

Performance Indicators

This assessment tool lists indicators for you to use to assess the leadership of yourself and others based on these leadership dimensions.

VALUES

LOYALTY

1. Leaders who demonstrate loyalty—

- Bear true faith and allegiance in the correct order to the Constitution, your Service, and the organization.
- Observe higher headquarters' priorities.
- Work within the system without manipulating it for personal gain.

DUTY

2. Leaders who demonstrate devotion to duty—

- Fulfill obligations—professional, legal, and moral.
- Carry out mission requirements.
- Meet professional standards.
- Set the example.
- Comply with policies and directives.
- Continually pursue excellence.

RESPECT

3. Leaders who demonstrate respect—

- Treat people as they should be treated.
- Create a climate of fairness and equal opportunity.
- Are discreet and tactful when correcting or questioning others.
- Show concern for and make an effort to check on the safety and well-being of others.
- Are courteous.
- Don't take advantage of positions of authority.

SELFLESS SERVICE

4. Leaders who demonstrate selfless service—

- Put the welfare of the nation, your Service, the organization, and subordinates before their own.
- Sustain team morale.
- Share subordinates' hardships.
- Give credit for success to others and accept responsibility for failure themselves.

HONOR

5. Leaders who demonstrate honor—

- Live up to Service values.
- Don't lie, cheat, steal, or tolerate those actions by others.

INTEGRITY

6. Leaders who demonstrate integrity—

- Do what is right legally and morally.
- Possess high personal moral standards.
- Are honest in word and deed.
- Show consistently good moral judgment and behavior.
- Put being right ahead of being popular.

PERSONAL COURAGE

7. Leaders who demonstrate personal courage—

- Show physical and moral bravery.
- Take responsibility for decisions and actions.
- Accept responsibility for mistakes and shortcomings.

ATTRIBUTES

MENTAL ATTRIBUTES

1. Leaders who demonstrate desirable mental attributes—
 - Possess and display will, self-discipline, initiative, judgment, self-confidence, intelligence, common sense, and cultural awareness.
 - Think and act quickly and logically, even when there are no clear instructions or the plan falls apart.
 - Analyze situations.
 - Combine complex ideas to generate feasible courses of action.
 - Balance resolve and flexibility.
 - Show a desire to succeed; do not quit in the face of adversity.
 - Do their fair share.
 - Balance competing demands.
 - Embrace and use the talents of all members to build team cohesion.

PHYSICAL ATTRIBUTES

2. Leaders who demonstrate desirable physical attributes—
 - Maintain an appropriate level of physical fitness and military bearing.
 - Present a neat and professional appearance.
 - Meet established norms of personal hygiene, grooming, and cleanliness.
 - Maintain Service height and weight standards
 - Render appropriate military and civilian courtesies.
 - Demonstrate nonverbal expressions and gestures appropriate to the situation.
 - Are personally energetic.
 - Cope with hardship.
 - Complete physically demanding endeavors.
 - Continue to function under adverse conditions.
 - Lead by example in performance, fitness, and appearance.

EMOTIONAL ATTRIBUTES

3. Leaders who demonstrate appropriate emotional attributes—
- Show self-confidence.
 - Remain calm during conditions of stress, chaos, and rapid change.
 - Exercise self-control, balance, and stability.
 - Maintain a positive attitude.
 - Demonstrate mature, responsible behavior that inspires trust and earns respect.

SKILLS

INTERPERSONAL SKILLS

- B-12. Leaders who demonstrate interpersonal skills—
- * Coach, teach, counsel, motivate, and empower subordinates.
 - * Readily interact with others.
 - * Earn trust and respect.
 - * Actively contribute to problem solving and decision making.
 - * Are sought out by peers for expertise and counsel

CONCEPTUAL SKILLS

- B-13. Leaders who demonstrate conceptual skills—
- * Reason critically and ethically.
 - * Think creatively.
 - * Anticipate requirements and contingencies.
 - * Improvise within the commander's intent.
 - * Use appropriate reference materials.
 - * Pay attention to details.

TECHNICAL SKILLS

- B-14. Leaders who demonstrate technical skills—
- * Possess or develop the expertise necessary to accomplish all assigned tasks and functions.
 - * Know standards for task accomplishment.
 - * Know the tactics, techniques, and procedures that support the organization's mission.

- * Know the tasks that support the organization's mission.
- * Prepare clear, concise orders.
- * Master basic job skills.
- * Know how to use and maintain equipment.
- * Know how and what to inspect or check.
- * Use technology, especially information technology, to enhance communication.

TACTICAL SKILLS

B-15. Leaders who demonstrate tactical skills—

- * Know how to apply warfighting doctrine within the commander's intent.
- * Apply their professional knowledge, judgment, and warfighting skill at the appropriate leadership level.
- * Combine and apply skill with people, ideas, and things to accomplish short-term missions.
- * Apply skill with people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, stability, and support actions.

ACTIONS

INFLUENCING

B-16. Leaders who influence—

- * Use appropriate methods to reach goals while operating and improving.
- * Motivate subordinates to accomplish assigned tasks and missions.
- * Set the example by demonstrating enthusiasm for—and, if necessary, methods of—accomplishing assigned tasks.
- * Make themselves available to assist peers and subordinates.
- * Share information with subordinates.
- * Encourage subordinates and peers to express candid opinions.
- * Actively listen to feedback and act appropriately based on it.
- * Mediate peer conflicts and disagreements.
- * Tactfully confront and correct others when necessary.
- * Earn respect and obtain willing cooperation of peers, subordinates, and superiors.
- * Challenge others to match their example.
- * Take care of subordinates and their families, providing for their health, welfare, morale, and training.

- * Are persuasive in peer discussions and prudently rally peer pressure against peers when required.
- * Provide a team vision for the future.
- * Shape the organizational climate by setting, sustaining, and ensuring a values-based environment.

Communicating

B-17. Leaders who communicate effectively—

- * Display good oral, written, and listening skills.
- * Persuade others.
- * Express thoughts and ideas clearly to individuals and groups.

B-18. Oral Communication. Leaders who effectively communicate orally—

- * Speak clearly and concisely.
- * Speak enthusiastically and maintain listeners' interest and involvement.
- * Make appropriate eye contact when speaking.
- * Use gestures that are appropriate but not distracting.
- * Convey ideas, feelings, sincerity, and conviction.
- * Express well-thought-out and well-organized ideas.
- * Use grammatically and doctrinally correct terms and phrases.
- * Use appropriate visual aids.
- * Act to determine, recognize and resolve misunderstandings.
- * Listen and watch attentively; make appropriate notes; convey the essence of what was said or done to others.
- * React appropriately to verbal and nonverbal feedback.
- * Keep conversations on track.

B-19. Written Communication. Leaders who effectively communicate in writing—

- * Are understood in a single rapid reading by the intended audience.
- * Use correct grammar, spelling, and punctuation.
- * Have legible handwriting.
- * Put the "bottom line up front."
- * Use the active voice.
- * Use an appropriate format, a clear organization, and a reasonably simple style.
- * Use only essential acronyms and spell out those used.
- * Stay on topic.

- * Correctly use facts and data.

Decision Making

B-20. Leaders who make effective, timely decisions—

- * Employ sound judgment and logical reasoning.
- * Gather and analyze relevant information about changing situations to recognize and define emerging problems.
- * Make logical assumptions in the absence of facts.
- * Uncover critical issues to use as a guide in both making decisions and taking advantage of opportunities.
- * Keep informed about developments and policy changes inside and outside the organization.
- * Recognize and generate innovative solutions.
- * Develop alternative courses of action and choose the best course of action based on analysis of their relative costs and benefits.
- * Anticipate needs for action.
- * Relate and compare information from different sources to identify possible cause-and-effect relationships.
- * Consider the impact and implications of decisions on others and on situations.
- * Involve others in decisions and keep them informed of consequences that affect them.
- * Take charge when in charge.
- * Define intent.
- * Consider contingencies and their consequences.
- * Remain decisive after discovering a mistake.
- * Act in the absence of guidance.
- * Improvise within commander's intent; handle a fluid environment.

Motivating

B-21. Leaders who effectively motivate—

- * Inspire, encourage, and guide others toward mission accomplishment.
- * Don't show discouragement when facing setbacks.
- * Attempt to satisfy subordinates' needs.
- * Give subordinates the reason for tasks.
- * Provide accurate, timely, and (where appropriate) positive feedback.

- * Actively listen for feedback from subordinates.
- * Use feedback to modify duties, tasks, requirements, and goals when appropriate.
- * Recognize individual and team accomplishments and reward them appropriately.
- * Recognize poor performance and address it appropriately.
- * Justly apply disciplinary measures.
- * Keep subordinates informed.
- * Clearly articulate expectations.
- * Consider duty positions, capabilities, and developmental needs when assigning tasks.
- * Provide early warning to subordinate leaders of tasks they will be responsible for.
- * Define requirements by issuing clear and concise orders or guidance.
- * Allocate as much time as possible for task completion.
- * Accept responsibility for organizational performance. Credit subordinates for good performance. Take responsibility for and correct poor performance.

OPERATING

B-22. Leaders who effectively operate—

- * Accomplish short-term missions.
- * Demonstrate tactical and technical competency appropriate to their rank and position.
- * Complete individual and unit tasks to standard, on time, and within the commander's intent.

Planning and Preparing

B-23. Leaders who effectively plan—

- * Develop feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future missions.
- * Use forward planning to ensure each course of action achieves the desired outcome.
- * Use reverse planning to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence.
- * Determine specified and implied tasks and restate the higher headquarters' mission in terms appropriate to the organization.

- * Incorporate adequate controls such as time phasing; ensure others understand when actions should begin or end.
- * Adhere to the "1/3–2/3 Rule"; give subordinates time to plan.
- * Allocate time to prepare and conduct rehearsals.
- * Ensure all courses of action accomplish the mission within the commander's intent.
- * Allocate available resources to competing demands by setting task priorities based on the relative importance of each task.
- * Address likely contingencies.
- * Remain flexible.
- * Coordinate plans with higher, lower, adjacent, and affected organizations.
- * Personally arrive on time and meet deadlines; require subordinates and their organizations to accomplish tasks on time.
- * Delegate all tasks except those they are required to do personally.
- * Schedule activities so the organization meets all commitments in critical performance areas.
- * Recognize and resolve scheduling conflicts.
- * Notify peers and subordinates as far in advance as possible when their support is required.
- * Use some form of a personal planning calendar to organize requirements.

Executing

B-24. Leaders who effectively execute—

- * Use technical and tactical skills to meet mission standards, take care of people, and accomplish the mission with available resources.
- * Perform individual and collective tasks to standard.
- * Execute plans, adjusting when necessary, to accomplish the mission.
- * Encourage initiative.
- * Keep higher and lower headquarters, superiors, and subordinates informed.
- * Keep track of people and equipment.
- * Make necessary on-the-spot corrections.
- * Adapt to and handle fluid environments.
- * Fight through obstacles, difficulties, and hardships to accomplish the mission.
- * Keep track of task assignments and suspenses; adjust

assignments, if necessary; follow up.

Assessing

B-25. Leaders who effectively assess—

- * Use assessment techniques and evaluation tools (especially AARs) to identify lessons learned and facilitate consistent improvement.
- * Establish and employ procedures for monitoring, coordinating, and regulating subordinates' actions and activities.
- * Conduct initial assessments when beginning a new task or assuming a new position.
- * Conduct IPRs.
- * Analyze activities to determine how desired end states are achieved or affected.
- * Seek sustainment in areas when the organization meets the standard.
- * Observe and assess actions in progress without oversupervising.
- * Judge results based on standards.
- * Sort out important actual and potential problems.
- * Conduct and facilitate AARs; identify lessons.
- * Determine causes, effects, and contributing factors for problems.
- * Analyze activities to determine how desired end states can be achieved ethically.

IMPROVING

B-26. Leaders who effectively improve the organization—

- * Sustain skills and actions that benefit themselves and each of their people for the future.
- * Sustain and renew the organization for the future by managing change and exploiting individual and institutional learning capabilities.
- * Create and sustain an environment where all leaders, subordinates, and organizations can reach their full potential.

Developing

B-27. Leaders who effectively develop—

- * Strive to improve themselves, subordinates, and the organization.
- * Mentor by investing adequate time and effort in counseling, coaching, and teaching their individual subordinates and subordinate leaders.
- * Set the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics.
- * Create a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance.
- * Design tasks to provide practice in areas of subordinate leaders' weaknesses.
- * Clearly articulate tasks and expectations and set realistic standards.
- * Guide subordinate leaders in thinking through problems for themselves.
- * Anticipate mistakes and freely offer assistance without being overbearing.
- * Observe, assess, counsel, coach, and evaluate subordinate leaders.
- * Motivate subordinates to develop themselves.
- * Arrange training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness.
- * Balance the organization's tasks, goals, and objectives with subordinates' personal and professional needs.
- * Develop subordinate leaders who demonstrate respect for natural resources and the environment.
- * Act to expand and enhance subordinates' competence and self-confidence.
- * Encourage initiative.
- * Create and contribute to a positive organizational climate.
- * Build on successes.
- * Improve weaknesses.

Building

B-28. Leaders who effectively build—

- * Spend time and resources improving the organization.
- * Foster a healthy ethical climate.
- * Act to improve the organization's collective performance.

- * Comply with and support organizational goals.
- * Encourage people to work effectively with each other.
- * Promote teamwork and team achievement.
- * Are examples of team players.
- * Offer suggestions, but properly execute decisions of the chain of command and SEL support channel—even unpopular ones—as if they were their own.
- * Accept and act on assigned tasks.
- * Volunteer in useful ways.
- * Remain positive when the situation becomes confused or changes.
- * Use the chain of command and SEL support channel to solve problems.
- * Support equal opportunity.
- * Prevent sexual harassment.
- * Participate in organizational activities and functions.
- * Participate in team tasks and missions without being requested to do so.
- * Establish an organizational climate that demonstrates respect for the environment and stewards natural resources.

Learning

B-29. Leaders who effectively learn—

- * Seek self-improvement in weak areas.
- * Encourage organizational growth.
- * Envision, adapt, and lead change.
- * Act to expand and enhance personal and organizational knowledge and capabilities.
- * Apply lessons learned.
- * Ask incisive questions.
- * Envision ways to improve.
- * Design ways to practice.
- * Endeavor to broaden their understanding.
- * Transform experience into knowledge and use it to improve future performance.
- * Make knowledge accessible to the entire organization.
- * Exhibit reasonable self-awareness.
- * Take time off to grow and recreate.
- * Embrace and manage change; adopt a future orientation.
- * Use experience to improve themselves and the organization.