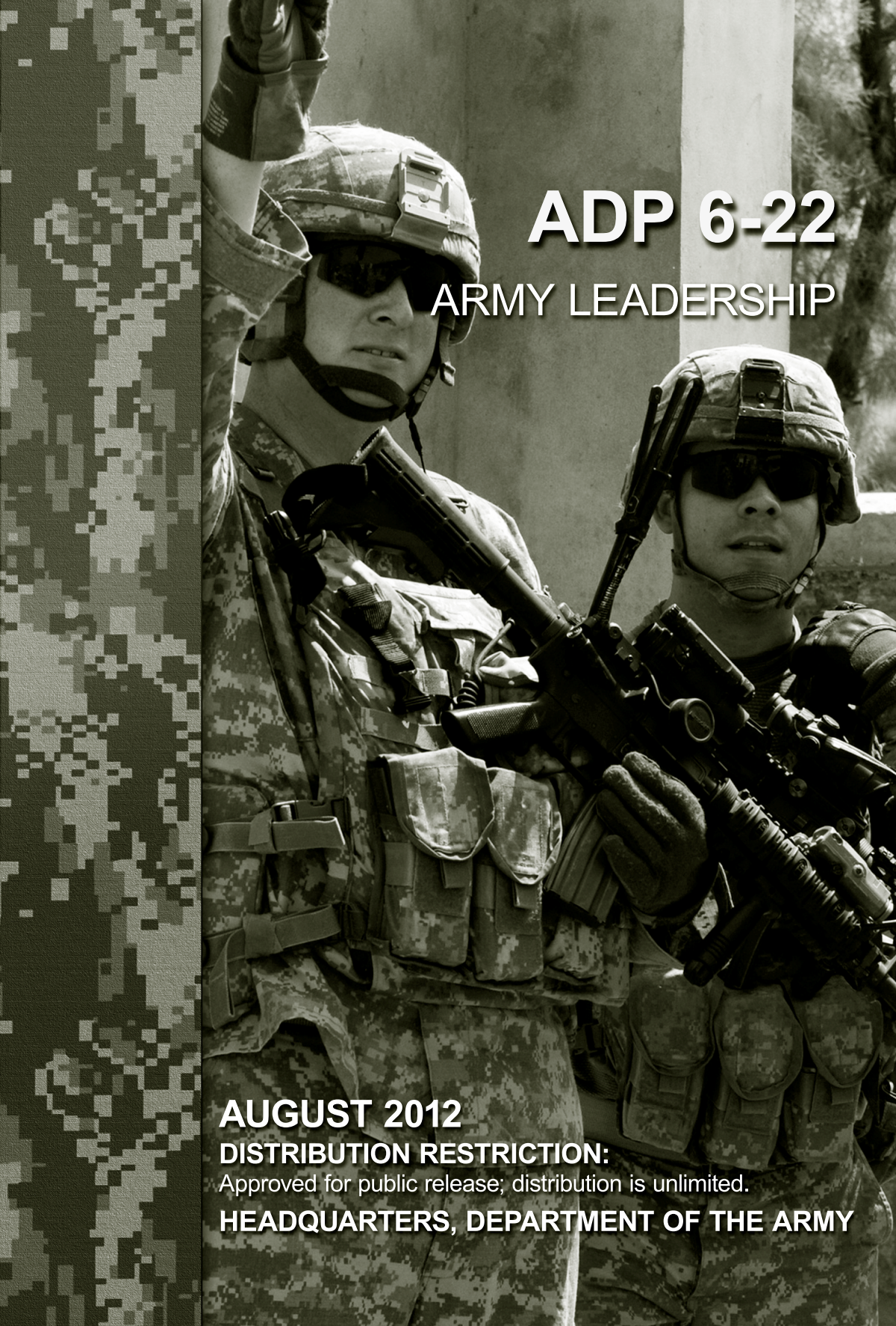


ADP 6-22

ARMY LEADERSHIP

AUGUST 2012

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5. As an element of combat power, leadership unifies the other elements (information, mission command, movement and maneuver, intelligence, fires, sustainment, and protection). Leadership is a multiplier of effects; with it, organizations are focused and synchronized, resources are used efficiently, people become energized and motivated, and missions are more likely to achieve desired outcomes. Leadership serves a motivational purpose: to energize others to achieve challenging goals. An organization with effective leadership has a clear purpose, common methods, and ordered processes; sustains itself; and accomplishes its missions. Effective organizations rely on leaders to balance uncertainty, remain flexible, and provide a climate where subordinates have the latitude to explore options.

COMPONENTS OF LEADERSHIP

6. Leadership involves at least two people or groups, one which leads and another which follows. The influence process aims at getting results and developing the organization. This accomplishes missions of high quality while sustaining and improving the organization within available resources. Leaders must balance successful mission accomplishment with how they treat and care for organizational members. Taking care of people involves creating and sustaining a positive climate through open communications, trust, cohesion, and teamwork.

7. Followers respond to the authority of a leader in general or in response to specific guidance. Effective organizations depend on the competence of respectful leaders and loyal followers. Given the hierarchical structure of the Army, every Army leader is also a follower. Learning to be a good leader also needs to be associated with learning to be a good follower—learning loyalty, subordination, respect for superiors, and even when and how to lodge candid disagreement.

APPLYING INFLUENCE

8. Influence falls along a continuum from commitment, where followers willingly act for a higher purpose, to compliance, where followers merely fulfill requests and act in response to the leader's positional power. The degree of commitment or compliance affects initiative taken, motivation to accomplish missions, and the degree of accepted responsibility. Commanders expect subordinate leaders and Soldiers to commit to successful mission accomplishment. Trust, commitment, and competence enable mission command and allow the freedom of action to be operationally agile and adaptive.

9. Leaders can encounter resistance when attempting to influence others internal or external to their unit. Leaders can mitigate resistance by anticipating what others value, their reactions to influence, their shared understanding of common goals, and their commitment to the general organization or the purpose of the mission and their trust in the organization and the leader. After taking measure of underlying causes of resistance, leaders can work to build or restore relationships, determine shared goals, remove perceived threats or other actions, and clarify how the influence action relates to their personal values.

10. A leader can influence others outside the chain of command and succeed in gaining support for stated goals. Leaders can influence these outside groups, such as the local populace, using indirect means of influence. Success in these situations relies upon the relationships established between the Army leader and the outside parties. Trust characterizes positive relationships. Army leaders build trust by being honest and dependable. Without trust, there will be no relationship, no commitment, and no effective communication among parties.

11. Occasionally, negative leadership occurs in an organization. Negative leadership generally leaves people and organizations in a worse condition than when the leader-follower relationship started. One form of negative leadership is toxic leadership. Toxic leadership is a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance. This leader lacks concern for others and the climate of the organization, which leads to short- and long-term negative effects. The toxic leader operates with an inflated sense of self-worth and from acute self-interest. Toxic leaders consistently use dysfunctional behaviors to deceive, intimidate, coerce, or unfairly punish others to get what they want for themselves. The negative leader completes short-term requirements by operating at the bottom of the continuum of commitment, where followers respond to the positional power of their leader to fulfill requests. This may achieve results in the short term, but ignores the other leader competency categories of *leads* and *develops*. Prolonged use of negative leadership to influence followers undermines the followers' will, initiative, and potential and destroys unit morale.

12. Encouragement and inspiration characterize leadership whereas coercive techniques run counter to Army leadership principles. Subordinates respond well to leadership that encourages commitment to achieve shared goals, thus improving the leader's ability to use indirect influence in situations where clear lines of authority do not exist. Leadership seeks to influence others through the communication of ideas and common causes. Positive, empowering influence comes by knowing how to lead, relate to others, and free others to manage tasks.

LEADERS AND COURAGE

13. Army leaders accept the responsibility to develop and lead others to achieve results. All members of the Army—Soldiers and Army Civilians—swear an oath to support and defend the Constitution of the United States against all enemies, foreign and domestic. This oath subordinates the military leader to the laws of the nation and its elected and appointed leaders, creating a distinct civil-military relationship. Fulfilling that oath, leaders will face—and have to overcome—fear, danger, and physical and moral adversity while caring for those they lead and protecting the organization entrusted to them.

14. It takes personal courage to take the initiative to make something happen rather than standing by or withdrawing and hoping events will turn out well. Leaders require personal courage when confronting problems of discipline or disorderly conduct, when innovation and adaptation are needed to try something that has never been done before, when leading Soldiers in harm's way, when being candid with a superior about

a risky or improper course of action, when deferring to a more technically competent subordinate, or when freeing units and personnel to solve problems. Leaders must have the courage to make tough calls, to discipline or demand better when required. Consistent and fair leaders will earn the respect of their followers.

15. A self-aware leader will learn from each decision and action; with guidance from superiors, the leader will grow in confidence. Resilient and fit leaders have the psychological and physical capacity to bounce back from life's stressors to thrive in an era of high operational tempo and persistent conflict.

SITUATIONAL LEADERSHIP

16. Leaders adjust their actions based on the situation. A situation influences what purpose and direction are needed. Situations include the setting, the people and team, the adversary, cultural and historical background, and the mission to be accomplished. The effectiveness of influence methods also vary with the situation and the time available for action. Education, training and experience are vital to develop the knowledge necessary to lead.

INFORMAL AND COLLECTIVE LEADERSHIP

17. Leadership guidance does not have to come only from the highest-ranking leader. Informal leadership that exists throughout organizations supports legitimate authority and plays an important role in mission accomplishment and organizational improvement. Informal leadership manifests itself through knowledge, experience or technical expertise. Informal and collective leadership are important types of leadership that do not adhere entirely to hierarchical levels of authority.

18. Collective leadership refers to the combined effects and synergies when leaders at different levels synchronize their leadership actions to achieve a common purpose. High performing collective leadership occurs when leadership processes are mutually reinforcing and the result is greater than the sum of its parts—a sense of shared responsibility for the unit exists.

19. Anyone can demonstrate leadership. The person with the highest rank or date of rank in a situation technically has the greatest authority. The ranking leader present is expected to exert influence as needed. The Army expects those with the greatest expertise and knowledge of the situation to lead. Presence is not solely projected by physical presence but through communications and situational awareness.

COMMAND AND LEADERSHIP

20. *Command* is the authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment. Command includes the authority and responsibility for effectively using available resources and for planning the employment of, organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions. It also includes responsibility for health, welfare, morale, and discipline of assigned personnel (see JP 1-02). *Mission command*

is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations (see ADP 6-0).

21. Leaders can influence each other and subordinates regardless of rank, though subordination based on rank occurs with both command and leadership. AR 600-20 specifically charges commanders to perform functions such as establishing a positive climate, caring for the well-being of Soldiers, properly training their Soldiers and developing subordinates' competence. By extension, subordinate leaders have a role to support each of these functions.

LEADERSHIP REQUIREMENTS MODEL

22. The Leadership Requirements Model conveys the expectations that the Army wants leaders to meet. A common model of leadership shows how different types of leaders work together and is useful for aligning leader development activities and personnel management practices and systems. One set of requirements consists of attributes of what leaders should be and know and the second is a set of competencies that the Army requires leaders to do. The single model organizes the disparate requirements and expectations of leaders at all levels of leadership.

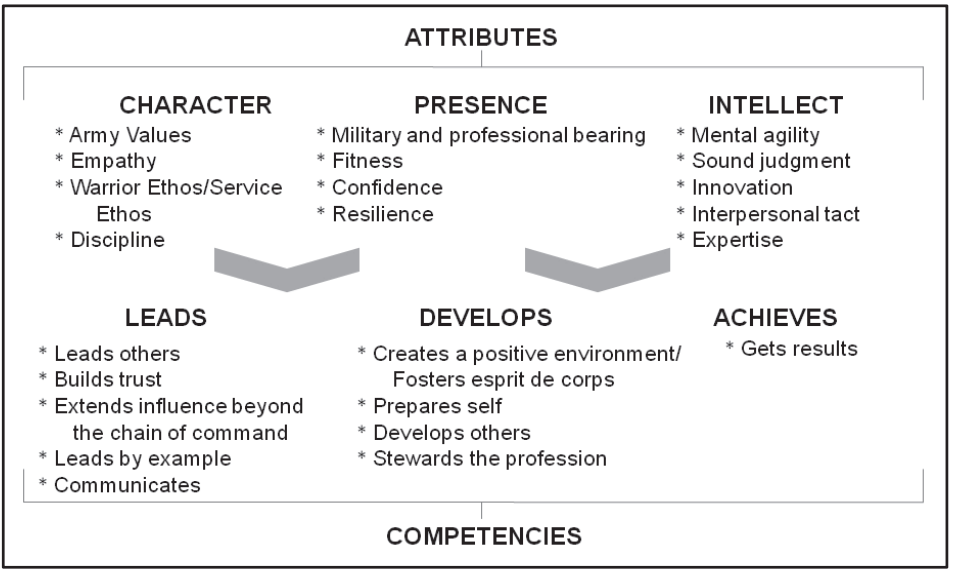


Figure 2. Army leadership requirements model

23. Leadership attributes are characteristics internal to a leader. Character is the essence of who a person is, what a person believes, how a person acts. The internalization of Army Values is one type of character attribute. Empathy is identifying and understanding what others think, feel and believe. Leaders of character who embrace the Army leader attributes and competencies will be authentic, positive

leaders. While *character* relates to the internal identity of the leader, *presence* attributes relate how others see the leader and *intellect* relates to what abilities and knowledge the leader possesses to think and interact with others.

24. Leadership competencies are groups of related actions that the Army expects leaders to do—lead, develop and achieve. Core competencies are those groups of actions universal to leaders, across cohorts and throughout organizations.

LEADER ATTRIBUTES

25. Attributes shape how an individual behaves and learns in their environment. The leader attributes are character, presence and intellect. These attributes capture the values and identity of the leader (*character*); the leader's outward appearance, demeanor, actions and words (*presence*); and the mental and social faculties the leader applies in the act of leading (*intellect*). Attributes affect the actions that leaders perform. Good character, solid presence and keen intellect enable the core leader competencies to be performed with greater effect.

CHARACTER

26. Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. The Soldier's Rules, which codify the law of war, outline ethical and lawful conduct in operations and are useful for everyday conduct (see AR 350-1). Leaders who unwaveringly adhere to applicable laws, regulations, and unit standards build credibility with their subordinates and enhance trust from the American people they serve.

27. Leaders of integrity adhere to the values that are part of their personal identity and set a standard for their followers to emulate. Identity is one's self-concept, how one defines him or herself. Leaders who are effective with followers identify with the role and expectations of a leader; they willingly take responsibilities typical of a leader and perform the actions of a leader. Leaders who are unsure of themselves may not have a strong idea of their identity.

PRESENCE

28. The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence and resilience. Strong presence is important as a touchstone for subordinates, especially under duress. A leader who does not share the same risks could easily make a decision that could prove unworkable given the psychological state of Soldiers and Civilians affected by stress.

INTELLECT

29. The leader's intellect affects how well a leader thinks about problems, creates solutions, makes decisions and leads others. People differ in intellectual strengths and ways of thinking. There is no one right way to think. Each leader needs to be self-aware of strengths and limitations and apply them accordingly. Being mentally agile helps leaders address changes and adapt to the situation and the dynamics of operations. Critical and innovative thought are abilities that enable the leader to be adaptive. Sound judgment enables the best decision for the situation at hand. It is a key attribute of the transformation of knowledge into understanding and quality execution.

LEADER COMPETENCIES

30. There are three categories of competencies. The Army leader serves to *lead* others; to *develop* the environment, themselves, others and the profession as a whole; and to *achieve* organizational goals. Competencies provide a clear and consistent way of conveying expectations for Army leaders.

31. The core leader competencies apply across all levels of leader positions, providing a good basis for evaluation and focused multisource assessment and feedback. A spectrum of leaders and followers (superiors, subordinates, peers and mentors) can observe and assess competencies demonstrated through leader behaviors.

32. Leader competencies can be developed. Leaders acquire 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.

LEADS

33. The category of *leads* encompasses five competencies. Two focus on the affiliation of the followers and the common practices for interacting with them. *Leads others* involves influencing Soldiers and Army Civilians in the leader's organization. *Extends influence beyond the chain of command* involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. *Builds trust* is an important competency to establish conditions of effective influence and for creating a positive environment. Leader actions and words comprise the competencies of *leads by example* and *communicates*. Actions can speak louder than words and excellent leaders use this to serve as a role model to set the standard. Leaders communicate to convey clear understanding of what needs to be done and why.

34. Leaders are expected to extend influence beyond the chain of command, which usually has limited formal authority. This competency widens the responsibility and sphere of influence for a leader. Such influence requires insightful—and possibly non-standard—methods to influence others. Its limited authority stems from the audience's possible lack of the traditions, customs, and regulations of the Army and military

forces. When extending influence, Army leaders have to assess who they need to influence and determine how best to establish their authority and execute leadership functions. Often they have little time to assess the situation beforehand and need to adapt as the interaction evolves. Extending influence is a competency that includes negotiation, consensus building and conflict resolution. Extending influence largely depends on the trust established with unified action partners and often applies to stability and defense support of civil authorities operations.

DEVELOPS

35. Leaders operate to improve or sustain high performance in their organization. They do so by focusing on the four *develops* competencies. C*reate a positive environment* inspires an organization's climate and culture. *Prepares self* encourages improvement in leading and other areas of leader responsibility. Leaders *develop others* to assume greater responsibility or achieve higher expertise. A leader *stewards the profession* to maintain professional standards and effective capabilities for the future.

36. Leaders are responsible for development. They must ensure that they themselves are developing, that they are developing subordinates, and that they are sustaining a positive climate and improving the organization. Leaders encourage development and set conditions while performing missions. Development occurs by having subordinates reflect on what happened during an event, by assessing whether units performed at or well above standard and why, in addition to having a positive mindset of improvement and learning. Every experience is developmental.

37. Leaders have choices to make about developing others. Leaders choose when and how to coach, counsel and mentor others. Leaders often have the freedom to place people in the best situation to maximize their talent. Then the leader provides resources the subordinate needs to succeed, makes expectations clear, and provides positive, meaningful feedback. While leaders need to develop others, they have to set a positive climate in which individuals and the unit can improve and operate. As part of their developmental responsibilities, leaders must prepare themselves and act to promote long-term stewardship of the Army.

ACHIEVES

38. *Gets results* is the single *achieves* competency and relates to actions to accomplish tasks and missions on time and to standard. Getting results is the goal of leadership but leaders must remain mindful that leading people and creating positive conditions enable them to operate as successful leaders. Getting results requires the right level of delegation, empowerment and trust balanced against the mission. Adaptability to conditions and adjustments based on adversarial actions are ever important elements of success.

HOW LEADERS DEVELOP

39. Leadership—and increased proficiency in leadership—can be developed. Fundamentally, leadership develops when the individual desires to improve and invests effort, when his or her superior supports development, and when the organizational climate values learning. Learning to be a leader requires knowledge of leadership, experience using this knowledge and feedback. Formal systems such as evaluation reports, academic evaluation reports, and 360° assessments offer opportunities to learn—but the individual must embrace the opportunity and internalize the information. The fastest learning occurs when there are challenging and interesting opportunities to practice leadership with meaningful and honest feedback and multiple practice opportunities. These elements contribute to self-learning, developing others and setting a climate conducive to learning.

40. Leader development involves recruiting, accessing, developing, assigning, promoting, broadening, and retaining the best leaders, while challenging them over time with greater responsibility, authority and accountability. Army leaders assume progressively broader responsibilities across direct, organizational and strategic levels of leadership. Military leadership is unique because the armed forces grow their own leaders from the lowest to highest levels. The Army entrusts leaders to develop professionally and be ready to accept greater responsibility when called upon.

CONCLUSION

41. ADP 6-22, *Army Leadership*, establishes the fundamental principles by which Army leaders accomplish their missions and care for their people. It describes the enduring concepts of leadership through the core leader competencies and attributes required of contemporary leaders of all cohorts and all organizations, regardless of mission or setting. These principles reflect decades of experience and the best scientific knowledge available. Leadership fundamentally remains a process of influence; how and when influence is applied determines the eventual mission success and the capabilities of Army organizations.