

The Leadership Dimensions

Attributes: *Fundamental qualities and characteristics*

ME- Mental

PH- Physical

EM- Emotional

Skills: *Skill development is part of self-development; prerequisite to action*

CN- Conceptual

IN- Interpersonal

TE- Technical

TA- Tactical

Actions: *Major activities leaders perform; influencing, operating and improving*

Influencing: *Method of reaching goals while operating/improving*

CO- Communicating

DM- Decision-Making

MO- Motivating

Operating: *Short-term mission accomplishment*

PL- Planning

EX- Executing

AS- Assessing

Improving: *Long-term improvement in the Army, its people, and organizations*

DE- Developing

BD- Building

LR- Learning

1. MENTAL (ME)



Many evaluators immediately think of intelligence, but the dimension includes more than just being smart.

-Should use ME to assess the individual's will, drive and initiative.

-In the area of intelligence, we use ME to describe:

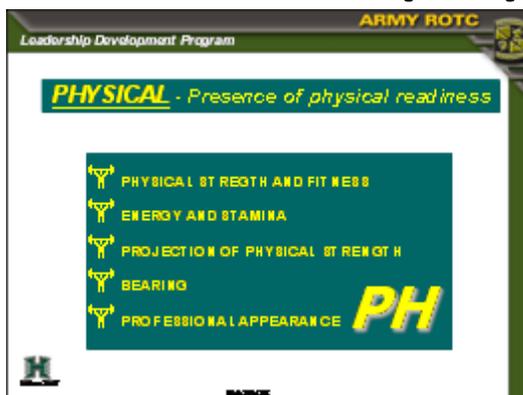
> the leader's strength of mind and the ability

to make decisions, even under conditions that strain personal limits

> how smart the cadet is (book-smarts, grey

matter); not how well the cadet can use/apply intelligence.

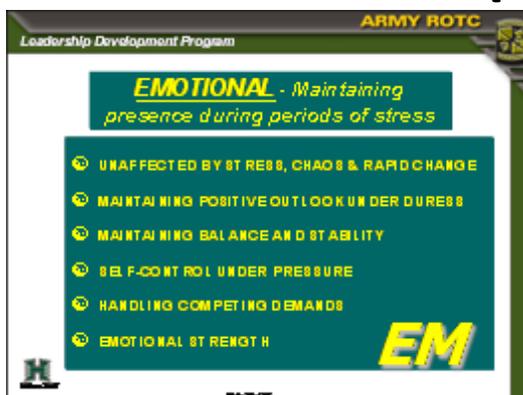
2. PHYSICAL (PH)



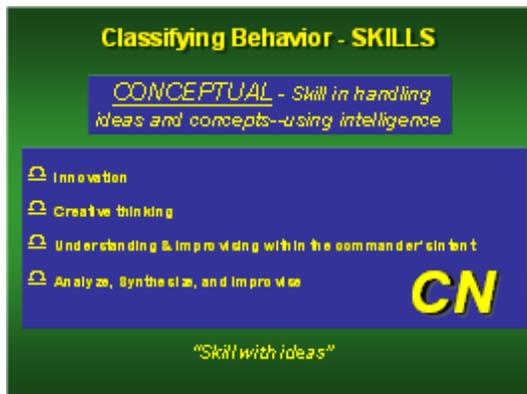
Projecting the appearance of strength, health, and ability to excel in demanding situations.

- Leader conveys a professional image of power through military bearing.
- Includes far more than the cadet's performance on the APFT; cadet may have a mediocre APFT score but still provide an exemplary model of the PH dimension (because of bearing, command presence, stamina, and/or professional appearance).

3. EMOTIONAL (EM)



4. CONCEPTUAL (CN)



- Ability to handle ideas, thoughts, and concepts using creative thinking, as well as critical and ethical reasoning.
- The leader uses innate intellect (Attribute-ME) to mentally carry out processes to their logical end and predict outcomes, weigh courses of action, and create solutions.
- Uses inductive and deductive reasoning as well as academic and experiential knowledge to assess the proper course of action.

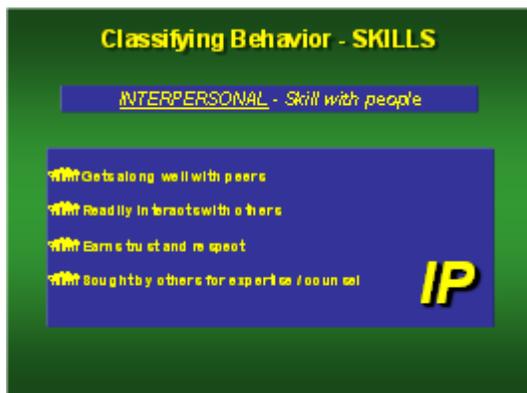
- **Instead of just raw intelligence (ME), CN**

allows us to assess the cadet's ability to use intelligence.

- **ME vs CN. Draw a contrast between book smart (ME – grey matter) leaders and those who can apply their intellect (CN) to a real life situation.**
- Words that seem to help the most in cutting down on the overlap with ME (and even PL)--innovate improvise and synthesize.

CONCEPTUAL IS THE LEVEL OF SKILL SHOWN WHEN USING MENTAL CAPACITY TO DEVELOP SOLUTIONS IN RAPIDLY CHANGING ENVIROMENTS.

5. INTERPERSONAL (IP)



- Interpersonal skills demonstrate the ability to gauge the audience and ensure two-way communication. THE ADAPTIVE LEADER.
- Leaders use interpersonal skills to present information, and determine whether information was fully understood.

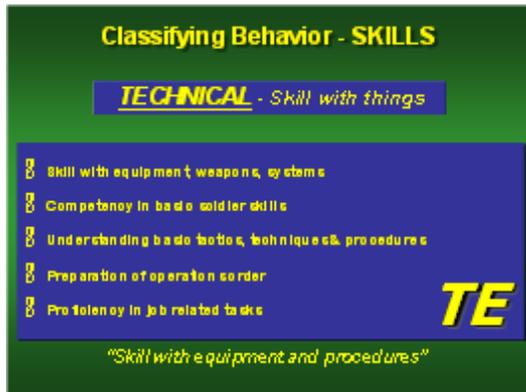
- A leader with good interpersonal skill recognizes that he/she must use different approaches with different people (some people need a pat on the back where others will need a kick in the pants).

- Relates to the leader's skill with individuals or component parts of a group; a leader with good IP skills recognizes differences in the group and adapts his/her style to get the message across to all factions within the group.

- Also use to assess how well the leader builds relationships within the group.

TLO: HOW A PERSON ADAPTS THEIR LEADERSHIP STYLE TO DIFFERENT PEOPLE BASED ON AGE, MATURITY, AND EXPEREINCE.

6. TECHNICAL (TE)



- Leaders demonstrate technical skills on an individual level through task accomplishment, and on the collective level in the role of trainer.

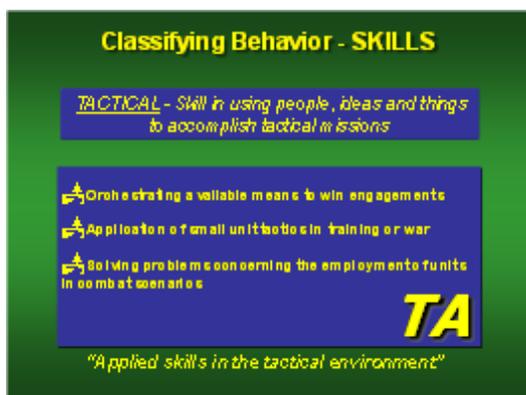
- WHERE ARE YOU GOING TO SEE TE? Usually you have a lot of opportunities to assess this dimension – OPORD format (not the briefing); D&C, understanding Battle Drills, etc
- IF a cadet is squared away on the TE side, where does he usually rate no matter what else he's done? E or S, but the reverse is also true. IF they are soup on the TE side, they

may end up with an overall N. Must be careful that you do not allow the cadet's technical ability (or inability) over-shadow, or steer, the entire evaluation. Remember, **TE is just one dimension.**

- **Q:** What are some reasons Cadets may lag behind their peers in TE for a number of reasons (too many irons in the fire--Electrical Engineering major who works 25 hours a week and has a family; the quality of school training program; etc.) but still display exemplary behavior in other dimensions.

TLO: THE KNOWLEDGE TO PROPERLY UTILIZE EQUIPMENT, WEAPONS, TACTICS, TECHNIQUES, AND PROCEDURE.

7. TACTICAL (TA)



-The art and science of employing resources to win battles. TA is a wrap up for the Skills area...CN (w/ideas), IP (w/people), TE (w/things) in a TACTICAL ENVIRONMENT. It's a combination of the other skill dimensions IOT be successful in a TA environment.

- Leaders demonstrate tactical skills by employing the other skills, in a coordinated effort, in a combat or combat training environment.

- Use TA to assess the leader's ability to combine the other skills--with ideas (CN), people (IP), and things (TE)--in a tactical environment to accomplish a tactical mission.

THE ROLLUP OF ALL THE SKILLS WHEN USING THEM IN A TACTICAL ENVIRONMENT.

8. COMMUNICATING (CO)



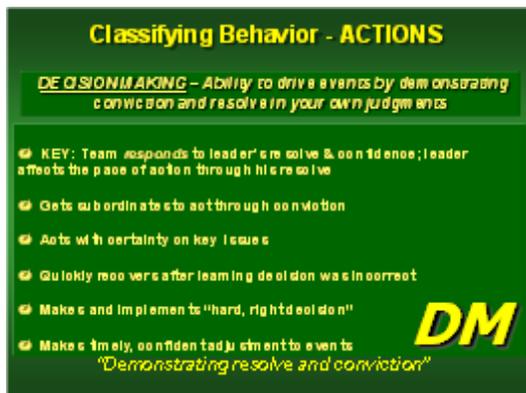
- Not often confused with other dimensions and should be able to use it almost every cadet evaluation.
- Is often assessed in a wrap-up statement at the conclusion of the leadership opportunity (instead of recording an action statement every time a cadet opens his/her mouth).
 - **Only caution**—ensure you use it to assess how well the cadet communicates, not whether or not he communicated. If a cadet fails to put out information, that is not an

example of poor CO. An “N” in communicating sends the message that the cadet cannot effectively speak or write – not that a cadet needs to better disseminate information.

***Failing to put out some critical information is probably Executing (EX).

HOW WELL A CADET COMMUNICATES, NOT IF THEY DO.

9. DECISION MAKING (DM)



- Not just makes decisions right or wrong; FM 22-100 defines DM as an influencing action; a decisive person is not necessarily an influential one.
- Demonstrating conviction and resolve in making tough decisions; the **confidence and resolve** displayed by the leader affect the pace at which subordinates respond.
- In fast-paced situations, where even momentary hesitation can cause the loss of valuable momentum, leaders must be able to make sound judgments (ME or CN) and stand by them in a manner reflecting

commitment (DM).

- **Positive demonstration of DM**--the leader shows confidence and resolve (in his decisions or actions) and the team acts quickly as a result of that confidence and resolve. Or, maybe the cadet didn't know exactly what to do, but he put out the information confidently and the squad moved out smartly.

- **Negative demonstration of DM**--the leader is tentative or expresses uncertainty in his decisions; as a direct result of the leader's lack of resolve, the team carries out the leader's instructions in a half-hearted manner.

INFLUENCING PEOPLE THROUGH CONVICTION AND RESOLVE USING DIRECTIVE LEADERSHIP.

10. MOTIVATING (MO)

Classifying Behavior - ACTIONS

MOTIVATING - Generating enthusiasm and energy in others

- Inspiring in subordinates the will to accomplish the mission
- Gauging climate of unit and using tools to improve unit morale
- Clearly and enthusiastically articulating expectations
- Keeping subordinates informed; providing rationale and early warning
- Considering subordinates' input

MO

"Actively seeking ways to inspire better performance"

- A deliberate attempt on the leader's part to *inspire* (or raise the energy level or enthusiasm) of the group....not just because he does something and others follow.
- Giving subordinates the will to accomplish the mission; again, MO is an influencing action.
- Bullets on this slide provide examples (not definitions) of how the leader might motivate others. For example--clearly and enthusiastically articulating guidance--may at times (but not always) motivate others.

Confusion over whether DM or MO best applies to a situation can often be cut down by asking the question--did the leader direct/order (DM) the action or inspire (MO) the team to do it?

Q: Is there a difference between Motivating and Motivation?

Motivating is affecting "others." Motivation affects "self" (ME).

INFLUENCING THE ACTIONS OF SUBORDINATES THROUGH DELIBERATE ATTEMPTS TO INSPIRE.

11. PLANNING (PL)

Classifying Behavior - ACTIONS

PLANNING/PREPARATION - Developing detailed, executable plans that are feasible, acceptable and suitable... involves laying out the work and making necessary arrangements* - FM 22-100

- Detailed planning process (vs improvisation)
- Formal, time and resource intensive process
- Adhere to "1/3 - 2/3 rule"; sets priorities and open ends
- Balance competing demands within resources
- Arrange support for exercise or operation
- Include incorporating time for planning and conducting rehearsals

PL

"Deliberate process of preparation for the mission"

- Reserve this dimension for evaluating the leader's ability to use the Army's formal planning process (Troop Leading Procedures or Military Decision Making Process (MDMP))
- Generally, creating a formal proposal for executing a command decision and preparing the unit through training and rehearsal.

-The planning process thoroughly analyzes the situation, fully develops courses of action and identifies contingencies and allocates resources.

-The leader effectively utilizes the time available to organize the plan and prepare the unit for the mission.

DEVELOPING AND REHEARSING A MISSION FOCUSED COURSE OF ACTION USING THE ARMY'S FORMAL PLANNING PROCESS.

12. EXECUTING (EX)

Classifying Behavior - ACTIONS

EXECUTING - "Acting to accomplish the mission... doing the job" - FM 22-100

- ✔ Completing tasks to standard & within commander's intent
- ✔ Overcoming obstacles; thriving in fluid environment
- ✔ Maintaining accountability of people and equipment
- ✔ Payoff based on all work gone on before
- ✔ Acting to achieve goals; to standard and on time
- ✔ Making appropriate corrections to ensure success

EX

"Supervising the operational phase of the mission."

- Implementing the plan to accomplish the mission.
- Use this dimension to assess actions the leader takes to directly impact the immediate mission; not to assess every action the leader performs.
DELIBERATE ACTIONS THAT A LEADER TAKES TO FACILITATE MISSION SUCCESS DURING THE OPERATIONAL PHASE.

13. ASSESSING (AS)

Classifying Behavior - ACTIONS

ASSESSING - Evaluating the effectiveness of the plan or operation

- ✔ Observe, record and offer feedback
- ✔ Sort out important actual and potential problems; anticipate when condition change
- ✔ Use AAR to identify lessons learned
- ✔ Identify necessary corrections (focused on mission accomplishment)
- ✔ Use in-progress reviews

AS

"Systematic process of recognizing potential problems..."

- AS is simply identifying a problem in the plan/operation (realizing that a problem exists or that a change is necessary) and **NOT** the implementation of a new plan or course of action. Some cadets will do the assessing but not the implementation.

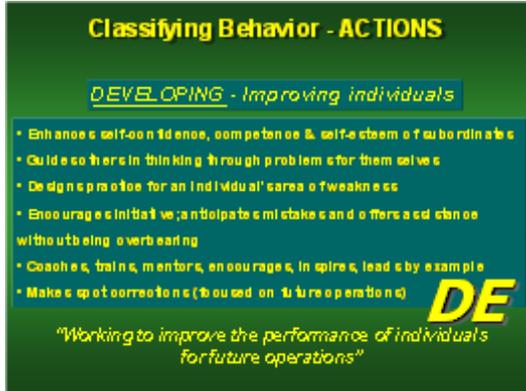
- Analyzing ongoing operations to ensure intent is being followed, standards of performance are enforced, and critical timeline/tasks met.

- Effective leader recognizes when appropriate corrections need to be made in order to achieve goals.

- **Typically see AS in the AAR** and the **Yellow Card** (although cadets are capable of filling out a yellow card without ever truly assessing anything). But also in other places like...on the spot corrections, or reaction to changes, etc...

THE ABILITY TO RECOGNIZE PROBLEMS DURING AND AFTER AN OPERATION.

14. DEVELOPING (DE)



-Working with individuals to increase their development; investing the time and energy to help them reach their fullest potential.

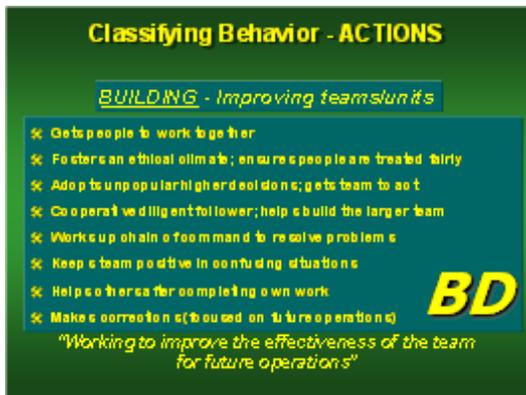
- Keys to properly applying this dimension:
 - Focused on the individual; increasing a soldier's competence
 - **Future focused**; training a soldier to make sure the soldier will be better prepared the next time he/she

encounters a similar situation

Bottom-line: This is the ability of the cadet to work with others so that they learn, one-on-one skills so that the cadet does it right the next time.

IMPROVING INDIVIDUAL SKILLS FOR USE IN A FUTURE UNKNOWN MISSION.

15. BUILDING (BD)



-The leader is responsible for extracting the maximum efficiency from the team by matching strengths opposite liabilities and structuring roles accordingly.

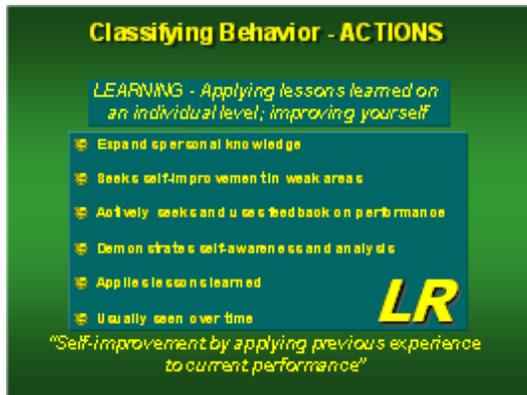
- **Usually seen** prior to executing the mission (i.e. in the rear as opposed to on a STX lane or during a patrolling mission).
- **Normally** does not apply to actions the leader takes while actually executing the mission (where the leader is simply trying to survive the task at hand with no intent of building a

better unit for future operations).

- **Future focused**; training a soldier to make sure the soldier will be better prepared the next time he/she encounters a similar situation.

IMPROVING COLLECTIVE SKILLS FOR A FUTURE UNSPECIFIED MISSION.

16. LEARNING (LR)



-Self-improvement demonstrated through individual effort and application of lessons learned (to future operations)

-Usually observed over time, but may also be noted in short-term observations. For example, a cadet initially has trouble with D&C duties as a PSG. If the cadet improves by the end of the leadership opportunity, (because he sought or was given assistance) you can assess learning.

-Good technique to capture LR--identify areas the cadet has had problems with by reviewing the cadet's last leadership evaluation and/or talking to the last person to evaluate the cadet. You will then be prepared to observe whether or not the cadet has improved his/her capabilities.

Another example is when the cadet issues an OPORD...does it great. What do you assess? Well, it depends on her previous experience. You have to base it off something other than a 5 min behavior. Maybe she was a communication major or the S3 back at her unit and issued OPORDS every week...do you give her an E for LR? No. She may have been squared away already. You have to know the cadet's experience levels to evaluate LR.

TLO: DEMONSTRATION OF IMPROVEMENT BY AN INDIVIDUAL OVER TIME.