gives leaders insight into guiding the team to higher levels of performance. Understanding how motivation works provides insight into why people may take action and how strongly they are driven to act.

While it is difficult to know others' needs, it helps to consider three parts that define motivation:

Arousal: A need or desire for something that is unfulfilled or below expectations.

Direction: Goals or other guides that direct the course of effort and behavior.

Intensity: The amount of effort that is applied to meet a need or reach a goal.

The arousal, direction, and intensity of motivation produce at least four things that contribute directly to effective task performance:

Motivation focuses attention on issues, goals, task procedures, or other aspects of what needs to be done.

Motivation produces effort that dictates how hard one tries.

Motivation generates persistence in terms of how long one tries.

The fourth product of motivation is task strategies that define how a task is performed—the knowledge and skills used to reach a particular goal. Knowing better ways to perform a task can improve performance and lead to success in reaching a desired goal.

Motivation is based on the individual and the situation. Individuals contribute job knowledge and ability, personality and mood, and beliefs and values. The situation is the physical environment, task procedures and standards, rewards and reinforcements, social norms, and organization climate and culture.

Leaders can improve individual motivation by influencing the individual and the situation. The influence techniques operate on different parts of motivation.



Motivating and Inspiring

Self-efficacy is the confidence in one's ability to succeed at a task or reach a goal. Leaders can improve others' motivation by enhancing their self-efficacy by developing necessary knowledge and skills. Certain knowledge and skills may contribute to working smarter and just working harder or longer. An example is learning a more effective way to perform a task without reducing the quality of work.

Emotional inspiration is another way that a leader can enhance motivation. Providing an inspirational vision of future goals can increase the inner desire of a subordinate to achieve that vision. Leaders can inspire through the images when speaking. Inspirational images energize the team to go beyond satisfying individual interests and exceed expectations. Dangerous situations cause enough arousal as a natural response that leaders in these situations do not need to energize. Instead, they need to moderate too much arousal by providing a steady and calming influence and focus. Creating the right level of emotional arousal takes a careful balancing act. Training under severe and stressful conditions allows individuals the chance to experience different levels of arousal.

Leaders can encourage subordinates to set goals on their own and to set goals together. When goals are accepted they help to focus attention and action, increase the effort that is expended and persistence even in the face of failure, and develop strategies to help in goal accomplishment.



Motivating and Inspiring

Positive reinforcement in the form of incentives (for example, monetary rewards or time off) as well as internal rewards (for example, praise and recognition) can enhance motivation. Negative reinforcement punishment can be used when there is an immediate need to discontinue dangerous or otherwise undesirable behavior. Punishment can also send a clear message to others in the unit about behavioral expectations and the consequences of violating those expectations. In this way, a leader can shape the social norms of a unit. One caution is that punishment should be used sparingly and only in extreme cases because it can lead to resentment.

Punishment is rarely appropriate in VDF situations. As members are volunteers, punishment will normally mean the loss of that Soldier. The soldier will go home and not come back. On the spot intervention followed by instruction and monitoring will be more effective. Constructive improvement and development are the VDF leader's tools!

Effective leaders leverage the values and shared goals of those within their sphere of influence in order to motivate others. Leaders encourage others to reflect on their commitments such as the shared goals in this unit. Additionally, there are often shared values within an organization that form the basis of individual commitments (for example, personal courage, honor, and loyalty). Letting others know how a particular task is related to a larger mission, objective, or goal is often an effective motivational technique.

Individuals can be motivated by the duties they perform. Generally, if someone enjoys performing a task and is internally motivated, the simple acknowledgment of a job well done may be enough to sustain performance. No other rewards or incentives are necessary to motivate continued work on the task. In this case, task enjoyment provides the internal reward that motivates a Soldier to complete a task.



Empowering

People often want to be given the opportunity to be responsible for their own work and to be creative—they want to be empowered. Empower subordinates by training them to do a job and providing them with necessary task strategies; give them the necessary resources, authority and clear intent; and then step aside to let them accomplish the mission. Empowering subordinates is a forceful statement of trust and one of the best ways of developing them as leaders. It is important to point out that being empowered also implies accepting the responsibility for the freedom to act and create.

Effective motivation is achieved when the team or organization wants to succeed. Motivation involves using words and examples to inspire subordinates to accomplish the mission. It grows from people's confidence in themselves, their unit, and their leaders. That confidence develops through tough and realistic training as well as consistent and fair leadership.

Motivation also springs from the person's faith in the organization's larger missions, a sense of being a part of the bigger picture.



Building and Sustaining Morale

Military historians describing great armies often focus on weapons and equipment, training, and the National cause. They may mention numbers or other factors that can be analyzed, measured, and compared.

Many historians also place great emphasis on one critical factor that cannot be easily measured: the emotional element called morale.

Morale is the human dimension's most important intangible element. It is a measure of how people feel about themselves, their team, and their leaders. High morale comes from good leadership, shared effort, and mutual respect. High morale results in a cohesive team striving to achieve common goals. Competent leaders know that morale—the essential human element—holds the team together and keeps it going in the face of the terrifying and dispiriting things that occur in periods of strife.



Enforcing Standards

To lead others and gauge if a job has been done correctly, the VDF has established standards for military activities. Standards are formal, detailed instructions that can be described, measured, and achieved. They provide a mark for performance to assess how a specific task has been executed. To use standards effectively, leaders know, communicate, and enforce high but realistic standards. Good leaders explain the standards that apply to their organizations but give subordinates the authority to enforce them.

When enforcing standards for unit activities, leaders must remain aware that not everything can be a number one priority. Striving for excellence in every area, regardless of how trivial, would work an organization too hard. Leaders must prioritize the tasks without allowing other tasks to drop below established standards. True professionals make sure the standard fits the task's importance.

A leader's ultimate goal is to train the organization to the standards that ensure success in its mobilized mission. The leader's daily work includes setting the intermediate goals to prepare the organization to reach the standards.



Instilling Discipline

Leaders who consistently enforce standards are simultaneously instilling discipline that will pay-off in critical situations. Disciplined people take the right action, even if they do not feel like it. True discipline demands habitual and reasoned obedience, an obedience that preserves initiative and works, even when the leader is not around or when chaos and uncertainty abound.

Discipline does not mean barking orders and demanding instant responses. A good leader gradually instills discipline by training to standard, using rewards and punishment judiciously, instilling confidence, building trust among team members, and ensuring that Soldiers have necessary technical and tactical expertise. Confidence, trust, and team effort are crucial for success in operational settings.

Individual and collective discipline generally carries the day when organizations are faced with complex and dangerous situations. It usually begins with the resilience, competence, and discipline of one individual who recognizes the need to inspire others to follow an example, turning a negative situation into success.



Balancing Mission And Welfare of Soldiers

Consideration of the needs of Soldiers is a basic function of all Military leaders. Having genuine concern for the well being of followers goes hand-in-hand with motivation, inspiration, and influence. Soldiers will be more willing to go the extra mile for leaders who they know look out for them. Sending Soldiers in harm's way to accomplish the mission seems to contradict all the emphasis on taking care of people. Similarly, when asking junior officers and NCOs to define what leaders do, the most common response is, "Take care of Soldiers."

Taking care of Soldiers entails creating a disciplined environment where they can learn and grow. It means holding them to high standards when training and preparing them to do their jobs so they can succeed in peace and win when mobilized. Taking care of Soldiers, treating them fairly, refusing to cut corners, sharing hardships, and setting a personal example are crucial.

Taking care of Soldiers also means demanding that Soldiers do their duty—even at risk to their lives. Preparing Soldiers for the brutal realities of the actual crisis environment is a direct leader's most important duty. It does not mean coddling or making training easy or comfortable. Training neglect of that kind can get Soldiers injured or killed. Training must be rigorous and simulate field conditions as much as possible, while keeping safety in mind. Leaders use the process of risk management to ensure safety standards are appropriate. During wartime operations, unit leaders must also recognize the need to provide Soldiers with reasonable comforts to bolster morale and maintain long-term combat effectiveness. Comfort always takes second seat to the mission.

Taking care of others means finding out a Soldier's personal state on a particular day or their attitude about a particular task. The three attributes of a leader—character, presence, and intellectual capacity—can be applied as a leader's mental checklist to check on the welfare and readiness of Soldiers and civilians alike. It is up to the leader to provide the encouragement to push through to task completion or, when relief is required, to prevent unacceptable risk or harm and find other means to accomplish the task.

Many leaders connect at a personal level with their followers so they will be able to anticipate and understand the individual's circumstances and needs. As discussed previously in the chapter, building relationships is one way to gain influence and commitment from followers. Knowing others is the basis that many successful leaders use to treat personnel well. It includes everything from making sure a Soldier is promoted in a timely manner, to finding out about a person's preferred hobbies and pastimes.

Leaders should provide an adequate family support and readiness network that assures Soldiers' families will be taken care of, whether the Soldier is working at home station or deployed.



Leads By Example

Displaying Character

Leaders set an example whether they know it or not. Countless times leaders operate on instinct that has grown from what they have seen in the past. What leaders see others do sets the stage for what they may do in the future. A leader of sound character will exhibit that character at all times. Modeling these attributes of character define the leaders to the people with whom they interact. A leader of character does not have to worry about being seen at the wrong moment doing the wrong thing.

Living by the Army Values best displays character and leading by example. It means putting the organization and subordinates above personal self-interest, career, and comfort. For the VDF leader, it requires putting the careers and well-being of others above a personal desire for self-preservation.



Leading with Confidence in Adverse Conditions

A leader who projects confidence is an inspiration to followers. Soldiers will follow leaders who are comfortable with their own abilities and will question the leader who shows doubt. Displaying confidence and composure when things are not going well can be a challenge for anyone but is important for the leader to lead others through a grave situation. Confidence is a key component of leader presence. A leader who shows hesitation in the face of setbacks can trigger a chain reaction among others. A leader who is over-confident in difficult situations may lack the proper degree of care or concern.

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

- Having prior opportunities to experience reactions to severe situations.
- Maintaining a positive outlook when a situation becomes confusing or changes.
- Remaining decisive after mistakes have been discovered.
- Encouraging others when they show signs of weakness.
- Displaying Moral Courage

Projecting confidence in stressful situations requires physical and moral courage. While physical courage allows infantrymen to defend their ground, even when the enemy has broken the line of defense and ammunition runs critically short, moral courage empowers leaders to stand firm on values, principles, and convictions in the same situation.

Leaders who take full responsibility for their decisions and actions display moral courage. Morally courageous leaders are willing to critically look inside themselves, consider new ideas, and change what caused failure.

Moral courage in day-to-day peacetime operations is as important as momentary physical courage in field conditions. and conclusions. Moral courage is fundamental to living the Army Values of integrity and honor.



Demonstrating Competence

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

When examining the majority of small unit military operations, many often were uncertain until competent and confident leaders made the difference. At the right time, the competent leaders apply the decisive characteristics to influence the tactical or operational situation. Their personal presence and indirect influences help mobilize the will and morale in their people to achieve final victory.

Leading by example demands that leaders stay aware of how their guidance and plans are executed. Direct and organizational leaders cannot remain in safe, dry headquarters, designing complex plans without examining what their Soldiers are experiencing. They must have courage to get out to where the action is. Good leaders connect with their followers by sharing hardships and communicating openly to clearly see and feel what goes on from a subordinate's perspective.



Communication

Competent leadership that gets results depends on good communication. Although communication is usually viewed as a process of providing information, communication as a competency must ensure that there is more than the simple transmission of information. Communication needs to achieve a new understanding. Communication must create new or better awareness.

Communicating critical information in a clear fashion is an important skill to reach a shared understanding of issues and solutions. It is conveying thoughts, presenting recommendations, bridging cultural sensitivities and reaching consensus.

Leaders cannot lead, supervise, build teams, counsel, coach, or mentor without the ability to communicate clearly.



Communication



Listening Actively

An important form of two-way communication to reach a shared understanding is active listening.

Although the most important purpose of listening is to comprehend the sender's thoughts, listeners should provide an occasional indication to the speaker that they are still attentive. Active listening involves avoiding interruption and keeping mental or written notes of important points or items for clarification. It is critical to remain aware of barriers to listening. Do not formulate a response while it prevents hearing what the other person is saying. Do not allow distraction by anger, disagreement with the speaker, or other things to impede. These barriers prevent hearing and absorbing what is said.



Communication

Stating Goals For Action

The basis for expressing clear goals for action resides in the leader's vision and how well that vision is explained. Before stating goals, objectives, and required tasks for the team, unit, or organization, it is important for the leader to visualize a desired end state. Once the goals are clear, leaders communicate them in a way that motivates them to understand the message and to accept and act on the message.

Speaking to engage listeners can improve by being aware of what styles of communication energize the leader when the leader is the listener. The speaker should be open to cues that listeners give and adapt to ensure that his message is received. The speaker needs to be alert to recognize and resolve misunderstandings. Since success or failure of any communication is the leader's responsibility, it is important to ensure the message has been received. Leaders can use back briefs or ask a few focused questions to do so.



Communication



Ensuring Shared Understanding

Competent leaders know themselves, the mission, and the message. They owe it to their organization and their subordinates to share information that directly apply to their duties. They should also provide information that provides context for what needs to be done. Generous sharing of information also provides information that may be useful in the future.

Leaders keep their organizations informed because it builds trust. Shared information helps relieve stress and control rumors. Timely information exchange allows team members to determine what needs to be done to accomplish the mission and adjust to changing circumstances. Informing subordinates of a decision, and the overall reasons for it, shows they are appreciated members of the team and conveys that support and input are needed. Good information flow also ensures the next leader in the chain can be sufficiently prepared to take over, if required. Subordinates must clearly understand the leader's vision. In a tactical setting, all leaders must fully understand their commanders' intent two levels up.

Leaders use a variety of means to share information: face-to-face talks, written and verbal orders, estimates and plans, published memos, electronic mail, websites, and newsletters. When communicating to share information, a leader is responsible for making sure the team understands the message.



Communication

Communicating with Superiors

Communicating also flows from bottom to top. Leaders find out what their people are thinking, saying, and doing by listening. Good leaders keep a finger on the pulse of their organizations by getting out to coach, to listen, and to clarify. They then pass relevant observations to their superiors who can assist with planning and decision-making.

Often, leaders communicate more effectively with informal networks than directly with superiors. Sometimes that produces the desired results but can lead to misunderstandings and false judgments. To run an effective organization and achieve mission accomplishment without excessive conflict, leaders must figure out how to reach their superiors when necessary and to build a relationship of mutual trust.

First, leaders must assess how the boss communicates and how information is received. Some use direct and personal contact while others may be more comfortable with weekly meetings, electronic mail, or memoranda. Knowing the boss's intent, priorities, and thought processes enhance organizational effectiveness and success. A leader who communicates well with superiors minimizes friction and improves the overall organizational climate.

To prepare organizations for inevitable communication challenges, leaders create training situations where they are forced to act with minimum guidance or only the commander's intent. Leaders provide formal or informal feedback to highlight the things subordinates did well, what they could have done better, and what they should do differently next time to improve information sharing and processing.

Open communication does more than share information. It shows that leaders care about those they work with. Competent and confident leaders encourage open dialogue, listen actively to all perspectives, and ensure that others can voice forthright and honest opinions, without fear of negative consequences.



Testing



The test is online. Use the below link to take the test:

<https://www.classmarker.com/online-test/start/?quiz=gq966f88146553ce>

You are required to get a score of 100% and can take the test as many times as you need to.