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U.S. ARMY

ALDS

Army Leader Development Strategy


2013


Foreword

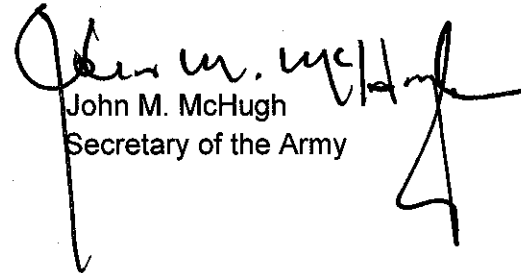
As we complete combat operations in Operation Enduring Freedom and preserve the hard-earned lessons of Iraq and Afghanistan, we must renew emphasis on developing Army leaders to meet the security challenges of tomorrow. The *Army Leader Development Strategy* provides a comprehensive approach to this task.

We implement this strategy with the most combat-seasoned force the Army has ever had but recognize that we cannot rely solely on combat experience to carry us forward. As we build the Army's next generation of leaders, we will adapt to the strategic environment unfolding before us by expanding the training, education, and broadening experience each Army leader receives. The imperative to develop competent and committed leaders of character guides this balanced approach.

While the Army's ability to develop leaders is already a competitive advantage for our Nation, we are confident the steps we are taking will further enhance leader skills while also improving the management of our talent and fortifying ethical behavior. Leadership underpins everything the Army does, which is why we will continue to invest in our people, even during times of austerity. Such an investment in our profession is the most certain way to ensure we are ready when the Nation calls.


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Army Leader Development Strategy 2013

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Part I Introduction and Environment

Introduction

The U.S. Army builds leaders for our Nation. Developing leaders is a competitive advantage the Army possesses that cannot be replaced by technology or substituted for with advanced weaponry and platforms. If we do not develop leaders well we cannot build quality units, design cogent campaigns, or execute effective operations in theater. While the past 12 years of combat have honed the skills of both our troops and our leaders, we must sustain and improve upon the Army's proven advantage in leadership as we complete combat operations in Afghanistan and re-orient the force to the expanding set of global challenges.

Leader development is fundamental to our Army—especially to an Army of preparation. We are currently out of balance given the emphasis we have had to place on warfighting. This strategy will help the Army re-balance the three crucial leader development components of training, education, and experience. This Army Leader Development Strategy (ALDS) provides vision and guidance on ends, ways, and means for developing leaders of all cohorts that exercise Mission Command while planning, preparing, executing, and assessing Unified Land Operations to meet the challenges of the 21st Century. Leaders must understand the strategic environment, be able to think critically and creatively, visualize solutions, and describe and communicate crucial information to achieve shared understanding, collaborate, and build teams.

Leader development is the deliberate, continuous, and progressive process—founded in Army values—that grows Soldiers and Army Civilians into **competent, committed** professional leaders of **character**. Leader development is achieved through the career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains, supported by peer and developmental relationships. All of these take place in and are influenced by the society the Army is sworn to defend under the Constitution. Our strategy must be all encompassing and begin with pre-commissioning at USMA, ROTC, and OCS for officers and continue all the way through the general officer ranks. A similar process will be reinforced on the enlisted side, from initial entry training through the Sergeants Major Academy. Likewise, leader development features prominently in the programs for Department of the Army Civilians.

Talent management complements leader development. Talent management takes into account the individual talents of an officer, non-commissioned officer, or Army Civilian—the unique distribution of his or her skills, knowledge and behaviors and the potential they represent. The Army looks to develop and put to best use well-rounded leaders based on the talents they possess—talents that derive not only from operational experience but also from broadening assignments, advanced civil schooling and professional military education, and demonstrated interests. We will restructure promotion timelines so that leaders have the opportunity for a broader set of experiences, which, taken together, improve an individual's leadership skill set. As we build teams comprising better-developed individuals, we improve the Army. At the same time, we are redesigning our rating system to include revamping the officer efficiency report to evaluate the talent of individuals more thoroughly. We are also implementing 360° assessments which include input not only from superiors but also peers and subordinates. Such a system will help individual leaders identify strengths to sustain and weaknesses to eliminate.

The Army is dependent upon itself to develop leaders. Unlike large organizations in the private sector, the uniformed Army does not routinely recruit, select, and assign mid-grade and senior level leaders from outside its ranks. The process of developing a senior uniformed leader begins 20-plus years prior to the organization's need for the individual. For the Army Civilian Corps, the

best qualified are hired and/or placed into Army Civilian positions as fully qualified individuals. As with the uniformed Army, the challenge for Army Civilian development is recruitment, continuous development, and management of talent. For all cohorts, the Army must continue to get this right all the time, sustaining the continuous development of future uniformed and civilian leaders.

Leader development and talent management together are built on fundamentals. Army leaders must be living examples of “Be, Know, Do.” Army leaders must possess and demonstrate traits such as being adaptable, agile, flexible, responsive, and resilient. Mastering the fundamentals is a professional obligation and provides the basis by which Army leaders operate effectively in the joint, interagency, intergovernmental, and multinational (JIIM) environment.

Strategic environment

As our Nation and Army look toward the future we see an increase in both complexity and ambiguity. The number of global and regional actors who through asymmetric responses and technological advances can threaten the United States is increasing. The uncertainty in the strategic environment is well scoped in national strategy and recent global assessments.

Measured against the emerging strategic environment, *Sustaining U.S. Global Leadership: Priorities for 21st Century Defense* identifies ten primary missions through which the Joint Force will protect U.S. national interests:

- Counter terrorism and irregular warfare
- Deter and defeat aggression
- Project power despite anti-access/area denial challenges
- Counter weapons of mass destruction
- Operate effectively in cyberspace and space
- Maintain a safe, secure, and effective nuclear deterrent
- Defend the homeland and provide support to civil authorities
- Provide a stabilizing presence
- Conduct stability and counterinsurgency operations
- Conduct humanitarian, disaster relief, and other operations

Similarly, the *Capstone Concept for Joint Operations: Joint Force 2020* states that future Joint Forces will face an increasingly complex, uncertain, competitive, rapidly changing, and transparent operating environment characterized by security challenges that cross borders. The National Intelligence Council Global Trends 2030 document points to the same challenges and emphasizes the diversity of emerging threats. Conflicts could arise with other states or with increasingly powerful non-state actors, both of whom have access to advanced weapons. This capstone concept advances the notion of globally integrated operations to address the operational challenge arising from the future security environment. Joint Force elements postured around the globe can combine quickly with each other and mission partners to fluidly harmonize capabilities across domains, echelons, geographic boundaries, and organizational affiliations. These networks will form, evolve, dissolve and reform in different arrangements in time and space as required with significantly greater fluidity and flexibility than do current Joint Forces.

The Army Capstone Concept states that the Army will continue to operate in a complex and uncertain environment. Competition for wealth, resources, political authority, sovereignty, and

legitimacy will produce a variety of conflicts between rapidly evolving and adaptive threats in an increasingly competitive but interconnected world.

This operational environment is set in the context of two permeating trends: a period of austerity and a shift from an Army Force Generation (ARFORGEN)-centric model that focused on resourcing wartime requirements to a model that supports the routine alignment of Army forces to support the regional combatant commands. During this critical transition period, Army leaders must recognize that problems do not have predetermined solutions, so leader development must continue to foster creativity at every level.

Implications of the Strategic Environment

The leaders we develop today will meet the security challenges of tomorrow. Our organizations will be judged by the performance of leaders serving in areas where critical thinking skills are essential. We must ensure our leaders possess the ability to understand the security environment and the contributions of all elements of national power; lead effectively when faced with surprise and uncertainty; anticipate and recognize change and lead transitions; and operate on intent through trust, empowerment, and understanding.

As stated in the *Army Strategic Planning Guidance*, developing leaders is the best means to ensure that the Total Army can adapt to whatever an uncertain future may bring. The Army must produce leaders who are capable of decisive action in the operational environment. Leader development must be interoperable, meaning that leaders must be proficient in a variety of situations against myriad threats and with a diverse set of national, allied, and indigenous partners.

The Army must develop leaders from all components who are comfortable making decisions with imperfect information in any situation, including highly complex and dangerous environments. These same leaders must also be capable of developing Soldiers to be adaptive, professional, and disciplined to execute any mission.

- *(Near-Term) Provide Leaders With Experience.* Replicate with greater fidelity and realism the challenges presented in conducting decisive action in any operational environment. Leader development must evolve beyond focus on counterinsurgency to prepare Soldiers and Civilians to operate independently in more dynamic environments, particularly as part of the Army's Regional Alignment of Forces.
- *(Near-Term) Enhance Broadening Opportunities.* Leaders develop the broader mindsets required for challenging environments through a variety of experiences. Enhanced broadening experiences build critical thinking skills and the ability to develop innovative solutions applicable to difficult situations. Broadening experiences come from serving in a combination of assignments at the tactical, operational, and strategic level in the Army, in the joint, interagency, intergovernmental, and multinational (JIIM) environment, and in assignments that are not military-related.
- *(Near-Term) Reinforce the Army Profession in the 21st Century.* The Army develops professional leaders who demonstrate the character, competence, commitment, and resilience required, whether operationally deployed or in a training environment. We must foster a climate of trust that respects and protects our Soldiers, Civilians, and Family Members. Trust provides the basic ethical building blocks that underpin our profession.

- *(Near- to Mid-Term) Develop Leaders Who Are Proficient in Cyberspace and Enhance our Cyber Professional Workforce.* We must recognize the pace of technological change as we develop strategically-minded leaders for decisive action. The increase in technology trends and the threat posed from potential adversaries' ability to disrupt our networks or critical infrastructure creates a contested or degraded environment our leaders must understand. We also need to create a deeper workforce while we develop the cyber skills we need now. Success requires a highly skilled technical workforce that faces demands from Government and private industry.

Part II

Strategic Vision

Vision

An Army of competent and committed leaders of character with the skills and attributes necessary to meet the challenges of the 21st Century.

Mission

Train, educate, and provide experiences to progressively develop leaders to prevail in Unified Land Operations using Mission Command in a 21st Century security environment and to lead the Army Enterprise.

Framework

Leader development is a mutually shared responsibility between the institutional Army (education or training institution), the operational force (organization or unit), and the individual.

Part III

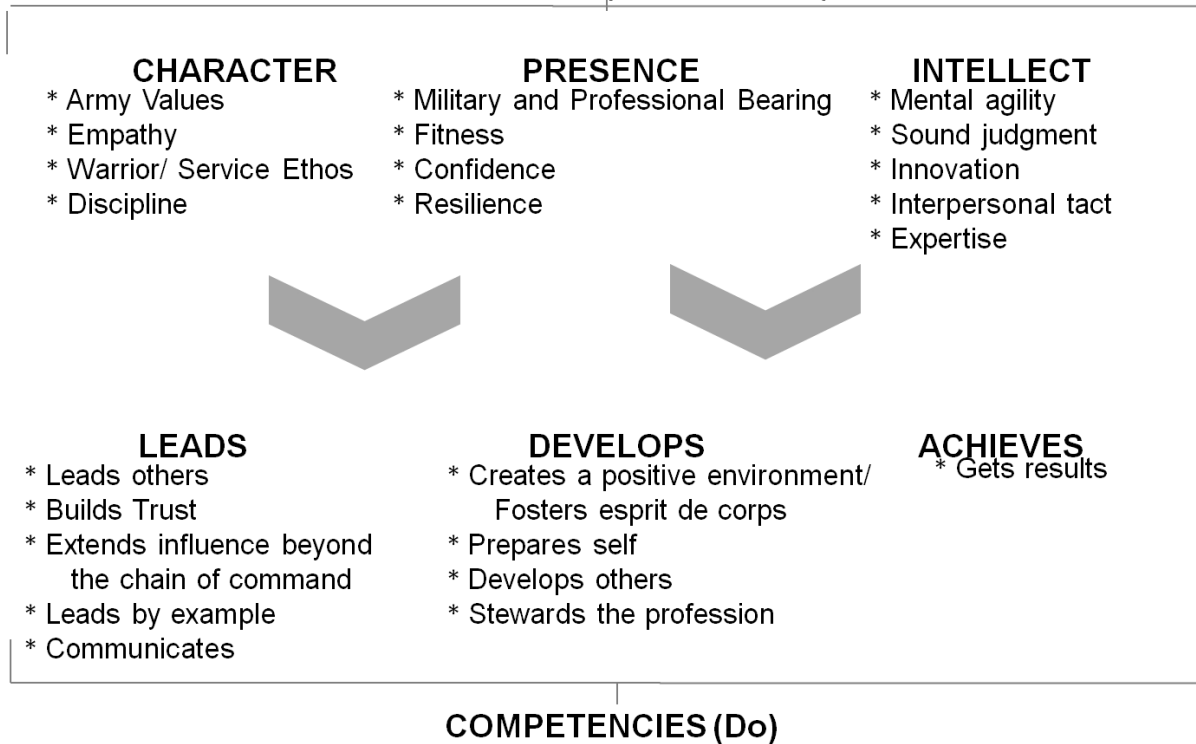
Ends, Ways, Means

Ends

Leader development is a process that aligns training, education, and experience to prepare leaders who exercise mission command to prevail in unified land operations. The Army will produce professional leaders that practice the mission command philosophy whether conducting unified land operations or Army generating force functions. These leaders possess emotional intelligence and achieve credibility with external JIIM partners, allies, internal agencies, and stakeholders. The Army strives to have leaders who are not only prepared for their current position, but also preparing for their progressive responsibilities as well. Doing this requires senior leaders to take a broad, institutional view of the Army as an enterprise, allowing their subordinates to leave their current organization to take advantage of opportunities for further development.

The Leadership Requirements Model illustrates the expectations for Army leaders. This model aligns leader development activities and personnel practices to a common set of characteristics valued throughout the Army. The model covers the core requirements and expectations of leaders at all levels of leadership. Attributes are the desired internal characteristics of a leader—this is what the Army wants leaders to *be* and *know*. Competencies are skilled and learnable behaviors the Army expects leaders to have and employ—this is what the Army wants leaders to *do*. These attributes together lead to trust between the leader and the led, trust that lays the foundation for mission command.

ATTRIBUTES (Be and Know)

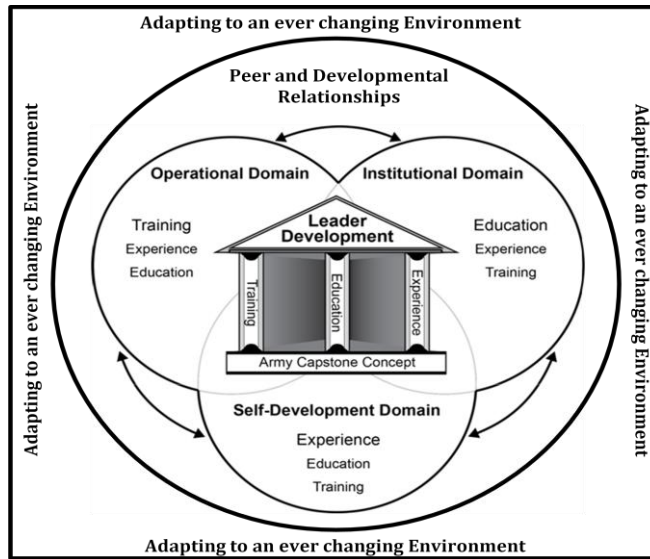


Leadership Requirements Model, ADP 6-22, Aug 12

Ways

Central to this strategy is that leaders at all levels understand their responsibility for continually developing other leaders. Army senior leaders set conditions for the Army to develop leaders. Simultaneously, leaders at all levels create conditions in their organizations that maximize the development of subordinate leaders by teaching them, training them, and providing the supporting experiences they need to grow as leaders. Additionally, leaders help individuals realize that individual commitment to career-long learning is essential to development.

Soldiers and Army Civilians gain and use their training, education, and experience to develop as leaders in three domains: institutional, operational, and self-development as illustrated in the Army Leader Development Model:



Army Leader Development Model

The Army provides and continually improves upon leader development processes through the integration and synchronization of Army policies and programs. Premier Army assets, such as its Combat Training Centers (CTC) and our schools, provide substantive contributions to the leader development system. One example is the reconstitution of Project Warrior, which will more closely tie professional military education at our Centers of Excellence to our best practices at the CTCs. The Army's training centers not only provide opportunities for developing leaders but also prepare formations to fight and win, building upon home station training. This approach provides an environment for inculcating the essential characteristics of the Army Profession and preparing Soldiers and Army Civilians to operate in dynamic environments. The system continually develops leaders and manages talent from every command echelon, contributing to the development of adaptive leaders who employ and lead regionally responsive, mission-tailored land power forces to ensure strength for tomorrow.

The Army continues refining Professional Military Education (PME) and the Civilian Education System (CES) from entry level through the Army War College and the Senior Executive Talent Management Program for Army Civilians. We are taking a hard look at pre-commissioning sources to ensure that leaders of tomorrow come into the force with the right set of skills, to include reemphasizing the need for those with backgrounds in science, technology, engineering, and math. Every program of instruction in our officer and NCO development programs has been updated to account for the lessons of the past 12 years while also looking forward to the requirements of tomorrow. The Army is expanding and encouraging a broad range of assignment opportunities in academia, interagency, and multinational settings to prepare leaders for a complex and uncertain operational environment. The Army develops and manages the right blend of talent by identifying required leader skills and then cultivating leaders through experiential opportunities, academic immersion, and developmental programs. We have already implemented or grown several programs, such as doubling the number of Military Education Level (MEL) 4 fellowships with institutions beyond the Command and General Staff College, expanding the post-MEL 1 fellowships from three to nine billets, revamping the program of instruction for the battalion and brigade pre-command course, growing the strategic planner Ph.D. program from three to eleven billets per year, assigning three- and four-star mentors for each U.S. Army War College fellow, and increasing the number of personnel exchanges with our closest allies.

The Army develops individuals who are competent, adaptive, innovative, resilient, and morally grounded to lead technologically advanced formations and organizations. Within this framework, the Army matches leadership abilities to systems and organization at all echelons. The Army distributes talent and provides individual growth opportunities for continued promotion/selection while providing the Army with the right leader, at the right place and at the right time. Part of talent management is recognizing that different individuals have different timelines. One example is a pilot program through which individuals can take a sabbatical from service and return without career penalties. The thinking is that an individual can still contribute substantially to the Army during a 20-year career (or longer) even if it takes longer than 20 years to do so. While much work remains to be done, another pilot initiative for improving talent management is the Green Pages, an online forum through which individuals can provide fuller descriptions of skills and attributes that do not necessarily show up in current personnel files. Such a forum will help further match leaders and soldiers with the units that can benefit most from their holistic set of skills.

Successful leaders recognize that continually developing their subordinate leaders is the key to the long-term health of the Army. Subordinates guide units and organizations through the challenges of tomorrow. If today's leaders do not adequately develop their subordinates through personal example, counseling, and mentorship, then today's leaders have not succeeded in accomplishing tomorrow's mission. Senior leaders must hold subordinate leaders accountable for leader development and reward those who take this to heart.

Means

Means include will, time, people, and funding. The essential means for successful leader development are will and time. The Army Leader Development Program (ALDP) is the Army's program to administer, manage, and integrate leader development initiatives. Funding for leader development initiatives continue to be analyzed and prioritized by program evaluation groups (PEG) operating within the planning, programming, budgeting, and execution (PPBE) process.

Army senior leaders must place emphasis on leader development at all levels from junior noncommissioned officer to general officer and their counterparts in the civilian cohort. Closely connected to the will to develop leaders is providing the time to execute holistic organizational leader development programs. Finally, the strategy produces optimum results if it is adequately prioritized and properly resourced, which includes inculcating a keen sense of good fiscal stewardship in all of our leaders. The strategy's near-term resourcing focus should be kept in context. Funding over the Future Years Defense Program (FYDP) will have effects through FY 2035–2039 and beyond. Future battalion and brigade level leaders enter the force for that period next year and the future SMA and CSA of 2040 may be among them.

This strategy focuses on near-term requirements of execution and budget years (FY2013–2014) through mid-range requirements of the Program Objective Memorandum (POM) years (FY2015–2019). It informs implementation plans and supports the provision of detailed guidance by commanders, supervisors, and leaders of all components in Army Commands (ACOM), Army Service Component Commands (ASCC), Direct Reporting Units (DRU), Headquarters, Department of the Army (HQDA), and other activities involved in the planning, programming, preparation, and execution of developing Army leaders.

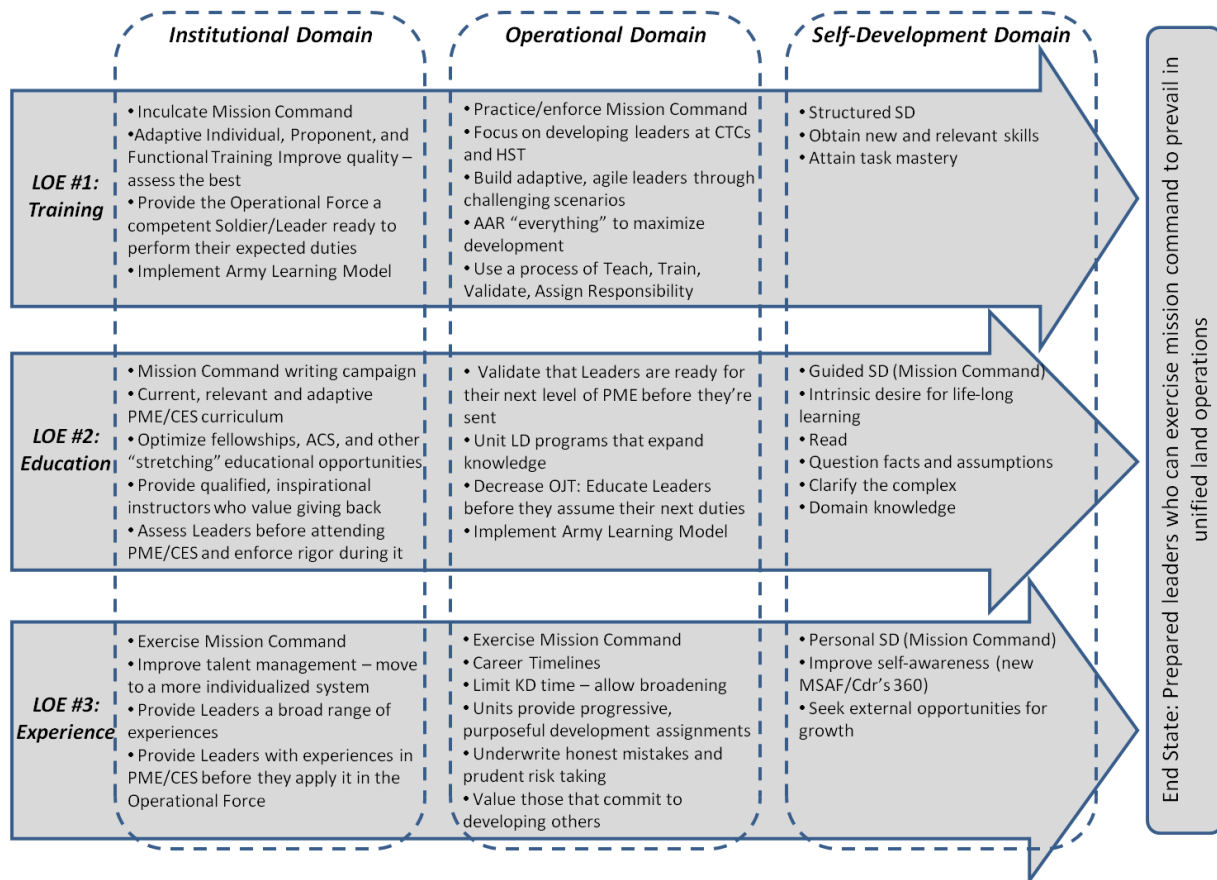
Part IV Imperatives and Lines of Effort

Imperatives

The Army will adhere to seven leader development imperatives that will guide policy and actions in order to develop leaders with the required qualities and enduring leader characteristics. These guiding principles remain constant and consistent from initial service affiliation to retirement creating a leader development continuum that is deliberate, continuous, and progressive. These imperatives will drive the synchronization and implementation of the Army Leader Development Strategy:

- Commitment to the Army Profession, lifelong learning, and development.
- Balance the Army’s commitment to the training, education, and experience components of leader development.
- Manage military and civilian talent to benefit both the institution and the individual.
- Select and develop leaders with positive leader attributes and proficiency in core leadership competencies for responsibility at higher levels.
- Prepare adaptive and creative leaders capable of operating within the complexity of the operational environment and the entire range of military operations.
- Embed Mission Command principles in leader development.
- Value a broad range of leader experiences and developmental opportunities.

Lines of Effort



There are three lines of effort (LOEs) for implementing this strategy—these are the three components of developing leaders: training, education, and experience. Each of these has specified supporting efforts that primarily occur in the three domains (operational, institutional, and self-development) as illustrated below. These supporting efforts are not comprehensive. Additional Army-wide efforts should be presented at future Army Leader Development Forums.

The institutional domain generally includes all organizations and activities in the Army—other than deployable units. This includes the Army staff and supporting organizations, and Army centers and schools that provide initial training and subsequent functional training and professional education for Soldiers and Army Civilians. The institutional domain includes advanced civil schooling, training with industry, and fellowships to supplement leader education. Technology enables individuals to link to schoolhouse faculty, cohort peers, leaders and mentors to enable career-long learning. The institution provides the knowledge and develops the leadership attributes and competencies at the right time necessary for increased responsibility at the current and future rank or grade.

The operational domain is where leaders undergo the bulk of their development. It encompasses all training and education in deployable units. It is where junior leaders achieve technical competence, mid-grade leaders further develop their ability to lead units and organizations, and senior leaders contribute to the development and implementation of national and geo-political strategy. All training, education, and self-development activities conducted during training for or execution of planning, preparing, executing, and assessing unified land operations are essential parts of developing leaders in the operational domain. After action reviews, coaching, counseling, sharing and mentoring are important parts of developing leaders.

The self-development domain includes planned and goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base and self-awareness. Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth. There are three variations: structured self-development, which are mandatory learning modules to meet specific learning objectives and requirements; guided self-development, which is recommended, but optional learning that is intended to enhance professional competence; and personal self-development which is self-initiated learning to meet personal training, education, and experiential goals.

Training is an organized, structured, continuous, and progressive process based on sound principles of learning designed to increase the capability of individuals, units, and organizations to perform specified tasks or skills. The objective of training is to increase the ability of leaders to competently perform in training and operational situations. Individual task training builds individual competence and confidence to perform these tasks in support of collective training and operations.

Education is the process of imparting knowledge and developing the competencies and attributes Army professionals need to accomplish any mission the future may present. Education contributes to the development of Soldier and Army Civilian leader competencies, focusing on fundamentals which are later practiced, expanded, and improved in training and experience. Education occurs in the institutional, operational and self development domains. As a component of leader development, education contributes to the growth of the three leader attributes of character, presence and intellect. Education focuses on intellect and moral character of leaders to improve judgment and reasoning and hone the habits of the mind: agility, adaptability, empathy, intellectual curiosity, and creativity. Education in the Army is primarily PME or CES, but may include studies within civilian academia. PME and CES are progressive

and sequential across a career continuum to ensure that Soldiers and Army Civilians are successful at each stage of their professional service, while continually growing in the competencies and attributes needed for higher levels of service.

Experience is the continuous progression of personal and professional events. It begins before an individual joins the Army and continues after separation. Experience includes war and peace; the personal and the professional; the private and the public; leading and following; training and education. Career-long learners reflect on all experiences, develop lessons learned from those experiences, and apply those lessons in future experiences. The Army uses assignment progression, development and broadening opportunities, and outside influences to provide leaders with the experiential opportunities required to reach full potential.

Part V **Conclusion**

Leaders support this strategy by implementing it throughout their organizations, ensuring their organizations understand the importance of leader development, and providing adequate and scheduled time for execution of leader development activities. With the extraordinary personnel demands of the past 12 years subsiding, stakeholders must think creatively, past former constraints and paradigms, when considering ways to implement this strategy.

The Army examines past paradigms and assesses their relevancy to prepare leaders for the operational and strategic challenges of the future. Effective leadership at all levels is key to achieving the Army's leader development vision and the ends stated in this strategy. Leaders at all levels embrace both their direct responsibilities for developing leaders as well as understand and support the "big picture" of how the Army deliberately, continuously, and progressively develops leaders.

"We must develop leaders with the breadth and depth of experience necessary to meet tomorrow's demands."

***General Raymond T. Odierno, Chief of Staff of the Army
AUSA Eisenhower Luncheon
23 October 2012***

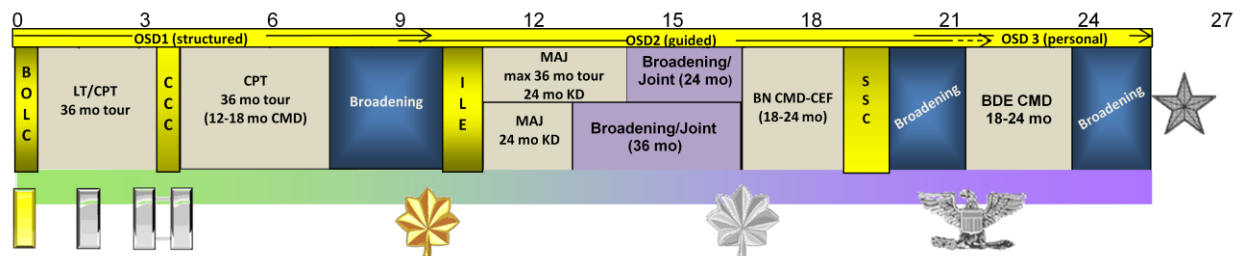
Annex A Officer Cohort Ends and Ways

Ends: Officers are leaders of character, competence, and commitment. Officers lead at all echelons where they command units, establish policy, and manage resources while balancing risks and caring for people and their families. They integrate collective and individual training with leader development to accomplish the Army's missions, lead the operations process, supervise transitions, and manage change. Officers at the strategic level lead and inspire change, are high-level thinkers, accomplished war fighters, and geopolitical military experts. Officers, at all echelons, are developed to understand and practice the mission command philosophy in order to execute unified land operations in JIIM environments. Commanders and staff officers, at all echelons effectively execute the mission command warfighting function tasks and are proficient in organizing and employing the mission command system. Officers must manage ill-structured problems on an iterative basis while developing and managing the future leaders of the Army Profession and staying true to the Army Values and supporting the Army Family.

Ways: To lead in the operational environment, the Army needs a balance between education, training, and experience to develop officers who are grounded in Army values, agile, resilient, culturally astute, and able to design, plan, and execute while at peace and war. Leader development starts in pre-commissioning and is continuous throughout a career.

The Army identifies high performers and provides them with additional opportunities to broaden their perspectives. A broad range of assignment opportunities are available to ensure the purposeful expansion of a leader's capabilities and understanding. These opportunities are internal and external to the Army, occur throughout an officer's career, and provide experiences and education in different organizational cultures and environments resulting in a leader who can succeed at the tactical, operational, and strategic levels—including in JIIM environments.

These officers are given additional educational and training opportunities as well as assignments that allow them to understand areas such as Congress, the Army budget, systems acquisition, research and development, joint operations, civilian political leadership, industry, academia, foreign militaries, and Army operations as a complex enterprise. The policies related to this strategy are outlined in Army Regulation 600-3, The Army Personnel Development System, and DA Pam 600-3, Commissioned Officer Professional Development and Career Management.

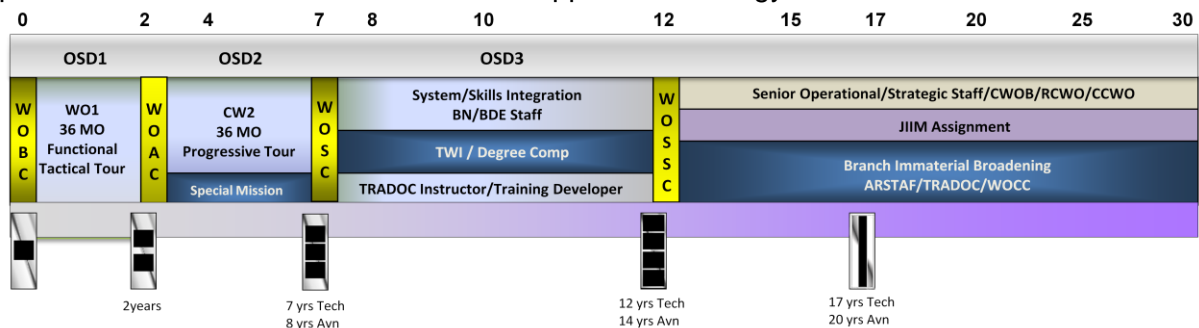


Officer Career Timeline
(Illustrative for Active Component)

Annex B Warrant Officer Cohort Ends and Ways

Ends: Warrant officers serve at all echelons as leaders of competence, character, and commitment serving as the primary integrators and managers of Army systems. They are highly adept and adaptive leaders, trainers, and advisors who operate by design in specialized roles across a range of Army and JIIM environments. Warrant officers, as commissioned officers, are essential to the Total Force. They command small units, provide expertise and advice, establish policy, and manage resources while balancing risks and caring for subordinates. Warrant officers, at all echelons, understand and practice the mission command philosophy in order to execute unified land operations. Staff warrant officers effectively support execution of mission command warfighting function staff tasks and are proficient in employing their aspects of the mission command system. They integrate collective, leader, and individual training to accomplish the Army's missions. Warrant officers serve at all levels. Warrant officers are faithful to the Army Values, are comfortable operating in ambiguity, and are adept at solving ill-structured problems. They bring an unequalled depth of knowledge, experience, and perspective in their primary areas of expertise. The Army assigns senior warrant officer advisors at the strategic level who are high-level thinkers, accomplished warfighters, and master systems integrators and managers who understand the complex operational environment.

Ways: Warrant officers serve at the tactical, operational, and strategic levels of the Army and are afforded parallel opportunities for leader development and education as is provided to the rest of the officer cohort. Warrant officers are developed to assume direct leadership roles, command and staff responsibilities, and be self aware and adaptive integrators and managers of Army systems. The Warrant Officer Education System is a sub-set of the Officer Education System. Officer leader development and the officer education system continue to define warrant officer general learning outcomes and account for warrant officer requirements to meet the ever-changing demands of the operational environment. Increased responsibilities require warrant officers to exercise leadership; mandate an ability to operate and integrate within staff functions at the tactical to strategic level; and necessitate cultural and JIIM environment expertise. The Army identifies high performers and provides them with additional opportunities for broadening and advanced assignments that capitalize on their technical skills. These warrant officers are given educational and training opportunities as well as assignments that allow them to understand areas such as the whole of government, the Army budget, systems acquisition, and research and development. The policies outlined in Army Regulations 350-1, 600-3, and procedures described in DA Pam 600-3 support this strategy.



Warrant Officer Career Timeline
(Illustrative for Active Component; Aviation and Technical WO promotions are offset by a year)

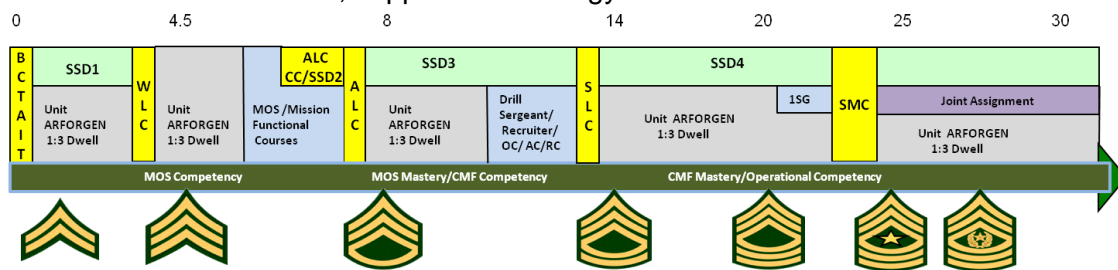
Annex C

Noncommissioned Officer Cohort Ends and Ways

Ends: Army noncommissioned officers (NCOs) are responsible for setting and maintaining high-quality standards and discipline while conducting daily missions and making intent-driven decisions. They are faithful to the Army Values and are standard-bearers and role models critical to training, educating, and developing subordinates. NCOs are accountable for caring for Soldiers and setting the example for them. NCOs have roles as small unit leaders, trainers, mentors, communicators, and advisors. NCOs, at all echelons, understand and practice the mission command philosophy in order to execute unified land operations. Staff NCOs effectively support execution of mission command warfighting function staff tasks and are proficient in employing their aspects of the mission command system. As experienced and expert Soldiers, they play a role in the development of junior officers. NCOs form professional and personal bonds with officers based on mutual trust and common goals. Senior NCOs advise commanders at all levels and are an important source of knowledge and discipline for all enlisted matters.

Soldiers look to their NCOs for solutions, guidance, inspiration, and development. Soldiers can relate to NCOs since they were developed through the enlisted ranks and the NCO education system. Soldiers expect them to convey information and provide day-to-day guidance to get the job done. To answer the challenges of the operational environment, NCOs train Soldiers to prepare, perform, and cope regardless of the situation.

Ways: Noncommissioned officer development is achieved through a progressive sequence of local and Army-level education, unit and individual training, and assignments of increasing scope and responsibility. The NCO Corps has a small population of senior NCOs who serve in positions at the strategic level. While small in number, applicable regulations address preparing and identifying the right talent to fill these high-visibility assignments. These include Sergeant Major of the Army, senior NCOs in Army commands and combatant commands, and Congressional liaison positions. The processes outlined in DA Pam 600-8, Management and Administrative Procedures, support this strategy.



Noncommissioned Officer Career Timeline
(Illustrative for Active Component)

Annex D

Army Civilian Cohort Ends and Ways

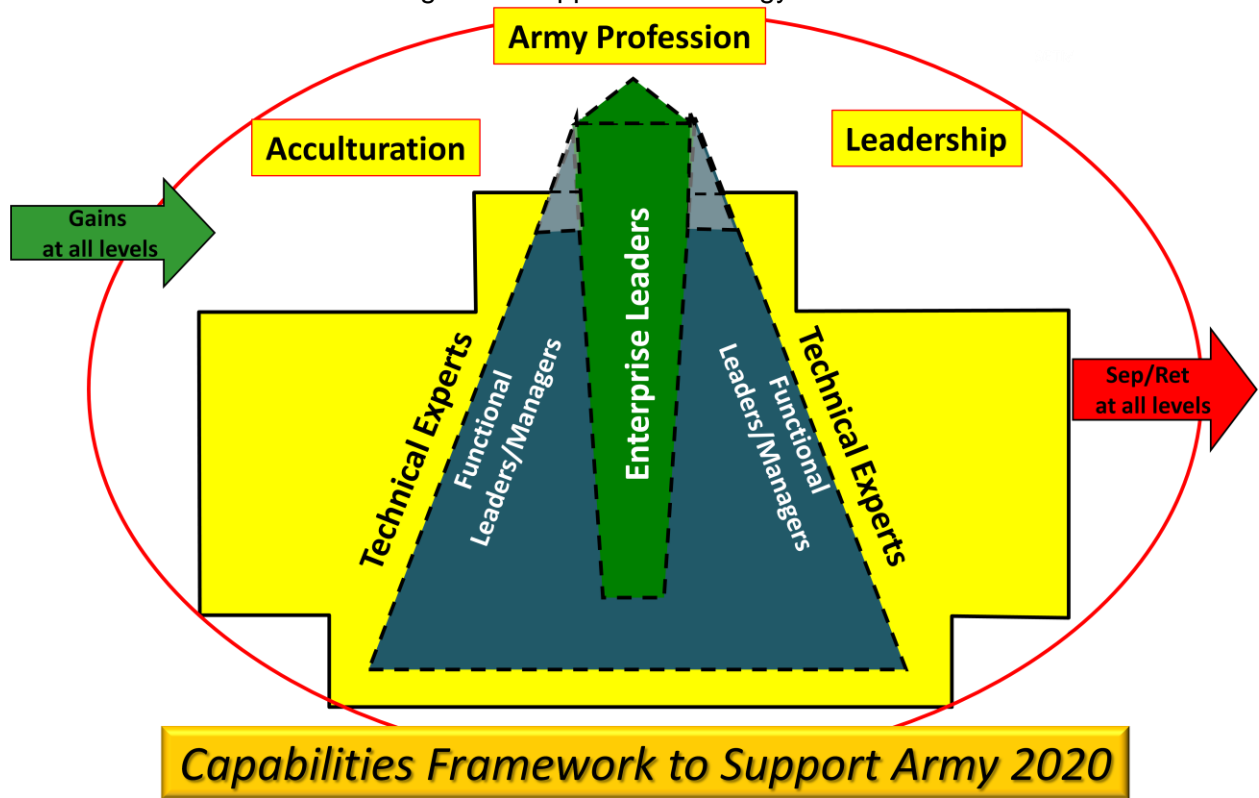
Ends: Like their uniformed counterparts, Army Civilians are leaders of competence, character, and commitment. They serve at all levels, from the tactical to strategic: they lead staffs and organizations; and they establish policy, manage resources, and lead programs, transition, and change. Army Civilians provide critical continuity that complements the rotational, uniformed Army. As an integral part of the military team, Army Civilian leaders require a broad understanding of military, political and business related strategies as well as high levels of managerial, leadership, and decision-making skills. Civilians provide mission-essential capability, business acumen, and leadership. Army Civilians, at all echelons, understand and practice mission command philosophy while providing mission-based capabilities in support of Army missions. Army Civilians are committed to serving the public and Army values in the performance of their duties. The Army Civilian Corps Creed affirms their role as a member of the Army team. Army Civilians serve and lead as part of a capability-based workforce in garrison or while deployed, leading and managing significant programs at the highest levels, and making decisions that impact the overall success of the Army on a daily basis.

Army Civilians are relied upon to bring about change, both within and outside the organization and to lead and inspire a multi-sector group to include other government agency personnel at the federal, state and local levels. Army Civilians are trusted to make decisions that produce high-quality results by applying technical knowledge, managing human, financial, and information resources and are collaborative, comfortable operating in complex environments, and innovative at solving ill-structured problems. Army Civilians have a capability to build coalitions internally and with other Federal agencies and bring their breadth of management, leader experiences and perspective in their roles. The Army needs civilians at the strategic level who lead and inspire change, are strategic thinkers, collaborative, and accomplished leaders and managers.

Ways: Civilian leader development is achieved through a combination of training, education and experience. Army Civilians gain technical and functional expertise through career program directed training events. Developing Army Civilian leaders requires an understanding of and commitment for sustaining, developing, and creating depth, breadth and leadership potential at all levels.

The Army improves civilian leader development programs through developmental reforms aimed at creating a cohort of Army Civilians who are knowledgeable leaders, collaborators, and innovators. The Army must create conditions for successful civilian leader development—it can no longer rely on the traditional organizational systems of the past. The Army's Civilian leader development programs must incorporate the knowledge and ideas for the good of the organization to develop new products, processes, and systems to ensure success in an uncertain and complex environment. Army Civilians come with a variety of backgrounds; many possess considerable experience gained in uniform or in the private sector. Shifting to competency based lifecycle management of the civilian workforce will help identify, validate, and integrate individual and organizational needs. Developing a cohort of aspiring civilian employees who are available, competitively selected and developed in leadership competencies to fill critical Army enterprise positions will target leadership potential earlier and more effectively. As with those in uniform, senior leaders must provide opportunities for broadening opportunities for Army Civilians. Such an approach enables the deliberate development of a cadre of Army Civilian leaders with a strategic perspective, competencies to lead people and organizations, the ability to appropriately manage resources and the practical experience to step into critical

leadership billets. Policy guidance in DoD Instruction 1430.16, Growing Civilian Leaders, Army Regulation 350-1, Army Training and Leader Development and Army Regulation 690-950, Civilian Personnel Career Management support this strategy.



Civilian Capabilities Framework

Annex E

Strategic Leader Ends and Ways

Ends: In addition to the ends described for each cohort, the Army continually develops the correct number and quality of military and civilian leaders necessary to lead the Army and Joint Force at the strategic level. Strategic leaders operate with the same general attributes and competencies as direct and organizational leaders, but do so in strategic environments characterized by greater complexity and uncertainty, broader scope with longer time spans, greater risks and stakes, and higher-level interests, priorities and goals. Strategic leaders are innovative. They have an ability to see things changing before they begin to change—and, they are ahead of it. The unique aspects of the strategic leader competency categories of leading, developing, and achieving are described in Army Doctrine Reference Publication (ADRP) 6-22, Army Leadership.

Ways: In addition to the ways described for each cohort, the Army identifies military and civilian leaders with strategic leadership potential at key points in those leaders' careers. Through a synthesis of well-timed training, education, and assignment opportunities, those with exceptionally high potential are developed and challenged to become high-level thinkers, accomplished war-fighters, and geopolitical military experts the nation needs to shape the strategic environment. Strategic leader development includes opportunities to understand political-military relationships beyond the Army, to understand the global environment, to interact with high-level leaders and influential people, and to understand the context of defense policy making. Strategic leader development requires assessment and identification of strategic level potential at various points across a career, focused opportunities for strategic leader development, mentorship and apprenticeship, and preparation specific to strategic responsibilities or positions.

While increased education and training are important to our rising strategic leaders, the Army must commit to providing those select leaders the *strategic level experiences* that actually put their talents to the test and challenge them. These developmental experiences should start selectively at mid-grade ranks, so that a base of deep understanding is built before these leaders become senior in position and are expected to shape and influence enterprise level dialogue and thought.

Annex F

Domain Responsibilities

Successful leaders recognize that they must continually develop their subordinate leaders by maximizing opportunities in all three domains. Today's leaders guide their units and organizations through today's challenges, but their subordinates are the ones who will guide units and organizations through the challenges of tomorrow. As leaders in all domains develop their subordinate leaders, those subordinate leaders reciprocate with an investment of their own efforts. Leaders at all levels will model this desire to learn and strive to inculcate it in subordinates.

Leaders provide conditions that optimize opportunities for the development of leaders in the **operational domain**. These conditions include a mission command climate characterized by:

- A learning environment where subordinate input is valued
- Leaders communicate, listen, and care
- Candor and open dialogue at all levels
- Sense of shared responsibility and trust
- Freedom to exercise initiative where honest mistakes are forgiven and from which lessons are learned
- Active role modeling as coaches, counselors, and mentors
- Relevant, challenging and complex education and training
- Deliberately planned as well as leveraging unplanned opportunities for unit/organizational assignments and extra duties to challenge and stretch leaders
- Honest developmental feedback provided to guide self-awareness and development
- Application of an (1) Assess (2) Teach, (3) Train, (4) Validate, (5) Assign Responsibility, then (6) Trust model to each leader given their newly designated responsibilities
- Development of leaders to operate effectively at their next level of responsibility and ensuring they are prepared to succeed at their next level of education
- Time allowed for subordinates to pursue educational and self-developmental opportunities

Leaders in the **institutional domain** create the conditions for quality leader development by:

- Having clear plans to promote achievement of desired learning outcomes
- Active monitoring, evaluation, and feedback to guide and refine leader development systems and practices
- Assessing individual readiness to learn before a classroom experience and facilitate "sense-making" afterwards
- Providing qualified, inspirational instructors who have been prepared to teach/facilitate in an adult learning environment
- Crafting current and relevant curriculum that promotes critical and creative thinking, interpersonal skill development, and communication skill development
- Providing access to information and technologies that can provide leaders with relevant practice in the classroom and in the field
- Providing individuals in resident PME and CES an opportunity to reflect and put into context what they have learned and experienced

- Providing a robust capacity to create, archive, and deliver digitized learning products to individuals at the point of need, creating a continuum of learning opportunity that is available in all three domains

The required conditions in the **self-development domain** follow the life-long learning model:

- Personal commitment to gain knowledge and to learn
- Little or no boundaries regarding topics of personal and professional interest
- Army makes appropriate resources available that are meaningful, engaging to use, and available when needed, as needed
- Army limits its desire to direct fields of study for self-development. Leaders encourage and expect that subordinates seek knowledge on any field of study that interests the individual

Annex G **Enablers**

Assessments are a critical enabler of this strategy. They inform leaders with respect to achieving the ends of our strategies and programs. The Center for Army Leadership Annual Survey of Army Leadership (CASAL) survey is one such assessment of perceptions and attitudes about Army leaders, leadership capabilities, and leader development practices. It surveys Army leaders about their leaders, their units, and subordinates' leader development experiences, and it provides feedback and recommendations on Army leader quality and developmental processes. The CASAL also serves as a guide for future actions.

The Multi-Source Assessment and Feedback (MSAF) program increases leader's self-awareness with objective feedback on their leadership from multiple perspectives. Through the MSAF Unit Event Process, units and organizations are able to identify leadership performance gaps within their structure, allowing commanders and managers to target their leader development efforts. Leaders augment development by using instructional resources located at the MSAF Virtual Improvement Center and by scheduling virtual coaching sessions through the MSAF website.

Technological capabilities increase connectivity and capability between the domains. An individual in a unit or organizational position has the ability to instantly reach back to the institution for concepts and principles. Technology allows the schoolhouse to be more than its brick-and-mortar establishment—it is able to remain current with the field Army. Thanks to delivery of point-of-need systems, theory and practice now have an ever-present opportunity to interact in a rapid and complementary fashion.

Leaders employ Training Support System (TSS) capabilities as they plan developmental activities. The TSS adapts to leaders' needs as the Army transitions from training for counter-insurgency to training for decisive action and unified land operations. As part of the TSS, CTCs provide a crucible leader development experience. The Army continually enhances the CTC experience to provide leaders a realistic, doctrinally-based, and joint and combined arms experience that approximates unified land operations in the operational environment.

The Army Career Tracker (ACT) portal facilitates both individual development and mentoring of leaders by providing an integrated approach to supporting personal and professional development that capitalizes on the need for career-long learning. ACT allows users to manage career objectives and monitor progress towards career requirements and goals. ACT provides a cross-functional approach to integrate an array of services and resources into a program focused through the lens of career-long learning and the continuum of service.

As described in Army Doctrine Publication (ADP) 7-0, Training Units and Developing Leaders, live training represents the Army's foundational training method. When feasible, commanders choose to train their units with organic equipment in a realistic live training environment. Since the Army cannot afford to conduct all training in the live environment, commanders should consider the integrated training environment (ITE) by mixing live, virtual, constructive, and gaming enablers, as appropriate, to enhance training, improve realism, and save resources where practicable. By leveraging the integrating architecture and its associated management approach, the ITE offers a persistent and consistent capability to stimulate the commander's mission command systems and support leader development.

In support of leader development, the Army cultivates innovation and creative thinking in subordinates through application of the Army Learning Model (ALM). The ALM Web site

provides facilitators, trainers, educators, training developers, Soldiers and commanders with the means to collaboratively share experiences, ask questions, and post innovative ideas. The ALM helps educate individuals to cultivate operational skills into the context provided by these learning opportunities. Adaptability and innovation are key objectives of the ALM. The capabilities development process provides the means to identify, develop, and execute new technologies and methods to ensure that our future leaders continue to maintain their technological advantage and expertise. Leveraging science and technology and new materiel and non-materiel solutions are critical to the continued improvement in developing leaders of the future and identifying solutions to implement the Army Leader Development Strategy.

The ALM recognizes that periodic schoolhouse experiences are insufficient in a competitive global learning environment. Instead, the institution regularly updates and transmits to the learner. Limited resident training time is focused at key career transition points at initial entry, mid-grade, and strategic leadership levels. The Army augments schoolhouse experiences with a robust capacity to create, archive, and deliver digitized learning products to individuals at the point of need, creating a continuum of learning opportunity that is available in all three developmental domains. The ALM requires investments in training network infrastructure, automated training management systems and most importantly, in quality leaders trained and educated in ALM concepts.

Annex H

Integration with Other Strategies and Forums

The Army Training Strategy and the Army Leader Development Strategy are complementary and mutually supporting documents nested under and supporting the Department of Defense Planning Guidance, the Army Strategic Planning Guidance (ASPG), the Army Campaign Plan, and the Ready and Resilient Campaign.

Effective Army-level leader development process management and governance is essential for the leader development system to function properly. Since Army leader development crosses all commands, agencies, and staffs, a four-star commander serves as the Senior Responsible Official (SRO) for Army leader development. The Commanding General, U.S. Army Training and Doctrine Command is the Army's SRO for Army leader development. Working closely with the ASA (M&RA), the SRO is the focal point of all Army-level leader development efforts with the support of HQDA, DCS G-3/5/7; HQDA, DCS G-1; and CG, HRC. The Army Leader Development Forum (ALDF) is a key part of the ALDP. The SRO uses the ALDF to shape and lead Army-level leader development efforts. In this forum, leader development initiatives are developed, tracked, and approved for implementation across the Army. All Army organizations follow processes and procedures in DA PAM 350-58, Army Leader Development Program, to propose leader development initiatives that exceed their mission roles and responsibilities. In order to ensure synchronization, it is essential that organizations share emerging or existing leader development topics, issues, and best practices in the ALDF that are developed in other key Army forums such as the Army Training and Leader Development Conference (ATLDC), the Human Capital Executive Board (HCEB), the Training General Officer Steering Committee (TGOSC), the Officer Personnel Management System (OPMS), and Civilian Workforce Transformation General Officer Steering Committee (CWT GOSC).

This Army Leader Development Strategy provides strategic direction. The ACOMs, ASCCs, DRUs, USAR, and the Army National Guard (ARNG) develop supporting leader development guidance and implementation plans that integrate the leader development components in order to further define, plan and execute leader development programs. Recognizing the unique requirements of force modernization proponents and cohorts, supporting regulations and strategies may also need to be amended or created to meet their unique leader requirements.

ASA (M&RA), Army Staff, ACOMs, ASCCs, DRUs, USARC, and the ARNG remain active participants in general officer and senior executive service level forums. They also ensure that their organizations support and execute leader development outcomes from these Army-level forums while concurrently ensuring leaders are developed at the unit/organizational level as detailed earlier in the "ways" section.

As illustrated in the diagram below, supporting strategies for each component of leader development are adjusted or developed to support this strategy. DCS G-3/5/7 is responsible for developing the training strategy. TRADOC is responsible for developing the education strategy. ASA (M&RA) is responsible for developing the experience strategy. ACOMs, ASCCs, DRUs, USARC, and HQ ARNG use this Army Leader Development Strategy and the supporting component strategies as the basis for developing their own implementation plans and leader development programs, including appropriate internal assignment progression policies that enable the continuous development of leaders while they are in these formations. All supporting strategies, implementation plans, and leader development programs drive toward developing leaders to meet the challenges of the 21st Century.

