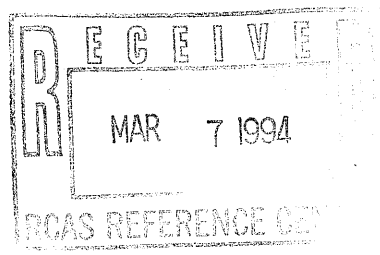
AR 600-100 Cy.1




**Army Regulation 600–100**

**Personnel—General**

# Army Leadership

**Headquarters**
**Department of the Army**
**Washington, DC**
**17 September 1993**

**UNCLASSIFIED**

# SUMMARY of CHANGE

AR 600-100
Army Leadership

This revision--

- Describes three levels of leadership, the Army ethic and individual values (paras 1-7 and 1-8).
- Explains how the Leader Development Support System works (para 1-9).
- Clarifies responsibilities for leadership and leader development policies (chap 2).

Headquarters
Department of the Army
Washington, DC
17 September 1993

# Army Regulation 600–100

Effective 17 October 1993

Personnel—General

# Army Leadership

By Order of the Secretary of the Army:

GORDON R. SULLIVAN
*General, United States Army*
*Chief of Staff*

Official:

MILTON H. HAMILTON
*Administrative Assistant to the Secretary of the Army*

**History.** This UPDATE printing publishes a revision of this publication. Because the publication has been extensively revised, the changed portions have not been highlighted.

**Summary.** This regulation establishes Army leadership policy that is the basis for leadership and leader development doctrine and training. It sets forth responsibilities for all aspects of leadership and leader development policy, doctrine, training, and research.

**Applicability.** This regulation applies to the Active Army, the Army National Guard, the U.S. Army Reserve, and Department of the Army civilians.

**Proponent and exceptions authority.** The proponent of this regulation is the Deputy Chief of Staff for Personnel (DCSPER). The DCSPER has the authority to approve exceptions to this regulation that are consistent with controlling law and regulation. The DCSPER may delegate this authority, in writing, to a division chief within the proponent agency in the grade of colonel or the civilian equivalent.

**Internal control systems.** This regulation is not subject to the requirements of AR 11–2. It does not contain internal control provisions.

**Supplementation.** Supplementation of this regulation is prohibited without prior approval from HQDA (DAPE–HR–L), WASH DC 20310–0300.

**Interim changes.** Interim changes to this regulation are not official unless they are authenticated by The Administrative Assistant to the Secretary of the Army. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

**Suggested improvements.** Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Human Resources Directorate, ATTN: DAPE–HR–L, Deputy Chief of Staff for Personnel, WASH DC 20310–0300.

**Distribution.** Distribution of this publication is made in accordance with DA Form 12–09–E, Block 2220, intended for command levels A, B, C, D, E for Active Army, the Army National Guard and the U.S. Army Reserve.

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## Chapter 1
## General

### 1–1. Purpose

This regulation—

*a.* Establishes Total Army policy for leadership by assigning and synchronizing responsibilities for management of leadership and leader development policy.

*b.* Provides direction and guidance for research, doctrine development, leadership assessment, training and evaluation in all areas pertaining to Army leadership and leader development.

### 1–2. References

Required and related publications and prescribed and referenced forms are listed in the appendix A.

### 1–3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are explained in the glossary.

### 1–4. Definitions

*a.* Leadership is the process of influencing others to accomplish the mission by providing purpose, direction, and motivation. Effective leadership transforms human potential into effective performance.

*b.* Management is the process of acquiring, assigning priorities to, allocating, and using resources (people, money, materiel, facilities, information, time, etc.) in an effective and efficient manner.

*c.* Leader development is a process. It is the preparation of military and civilian leaders, through a progressive and sequential system of institutional training, operational assignments, and self-development, to assume leader positions and exploit the full potential of present and future doctrine.

*d.* Command is the legal authority vested in an individual appointed to a position in the chain of command. Command carries with it special powers of responsibility and accountability which are associated with the position.

### 1–5. Policy

*a.* In an era when technological advantages have narrowed, and access to information of all kinds is relatively limitless, the most effective and efficient way for the Army to maintain its competitive edge is by enhancing the effectiveness of people and organizations. Good leadership can facilitate this goal.

*b.* Whether preparing for a war, fighting a war, or supporting a war, leadership skills, knowledge and attitudes must be consistent with the warfighting doctrine of the U.S. Army.

### 1–6. Framework

Total Army leadership policy recognizes that—

*a.* Each organizational level of the Army requires a different mix of leadership skills, knowledge, attitudes (SKA) and experience. Leadership at the lower levels is direct, face-to-face, and relatively short term in outlook. As leaders ascend the organizational ladder, leadership tasks become more complex and sophisticated. Senior leaders have responsibility for large organizations or systems. They exercise leadership indirectly through staffs and subordinate leaders, and they look deeper into the future than at the lower levels. As leaders move into the most complex and highest levels of the Army, or become involved in the strategic arena, the ability to conceptualize and integrate becomes increasingly important. Leaders at this level focus on establishing the fundamental conditions for operations to deter wars, fight wars, or conduct operations other than war. They also create organizational structures needed to deal with future requirements. Leaders at this level have the longest outlook in time.

*b.* Leadership skills needed at successively higher levels in the Army build on those learned at previous levels. As military and civilian leaders progress within the Army, they serve in more complex and interdependent organizations, have increased personal responsibility and authority, and have significantly different skills, knowledge and attitude (SKA) than their subordinates. These SKA requirements build on those learned at previous levels. Before advancing from one level to the next, leaders must acquire the leadership skills, knowledge and attitudes needed at the higher level.

### 1–7. Levels of leadership

Total Army leadership policy recognizes three interrelated levels of leadership requirements: direct, senior and strategic. These levels vary in scope and character, and require differing mixes of leadership skills.

*a.* The direct level is the front-line or first level of leadership. This level includes leaders from the squad through battalion levels of tactical units, and from branch through division level in Table of Distribution and Allowances (TDA) organizations. Leadership at this level consists of the skills, knowledge and attitudes which relate to face-to-face, interpersonal leadership that influences human behavior and values. Direct leaders build cohesive teams and empower subordinates. Skills required for effective leadership at this level include technical and tactical competence on individual soldier and leader tasks, problem solving, interpersonal skills, performance counseling, team building, and developing and executing plans that implement policies and accomplish missions. Direct leaders focus on short-range planning and mission accomplishment ranging from three months to one year, or more.

*b.* Senior level leadership exists in more complex organizations. This level includes military and civilian leaders at the brigade through corps levels in tactical units, and directorate through installation level in TDA organizations. Senior leaders tailor resources to organizations and programs and set command climate. Skills required for effective leadership at this level include technical and tactical competence on synchronizing systems and organizations, sophisticated problem solving, interpersonal skills (emphasizing listening, reading, and influencing others indirectly through writing and speaking), shaping organizational structure and directing operations of complex systems, tailoring resources to organizations or programs, and establishing policies that foster a healthy command climate. Senior leaders focus on mid-range planning and mission accomplishment ranging from one to five years, or more.

*c.* The strategic level of leadership exists at the highest levels throughout the Army. This level includes military and civilian leaders at Field Army through national levels. Strategic leaders establish structure, allocate resources and articulate strategic vision. Skills required for effective leadership at this level include technical competence on force structure and integration, unified, joint, combined, and interagency operations, resource allocation, and management of complex systems; conceptual competence in creating policy and vision; and interpersonal skills emphasizing consensus building and influencing peers and other policy makers -- both internal and external to the organization. Strategic leaders focus on the long-range vision for their organization ranging from 5 to 20 years, or more.

### 1–8. Values

*a.* The professional Army ethic is the set of values that guide the way we live our lives and perform our duties. The essential values of our professional ethic are:

(1) *Loyalty.* Loyalty to the nation, to the Army and to the unit. This means supporting the military and civilian chain of command, as well as devoting oneself to the welfare of others.

(2) *Duty.* Duty is the legal and moral obligation to do what should be done without being told.

(3) *Selfless service.* This means putting the welfare of the nation and accomplishment of the mission ahead of personal desires.

(4) *Integrity.* This is the thread woven through the fabric of the professional Army ethic. Integrity means honesty, uprightness, the avoidance of deception and steadfast adherence to standards of behavior.

*b.* Four individual values strengthen and support the ethical code. They are commitment, competence, candor and courage. *Commitment* means dedication to carry out all unit missions and to serve the values of the nation, the Army, and the organization. *Competence* is proficiency in required professional knowledge, skills, and attitudes. *Candor* is being frank, open, honest, and sincere with soldiers, seniors, and peers. *Courage* comes in two forms. Physical courage is overcoming personal fears of bodily harm and doing your duty. Moral courage is overcoming fears of other than bodily harm while doing what ought to be done.

### 1–9. Leader Development

*a.* The Army has an integrated, progressive, and sequential program of leader development based on three pillars: institutional training, operational assignments, and self-development. The purpose of the leader development system is to develop competent, confident leaders who understand and are able to exploit the full potential of present and future doctrine. The Army leader must continue to develop while performing as a leader, but should not be placed in a position of leadership before having met all entry requirements for that position.

*b.* Two principles govern the Army leader development system. First, the Army must properly sequence institutional training, operational assignments, and self-development. Second, the Army must retain progressive and sequential life cycle models for all leaders in their respective developmental areas.

*c.* From these two principles are derived twelve imperatives which are linked to each of the three pillars.

(1) *Institutional training.* The Army will do the following:

*(a)* Retain progressive and sequential education systems.

*(b)* Train leaders in the critical tasks they will need as future leaders.

*(c)* Develop the Total Army.

*(d)* Keep quality instructors in the training base.

*(e)* Select the best qualified for resident courses.

*(f)* Produce qualified students and instructors.

*(g)* Have the right mix of resident and non-resident instruction.

(2) *Operational assignments.* The Army will do the following:

*(a)* Provide leaders with critical experiences they will need for the future.

*(b)* Provide adequate training opportunities in adequately manned and resourced units.

*(c)* Base assignments on leader development priorities.

(3) *Self-development.* The Army will do the following:

*(a)* Stress the individual's responsibility for leader development.

*(b)* Identify, specify, and refine self-development requirements.

*c.* The Leader Development Support System (LDSS) provides a mechanism to assess, develop, coordinate, and prepare leader development actions for decision and implementation. The LDSS provides a systematic means to monitor and accommodate the effects of change on Army leader development and a vehicle to ensure leader development issues are integrated and resolved at appropriate levels in the Army. The LDSS consists of:

(1) The Chief of Staff, Army, and senior commanders. This group reviews initiatives and provides focus and direction.

(2) The Leader Development Decision Network (LDDN). This is an informal action network consisting of four permanent members - DCSOPS, DCSPER, TRADOC, and Deputy Commandant, Command and General Staff College (CGSC) - and other organizations as needed to participate in issue development, resolution, and execution.

(3) The Deputy Commandant, CGSC, who is the executive agent for Total Army Leader Development. The Deputy Commandant is assisted by the Leader Development Office (LDO), Center for Army Leadership (CAL), which is the operating agency for the LDSS.

*d.* DA PAM 600–32 describes the Army leader development process and programs.

## Chapter 2
## Responsibilities

### 2–1. General

*a.* All leaders are responsible for:

(1) Accomplishing the unit's mission.

(2) Ensuring subordinates welfare to include physical, moral, personal, and professional well-being.

(3) Effectively communicating vision, purpose and direction.

(4) Setting and exemplifying the highest professional and ethical standards.

(5) Building cohesive teams.

(6) Empowering subordinates.

(7) Developing their own and subordinate leaders' skills, knowledge, and attitudes.

(8) Building discipline, while stimulating confidence, enthusiasm and trust.

(9) Anticipating, managing, and exploiting change.

(10) Anticipating and solving problems.

(11) Acting decisively under pressure.

(12) Evaluating and accepting risk to exploit opportunity.

(13) Treating subordinates with dignity, respect, fairness and consistency.

*b.* All Army leaders have a responsibility for personal acceptance of the Army ethic and for instilling in subordinates those values that comprise it.

(1) General officers and senior civilians at the strategic levels of the Army are responsible for establishing fundamental tenets of the Army ethic; creating and communicating the Army vision; creating policies, structure and programs; and strengthening the Army's values through their own behaviors. They affect all members junior to them by formulating policies that support and sustain those values, and by ensuring that procedures developed at lower levels further support Army policy and values. Strategic level leaders are responsible for the total Army culture.

(2) Senior level leaders promote Army values by establishing and maintaining the command climate of their organizations through sound, ethical organizational policies and practices. Command climate is the sum of the philosophy, values, procedures, and behaviors which are modeled, expected, and rewarded by the commander. Senior leaders must consider individual perceptions and their effects in establishing and maintaining a healthy command climate. At the core of the responsibility of senior level leaders is the need to develop, motivate, and coach subordinate leaders.

(3) Leaders at the direct level affect values and behavior by establishing day-to-day procedures, practices and working norms, by their personal example, and by building discipline, cohesion, motivation, consistency and fair play. By carrying out their responsibilities as outlined in paragraph 2–1, leaders strengthen individual values and commitment to the Army and bolster organizational productivity and growth. Leaders operating at this level have the most face-to-face contact with subordinates; therefore, they directly influence behavior of individuals and help to shape their values. The values leaders personally practice have a major impact in determining unit and organizational value systems.

### 2–2. Chief of Staff, Army—

The Chief of Staff, Army is responsible for General Officer Leadership and Leader Development policy and training.

### 2–3. The Assistant Secretary of the Army (Manpower and Reserve Affairs)—

As the Chairman of the Civilian Executive Resources Board (CERB) and as Secretary of the Army designee responsible for all aspects of the Senior Executive Service (SES) program, will prescribe policy for, and exercise oversight of, all aspects of leadership and leader development for the Senior Executive Service.

**2–4. Deputy Chief of Staff for Personnel (DCSPER) will—**

*a.* Exercise general staff supervision and responsibility for developing and promulgating Army leadership policies.

*b.* Serve as the Army Staff (ARSTAF) policy proponent for both military and civilian leadership.

*c.* Appoint points of contact (POCs) to coordinate with and advise DCSOPS and the Deputy Commandant, Command and General Staff College (CGSC), regarding leader development issues.

*d.* Participate in or support appropriate leadership and leader development conferences.

*e.* Coordinate and prioritize leadership research with special emphasis on the activities of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). Approve, schedule and conduct leadership research conferences to coordinate research of participating agencies and organizations and to review findings.

*f.* Evaluate leadership policies and programs as they affect units and organizations in the field. Approve, schedule and conduct leadership conferences, when appropriate, to integrate leadership and leader development policies, issues and programs.

*g.* Ensure that leadership and personnel management policies are synchronized with leader development policies. This will be done in coordination with the Deputy Chief of Staff for Operations and Plans (DCSOPS).

*h.* Serve as point of contact on the Civilian Executive Review Board (CERB) for issues relating to civilian leadership and leader development. Coordinate with ASA (MRA).

*i.* Serve as a permanent member of the Leader Development Decision Network (LDDN).

**2–5. Director, U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) will—**

*a.* Respond to leadership research priorities established by ODCSPER.

*b.* Provide general research support to those agencies charged with responsibilities for developing theory, concepts, doctrine, and policy in the fields of leadership and leader development.

*c.* Coordinate with other Defense research agencies to review and evaluate, as appropriate, research which relates to leadership and management.

*d.* Stay abreast of developments in leadership, and management theory and practice in other services and civilian organizations.

*e.* Actively participate in Army leadership, leadership research, and leader development conferences.

**2–6. Commanding General, U.S. Total Army Personnel Command (CG, PERSCOM) will—**

*a.* Ensure professional development programs for Army personnel, including schooling and assignment procedures, are consistent with Army leadership, leader development, and management policies.

*b.* Advise and assist the Leader Development Support System on leader development issues and policies as required.

*c.* Advise the DCSPER on probable consequences of implementation of personnel management policies on leadership policy and leader development policies.

*d.* Provide resource support as required to ensure continued core civilian leadership development through institutional training.

*e.* Participate in Army leadership, leadership research, and leader development conferences, as appropriate.

**2–7. Deputy Chief of Staff for Operations and Plans (DCSOPS) will—**

*a.* Exercise general staff responsibility for all policies and matters relating to individual and unit training.

*b.* Exercise direct responsibility for leader development policy for the Total Army.

*c.* Be ARSTAF proponent for the Leader Development Support System (LDSS).

*d.* Convene, on behalf of the Chief of Staff, the Leader Development Decision Network (LDDN), an integral part of the Leader Development Support System (LDSS), as needed. Serve as a permanent member of the LDDN.

*e.* Coordinate leader development actions with appropriate ARSTAF agencies and MACOMs.

*f.* Facilitate Leader Development Office (LDO) operations by tasking ARSTAF agencies and MACOMs with leader development actions, as appropriate. Assist LDO/CAL in coordinating and presenting the CSA Quarterly Leader Development Update.

*g.* Provide resource support as required to ensure sustained operation of LDO.

*h.* Coordinate with the DCSPER and Director of Management, Office of the Chief of Staff (OCSA (DM)) to ensure leadership and management policy and leader development policy, doctrine, and programs are consistent.

*i.* Participate in Army leadership, leadership research, and leader development conferences.

**2–8. Director of Management (DM), Office of the Chief of Staff, Army (OCSA) will—**

*a.* Perform as Army Staff proponent for Total Army Quality (TAQ) and Army Regulation 5–1.

*b.* Coordinate with DCSPER to ensure that appropriate components of TAQ are included in Army leadership policy.

*c.* Coordinate with DCSOPS to ensure that appropriate components of TAQ are included in Army leader development policy.

**2–9. The Inspector General (TIG), as the confidential representative of the commander, will, at the commander's direction—**

*a.* assess or investigate alleged violations of the Army's professional ethic.

*b.* assist the commander in teaching and training leaders on the fundamental tenets of the Army ethic.

**2–10. The Judge Advocate General (TJAG) will—**

*a.* Perform as the primary staff assistant to the Army Chief of Staff in carrying out his responsibilities for the Department of Defense ethics program.

*b.* Maintain the Standards of Conduct Office (SOCO) to manage two critical elements of the ethics program: compliance with requirements and support to the field commands.

*c.* Integrate leadership training in courses of instruction at The Judge Advocate General's School (TJAGSA).

**2–11. Chief of Military History will—**

*a.* Produce historical publications on topics bearing on leadership and leader development.

*b.* Conduct historical research, prepare bibliographies, and develop and present narrative and other accounts on leadership and leader development topics.

*c.* Develop and assist Army museums in developing historical exhibits on leadership and leader development topics.

**2–12. Major Army Command (MACOM) commanders will—**

*a.* Ensure unit level leadership training and leader development are conducted for assigned Active Component (AC) and Reserve Component (RC) Forces and Army civilians.

*b.* Supervise in-unit leadership training of Individual Ready Reserve and Individual Mobilization Augmentee personnel assigned or attached to AC or RC units.

*c.* As appropriate, incorporate Total Army Quality in training and courses of instruction for military and civilian leaders.

*d.* Participate in leadership, leadership research, and leader development conferences, as appropriate.

*e.* As an integral part of the LDSS, provide recommendations and feedback concerning leadership and leader development issues and programs to ODCSPER, ODCSOPS, or USACGSC, as appropriate.

**2–13. Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC) will—**

*a.* Develop Army leadership and leader development operational concepts, doctrine, and programs in coordination with HQDA and based upon Army leadership theory.

*b.* Integrate Army leadership doctrine in all training programs in service schools and training centers for commissioned and warrant officers, noncommissioned officers, and Army civilians at progressive and sequential phases of career development.

*c.* Manage all leadership education and training programs of instruction, to include development and implementation of leadership assessment policy, in TRADOC service schools and training centers.

*d.* Monitor the development and implementation of Developmental Leadership Assessment training support packages for officer, warrant officer, noncommissioned officer, and Army civilian leadership training programs.

*e.* Conduct precommissioning leadership instruction for ROTC, OCS and NDCC.

*f.* Exercise command oversight of the TRADOC elements of the Leader Development Support System.

*g.* Participate in leadership, leadership research, and leader development conferences.

*h.* Serve as a permanent member of the LDDN.

**2–14. Commanding General, Combined Arms Command (CG, CAC) will—**

*a.* Serve as the TRADOC proponent for leadership, leader development, and leadership assessment.

*b.* Provide guidance and support for leadership, leader development, and leadership research conferences.

**2–15. Deputy Commandant, U.S. Army Command and General Staff College (DC, USACGSC) will—**

*a.* Serve as executive agent for leader development theory, concepts, doctrine, policy and programs for the Total Army.

*b.* Administer, as the executive agent for the CSA for leader development, the Leader Development Support System (LDSS) and the Leader Development Decision Network (LDDN).

*c.* Monitor of all elements of the leader development process: education/training; experience; assessments; feedback; remediation/reinforcement; evaluation; and selection for promotion, and positions of greater responsibility to determine ways to improve the process.

*d.* Ensure coordination and appropriate integration among commissioned officer, warrant officer, noncommissioned officer, civilian, and reserve component leader development programs occurs.

*e.* Ensure Army-wide coordination, integration, and execution of leader development matters through the LDSS.

*f.* Provide guidance and support for leadership, leader development, and leadership research conferences.

*g.* Serve as a permanent member of the LDDN.

*h.* Present an update of leader development action plans and other leader development initiatives to CSA quarterly.

*i.* Provide status of leader development initiatives to strategic Army leaders.

*j.* Conduct instruction in leadership and ethics for the Command and General Staff Officer Course, Precommand Course, Division Commander/Assistant Division Commander Course, and other courses as directed.

*k.* Facilitate the coordination and integration of research, concepts and doctrine development, training, and evaluation in all areas of leadership. This will be accomplished in coordination with DCSPER.

*l.* Coordinate closely with service schools, training centers, USAWC, AMSC, USAR schools, ARNG state military academies, and precommissioning schools (USMA, ROTC, OCS) to achieve an integrated, progressive, and sequential leadership and ethics instruction program.

*m.* Assist in the integration of approved leadership and leader development doctrine into Army-wide programs of instruction.

*n.* Establish and maintain close coordination with service schools, the research community, the civilian academic community, other services and services of other countries to monitor and evaluate research and studies in leadership, ethics, cohesion, leader development, and leadership assessment.

*o.* Develop and provide training support materials on leadership, leader development, leadership assessment, and ethics to all Army service schools, training centers under TRADOC, and other Army organizations.

*p.* Review and evaluate leadership education and training curricula in TRADOC service schools and training centers. Provide assistance in the review and evaluation of leadership curricula to service schools not under TRADOC, as requested.

*q.* Provide recommendations, as requested, on requirements for Army leadership instructor education.

*r.* Develop and conduct leadership training for Army civilians at the intern, supervisor, manager levels, as directed by TRADOC.

*s.* Design, field, and monitor programs that support Army-wide leader development (e.g., Military Qualification Standards system, leader development action plans, leadership assessment programs, doctrine publication, etc.).

*t.* Monitor the civilian sector for applicable leadership training services. This will be accomplished in coordination with DCSPER, DCSOPS, and OCSA(DM). Evaluate potential training packages and incorporate them into leadership curricula as appropriate.

*u.* Serve as the proponent for leadership assessment for the Army and serve as executive agent for CG, CAC, for the TRADOC Developmental Leadership Assessment program. This will be accomplished in coordination with DCSPER and DCSOPS. Design, field, and monitor leadership assessment programs that contribute to Total Army leader development in institutional training, operational assignments, and self development. Coordinate with Army agencies which are using assessment techniques to include Cadet Command, USMA, USAWC, AMSC and USASMA.

*v.* Develop programs in accordance with established Army standards that will enhance the communication skills (reading, writing and listening) of leaders Army-wide. This will be done in coordination with the Office of the Chief of Public Affairs (OCPA); Commander, TRADOC; Commander, PERSCOM; and Commandant, USASMA.

*w.* Assess and focus leader development issues and conduct special studies where required.

*x.* Evaluate impact of proposed Army policies on leader development when appropriate.

*y.* Participate in leadership, leader development and leadership research conferences.

**2–16. Commandant, U.S. Army War College (USAWC) will—**

*a.* Conduct instruction in command, leadership and management for all USAWC resident and non-resident students. Coordinate with the Center for Army Leadership (CAL) to ensure this instruction is integrated with and linked progressively and sequentially to leadership instruction in TRADOC schools.

*b.* Develop and manage a leadership assessment program to assist USAWC resident and non-resident students with personal and professional development.

*c.* Assist the General Officer Management Office (GOMO) in the training and professional development of general officers. This will be achieved by providing tailored instruction; coordination for access to wargaming and simulations relating to follow-on assignments; and advice on curricula, educational objectives, and study materials at other schools educating general officers.

*d.* Establish and maintain liaison with ODCSPER, CAL, ARI, and other agencies, as needed, to ensure coordination of leadership assessment, research, and instructional activities at USAWC with the TRADOC program of leadership assessment and development, leadership instruction in TRADOC schools, the development of Army leadership doctrine, and the overall leadership research program.

*e.* Provide research consultation and other assistance on request.

*f.* Participate actively in Army leadership, leadership research, and leader development conferences.

**2–17. Commandant, U.S. Army Sergeants Major Academy (USASMA) will—**

*a.* Design and develop course and training materials to support the NCOES and, as appropriate, functional courses.

*b.* Conduct doctrine-based instruction in command, leadership, and management for all USASMA resident students.

*c.* Develop and export doctrine-based instruction in command, leadership, and management for all USASMA non-resident students.

*d.* As appropriate, manage a developmental leadership assessment program that integrates CAL initiatives with the requirements for trained noncommissioned officer leaders.

*e.* Establish and maintain liaison with CAL, HQ TRADOC, and NCO Academies to ensure cohesiveness of training programs.

*f.* Provide consultation on the NCOES to Army leadership and develop leadership training support materials for noncommissioned officers in coordination with CAL.

*g.* Participate actively in Army leadership, leader development, and leadership research conferences.

**2–18. Commandant, U.S. Army Management Staff College (AMSC) will—**

*a.* Conduct instruction in command, leadership, and management for all AMSC resident and non-resident students.

*b.* Develop and manage a developmental leadership assessment program that integrates CAL initiatives with the requirements of the Army sustaining base.

*c.* Promote the bonding of civilian and military leaders, thereby enhancing the cohesiveness of the Total Army Team.

*d.* Establish and maintain liaison with ODCSPER, CAC, USAWC, CAL and other agencies to ensure coordination between AMSC and TRADOC programs of leadership instruction and development of Army leadership doctrine.

*e.* Monitor and evaluate ongoing research in the areas of leadership and management.

*f.* Provide advice in support of research pertaining to the sustaining base, as required.

*g.* Participate actively in Army leadership, leader development, and leadership research conferences.

**2–19. Commanding General, U.S. Army Health Services Command (CG, USAHSC) will—**

*a.* Integrate Army leadership doctrine in all education and training programs of instruction at the U.S. Army Medical Department Center and School.

*b.* Develop and manage a developmental leadership assessment program at the U.S. Army Medical Department Center and School.

*c.* Participate in Army leadership, leader development and leadership research conferences, as appropriate.

**2–20. Commandant, U.S. Army Warrant Officer Career Center (PROV) (USAWOCC) will—**

*a.* In coordination with CAL, design and develop courseware that is linked to Army leadership concepts, doctrine, and policy to support the Warrant Officer Education System (WOES).

*b.* Conduct instruction in management, leadership, and leader development that is linked to Army leadership concepts, doctrine, and policy for all Warrant Officer Education System (WOES) courses.

*c.* Develop and export instruction in leadership and management for use at WOCS-RC.

*d.* Establish and maintain liaison with CAL, HQ TRADOC, CAL proponent schools, CASCOM proponent schools, and RC Warrant Officer schools to ensure leadership education and training programs are synchronized.

*e.* Provide advice to Army leadership on the WOES and warrant officer leadership training and education and leader development issues.

*f.* Actively participate in Army leadership workshops/conferences.

**2–21. Director, Walter Reed Army Institute for Research (WRAIR) will—**

*a.* Coordinate with ARI on leadership and cohesion aspects of medical research, particularly the prevention and treatment of combat stress and psychiatric casualties. Provide results or executive summary to CAL of all studies on leaders, leadership, and leader development.

*b.* Provide research support to the DCSPER upon request.

*c.* Participate in Army leadership, leader devlopment, and leadership research conferences.

**2–22. Superintendent, United States Military Academy (USMA) will—**

*a.* Conduct precommissioning leader development and leadership instruction for the U.S. Corps of Cadets.

*b.* Establish and maintain liaison with ODCSPER, CAL, ARI, and other agencies as needed, to ensure coordination of leadership instructional activities at USMA with other precommissioning programs and with TRADOC leadership instruction.

*c.* Provide consultation, research, and other assistance in support of other Army leadership agencies consistent with available resources and with the Academy's mission.

*d.* Participate actively in Army leadership, leader development, and leadership research conferences, and assist CAL in the development of Army leadership doctrine and training support materials.

**2–23. Chief of Chaplains will—**

*a.* Provide advice and assistance to Army leaders so that they will be equipped to fulfill their spiritual, religious, and moral leadership responsibilities for the Army.

*b.* Address the moral, social, ethical and spiritual dimensions of soldiers' and civilian actions in war and during peace through the Commander's Moral Leadership Training Program.

**2–24. Chief, National Guard Bureau (CNGB), will—**

In conjunction with ODCSPER, ODCSOPS, TRADOC, FORSCOM, and OCAR recommend, establish, and promulgate Army policies for leadership training and education and leader development for the Army National Guard, Active Guard and Reserve, and Military Technician soldiers.

**2–25. State Adjutants General (Commanders, State Area Commands, Army National Guard [ARNG]) will—**

Conduct leadership training and education and leader development in OCS, NCOES and other training programs in State Military Academies for military personnel.

**2–26. Chief, Army Reserve (CAR) will—**

In conjunction with ODCSPER, ODCSOPS, TRADOC, FORSCOM, and NGB recommend, establish, and promulgate Army policies for leadership training and education and leader development for Individual Mobilization Augmentee, Active Reserve, and Individual Ready Reserve soldiers.

## Appendix A
## References

### Section I
### Required Publications

**AR 5–1**
Army Management Philosophy.(Cited in para 2-8.)

### Section II
### Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this publication.

**AR 10–5**
Organization and Functions: Department of the Army

**AR 10–7**
Organization and Functions: United States Army Research Institute for the Behavioral and Social Sciences

**AR 10–17**
Organization and Functions: The United States Total Army Personnel Command

**AR 10–87**
Major Army Commands in the Continental United States

**AR 600–20**
Army Command Policy

**AR 600–83**
The New Manning System -COHORT Unit Replacement System *Army Command and Management Theory and Practice,* 1991-1992, US Army War College, Carlisle Barracks, PA

**AR 690–400**
Civilian Personnel Employee Performance and Utilization

**AR 690–900**
Senior Executive Service

**AR 690–950**
Civilian Personnel Management Directorate

**DA Pam 600–3**
Commissioned Officer Professional Development

**DA Pam 600–11**
Warrant Officer Professional Development

**DA Pam 600–25**
US Army Noncommisioned Officer Professional Development Guide

**DA Pam 600–32**
Leader Development for the Total Army - The Enduring Legacy

**DA Pam 600–50**
White Paper 1985--Leadership Makes the Difference

**DA Pam 600–80**
Executive Leadership

**FM 22–100**
Military Leadership

**FM 22–101**
Leadership Counseling

**FM 22–102**
Soldier Team Development

**FM 22–103**
Leadership and Command at Senior Levels

**FM 25–100**
Training the Force

**FM 25–101**
Battle Focused Training

**FM 100–1**
The Army

**FM 100–5**
Operations

**NGR 10–2**
Organizations and Functions: State Area Command, Army National Guard

### Section III
### Prescribed Forms

No entries in this section.

### Section IV
### Referenced Forms

No entries in this section.

## Glossary

### Section I
### Abbreviations

**ACTEDS**
Army Civilian Training Education and Development System

**AMSC**
Army Management Staff College

**ARI**
Army Research Institute for the Behavioral and Social Sciences

**ARNG**
Army National Guard

**ARSTAF**
Army Staff

**CAC**
Combined Arms Command

**CAL**
Center for Army Leadership

**CAR**
Chief, Army Reserve

**CERB**
Civilian Executive Resources Board

**CG**
Commanding General

**CGSC**
Command and General Staff College

**CPMD**
Civilian Personnel Management Directorate

**CSA**
Chief of Staff, Army

**DCSOPS**
Deputy Chief of Staff for Operations and Plans

**DCSPER**
Deputy Chief of Staff for Personnel

**DM**
Director of Management

**FM**
Field Manual

**GOMO**
General Officer Management Office

**HQDA**
Headquarters Department of the Army

**IMA**
Individual Mobilization Augmentee

**IRR**
Individual Ready Reserve

**LDAP**
Leader Development Action Plan

**LDDN**
Leader Development Decision Network

**LDO**
Leader Development Office

**LDSS**
Leader Development Support System

**MACOM**
Major Army Command

**NCOES**
Noncommissioned Officer Education System

**NCO**
Noncommissioned Officer

**NDCC**
National Defense Cadet Corps

**OCPA**
Office of the Chief of Public Affairs

**OCS**
Officer Candidate School

**OCSA**
Office of the Chief of Staff, Army

**ODCSOPS**
Office of the Deputy Chief of Staff for Operations

**ODCSPER**
Office of the Deputy Chief of Staff for Personnel

**PERSCOM**
United States Total Army Personnel Command

**RC**
Reserve Component

**ROTC**
Reserve Officer Training Corps

**SES**
Senior Executive Service

**SOCO**
Standards of Conduct Office

**TAQ**
Total Army Quality

**TDA**
Table of Distribution Allowances

**TJAG**
The Judge Advocate General

**TJAGSA**
The Judge Advocate General's School

**TRADOC**
Training and Doctrine Command

**US**
United States

**USACGSC**
United States Army Command and General Staff College

**USAHSC**
United States Army Health Services Command

**USAR**
United States Army Reserve

**USASMA**
United States Army Sergeants Major Academy

**USAWC**
United States Army War College

**USMA**
United States Military Academy

**WOES**
Warrant Officer Education System

**WRAIR**
Walter Reed Army Institute for Research

### Section II
### Terms

**Army Civilian Training Education and Development System**
A system that ensures planned development of civilians through a blending of progressive and sequential operational assignments, institutional training, and self-development for individuals as they progress from entry level to key positions.

**Climate**
The state of morale and level of satisfaction of members of an organization.

**Concept**
An idea or notion expressing how a task or mission might be done or accomplished. Concept development is based on theory and precedes the development of doctrine.

**Culture**
The values, beliefs, norms, rules and environment that significantly influence how an organization operates.

**Developmental Leadership Assessment Training**
Training Support Packages that teach leaders to identify and analyze subordinate leader behaviors and how to provide feedback and developmental counseling.

**Doctrine**
Fundamental principles by which military forces or elements thereof guide their actions. Doctrine evolves from theory and concepts based on values, beliefs, historical perspective, experience and research.

**Individual Values**
Values are attitudes about the worth or importance of people, concepts, or material items. Values influence behavior because they are used to decide between and among alternatives. The four individual values that all Army members are expected to possess are courage, candor, competence, and commitment.

**Leader Development**
The process of developing or promoting the growth of confident, competent military and civilian leaders who understand and are able to exploit the full potential of present and future doctrine. Leader development is a continuous and cumulative process of education/training, experience, assessment, remediation/reinforcement and feedback. It also involves evaluating and selecting individuals for promotion, positions of greater responsibility, and additional duties. It is an integrated, progressive, and sequential process which emphasizes three pillars. They are institutional training, operational assignments, and self-development.

**Leader Development Decision Network (LDDN)**
A network of organizations which is constituted to consider and recommend action on leader development issues. At a minimum, it consists of a General Officer Steering Committee (GOSC), a Council of Colonels, and an Action Officer Committee. Permanent members include the DCSOPS, DCSPER, CG, TRADOC, and Deputy Commandant, CGSC. Temporary members will consist of those organizations with the need, expertise, and resources to participate in issue development and/or execution. Potential temporary members of the LDDN could include branch/functional area proponents, MACOMs, HQDA staff agencies, and other organizations and activities, as appropriate. Convened, as required, by the DCSOPS, on behalf of the CSA.

**Leader Development Office (LDO)**
The LDO is organized under direction of the Deputy Commandant, USACGSC; it serves as the Deputy Commandant's staff in his role as executive agent for Army leader development. LDO assesses, develops, coordinates, and monitors leader development issues from concept through completion.

**Leader Development Support System (LDSS)**
A system consisting of three components: CSA/senior commanders; the Deputy Commandant, USACGSC/CAL; and the LDDN. The mission of the LDSS is to provide systematic means to monitor and accommodate the effects of change on Army leader development; to assess, develop, coordinate, and prepare leader development actions for decision and implementation; to ensure leader development issues are integrated and resolved at the appropriate level; and to sustain leader development efforts into the future.

**Leadership Assessment**
A structured process that focuses on developing leaders by using multiple observations and frequent feedback sessions. Assessment provides information about a leader's readiness or potential to lead effectively in a particular position or level within the Army.

**Leadership**
The process of influencing others to accomplish the mission by providing purpose, direction, and motivation. Leadership is also the product of the leader development process.

**Policy**
A broad guide or principle used by an organization to select a definite course or method of action or to guide and determine present and future decisions. Policy sets the context for what an organization is to accomplish. Policy should be based on doctrine.

**The Professional Army Ethic**
A statement of those institutional values and principles of conduct that provide the moral framework within which military action takes place. The professional Army ethic consists of four fundamental and enduring values of loyalty, duty, selfless service, and integrity. Additional information on the professional Army ethic can be found in FM 100-1.

**Self-development**
A planned, progressive, and sequential program followed by leaders to enhance and sustain competencies. Self-development consists of individual study, research, professional reading, practice and self-assessment.

## Section III
## Special Abbreviations and Terms

There are no entries in this section.

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