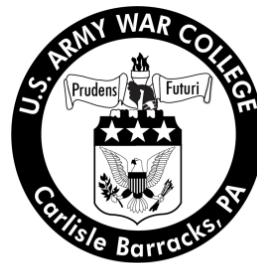


Strategy Research Project

Developing Leaders for Army 2020

by

Colonel David A. Lesperance
United States Army



United States Army War College
Class of 2012

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USAWC STRATEGY RESEARCH PROJECT

DEVELOPING LEADERS FOR ARMY 2020

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ABSTRACT

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Every officer in the United States Army is required to complete a Multi-Source Assessment and Feedback survey (MSAF/360) every three years in accordance with Army Regulation 350-1, to enhance self-awareness and enable officers to be more effective leaders. Enhanced self-awareness through the use of MSAF/360 survey instruments is most effective when feedback has been received by the officer and the officer develops an individual developmental action plan to improve their leadership behaviors. The current MSAF/360 system needs modification for raters to fully realize the benefit this type of assessment can produce in the development of Army talent. Senior leaders set conditions for leader development in their organizations. By understanding their own identity, senior leaders with enhanced self-awareness, create command climates where leader development flourishes.

DEVELOPING LEADERS FOR ARMY 2020

I believe that multi-dimensional feedback is an important component to holistic leader development. By encouraging input from peers, subordinates and superiors alike, leaders can better "see themselves" and increase self-awareness. A 360-degree approach applies equally to junior leaders at the squad, platoon, and company level as well as to senior leaders. The ability to receive honest and candid feedback, in an anonymous manner, is a great opportunity to facilitate positive leadership growth.

— GENERAL Ray Odierno
Chief of Staff of the Army

The Fiscal Year 2013 Department of Defense (DoD) budget submission requires the joint force to conduct a detailed analysis of the ends, ways and means to accomplish assigned roles and missions. Based upon an assessment of the reduced means the Department of Defense (DoD) will be allocated by Congress for fiscal year 2013 (FY13) and beyond, the President and Secretary of Defense (Secdef) outlined a new national defense strategy, altering national ends and ways to match our national means to secure the nation. This new national defense strategy requires a leaner, more agile joint force to accomplish national security objectives.¹ This new national defense strategy alters the worldwide orientation of the United States; national security interests and priorities are shifting toward Southeast Asia and the Pacific Rim, with continued emphasis in the Middle East.²

New national defense strategies and priorities create "bill payers," and the Army will pay its portion of the joint force burden as DoD adjusts the joint force composition to meet resource realities. As directed by the President and Secdef, the Army will reduce

end strength by 70,000 Soldiers over the next five years, with a reduction of eight Brigade Combat Teams over this same time period.³ Army senior leaders and force managers will have to be more creative in designing the future force and in the accomplishment of assigned missions when developing systems and procedures to properly reduce personnel and leader levels to meet end strength directives. As the Army draws down end strength, a challenge arises for force managers to procure and retain the best leaders for continued service. Quality officer procurement standards and initiatives, as well as tightened retention standards, will ensure the Army retains the best leaders for future service, and provides highly qualified combat veterans to the reserve component. The preservation of talent in the reserve component will create options for the Army and joint force, for use when required.

Systems to identify and cultivate talent need to be created or enhanced to ensure the best leaders in our service remain after force reductions, so that the most adaptive, intelligent, creative and flexible leaders are available to lead Joint Force 2020 as strategic leaders.⁴ Developing and administering these systems will be a significant challenge for all senior leaders in the Army and will require renewed focus and emphasis on leader development programs in organizations. Leader development programs coupled with the profession of arms campaign outlined and directed by the Chairman of the Joint Chiefs of Staff (CJCS), will enable senior leaders to responsibly develop subordinates with the best potential to groom as future strategic leaders.⁵

Ineffective organizational leaders within the military and private sector usually lack self-awareness.⁶ These types of leaders believe they connect with their subordinates, but the reality could not be further from the truth. Some leaders try establishing a

connection with their subordinates using humor, while others adopt accents and mannerisms which clearly are not original. As an observer of these types of leaders and moments, it is often painful to watch the reaction of the subordinates to whom these leaders are attempting to communicate. Leaders who are not aware of how their behaviors affect the people they work with on a daily basis are ineffective and degrade unit performance.⁷ The United States Army's Leadership Field Manual reinforces this point stating, "Leaders who lack self-awareness are often seen as arrogant and disconnected from their subordinates; they may be technically competent but lack awareness as to how they are seen by subordinates."⁸ As a result, organizational performance suffers, adjacent organizational relationships are strained and communication with higher headquarters is degraded as a result of lack of leader self-awareness.

Developing positive leadership growth as GEN Odierno describes above is an important senior leader responsibility as the U.S. Army completes the transition out of Iraq and accomplishes its mission in Afghanistan. Developing the future strategic leader bench is a critical task now, more than ever. As the Department of Defense (DoD) faces significant reductions in resources over the next ten years, developing future leaders who can contribute to the development of the future force, envisioned by the Chairman of the Joint Chiefs of Staff (CJCS) and the Chief of Staff of the Army (CSA) is a top priority. To reinforce the importance of developing leader self-awareness, the Secretary of the Army mandated raters include a comment in officer evaluation reports showing that rated officers have completed or initiated a Multi Source Assessment and Feedback (MSAF) within the last three years.⁹ The U.S. Army's Field Manual on Leadership

states, “Self-awareness enables leaders to recognize their strengths and weaknesses across a range of environments and progressively leverage strengths to correct these weaknesses.”¹⁰ The leadership opportunity this paper will elevate for discussion and consideration is how to better develop officers to be future strategic leaders with enhanced self-awareness, using MSAF/360 assessments. This paper also considers expanding the mandated MSAF initiation by directing leaders to better synchronize self-development and leader development improvement programs, enabling officers responsible for leader developmental programs in organizations to develop senior leader talent in subordinates and build Army 2020s strategic leader bench.

Leader development is not exclusively a tactical commander’s method to improve individual and unit performance to accomplish assigned missions. Leader development must occur in every type of organization and at every level including strategic, operational and tactical formations in the joint force. Leaders at every level of our Army and the Joint community must develop the strategic potential in all assigned officers. This paper will increase understanding of the desired strategic leader competencies to cultivate as part of leader development programs in organizations. Current Army self-awareness programs will then be examined to better understand the tools available for officers to aid in their self-development. Research will then explore the implementation and lessons learned from the private sector in its employment of Multi Source Assessment and Feedback instruments. Current weaknesses in the MSAF/360 program will be highlighted and discussed. Effective methods will then be identified to support individual action plan development with rater involvement, which will enhance the identification and development of future strategic leaders. Lastly, recommended

changes will be provided to ensure mechanisms are added to AR 350-1, to aid senior leader development of synchronized individual and leader development plans, to develop self aware subordinate officers.

Effective leader development programs enable senior leaders to identify and develop officer strategic leader skills and potential. The skills required to succeed as a company grade officer need to be broadened, and a new set of leadership skills need to be developed in officers as they progress from company grade, to field grade to strategic level leaders.¹¹ Leader development programs need to cultivate strategic leader competencies much earlier in an officer's career. There are conceptual, interpersonal and technical competencies and metacompetencies strategic leaders are required to master to succeed in volatile, uncertain, complex and ambiguous (VUCA) environments.¹² The most important and unique senior leader competencies that enable senior leaders to lead organizations in constantly changing and complex environments are: envisioning the future, consensus building, communication and most important, understanding their identity and how their behaviors affect those people they connect with in the execution of their daily duties and lives.¹³ Effective leader development programs in organizations are enabled by senior leaders with a well established personal identity.¹⁴ Senior leaders with enhanced self-awareness set the tone for proper leader development activities through positive personal example.¹⁵

The conceptual competency of envisioning the future, "allows senior leaders to see the organization and environment not as it is, but rather as it ought to be."¹⁶ To be able to see the environment as it "ought to be," then shaping organizational culture and direction to align the senior leaders' vision to the perceived future environment is an

important strategic leader skill to develop in junior officers.¹⁷ Ireland and Hitt state, “The task of determining the direction of the firm rests squarely on the CEO’s shoulders.”¹⁸

Whether in the private sector or a combatant command headquarters, strategic leaders must understand their environment and describe that environment to both internal and external audiences.¹⁹ Ireland and Hitt go on to say, “senior leaders must use some of their time and energies to predict future competitive conditions and challenges.”²⁰ The Army’s Leadership Manual amplifies this requirement stating, “For any leader, self-awareness is a critical factor in making accurate assessments of the changes in the environment and their personal capabilities and limitations to operate in that environment.”²¹ Senior leaders must understand the interaction of ends, ways and means to properly describe their vision of how their organization will operate in future environments.²²

Developing the ability to build consensus is a competency company and field grade officers need to master to be effective strategic leaders. Senior leaders often must convince peers, or near peers, on the merits of specific strategies, policies or directives through the mastery of this competency.²³ The ability to convince, negotiate and gain agreement on specific ideas, thoughts or policies is an important consensus building step for senior leaders.²⁴ Individual self-awareness is critical when building consensus, especially in peer or near peer working environments.²⁵

The ability to build consensus with fully developed and viable strategies aligned with the senior leader’s vision is paramount. Consensus provides senior leaders the ability to produce outcomes which are well developed, understood and supported by all stakeholders prior to approval and implementation.²⁶ Gerras writes, “The process of

consensus building ensures that effective reasoning has taken place and that contentious issues have been resolved which gains commitment to long term goals that likely extend well into the future.”²⁷ Ensuring contentious issues are resolved prior to implementation prevents lack of support and resource mismatch, which can occur in times of austerity or rapidly changing operational environments.²⁸ Consensus building is about what organizations and entities or stakeholders “can live with” rather than “what any one party would prefer.”²⁹

Senior leader communication skills must be developed earlier in an officer’s career. Senior leaders must be able to present logical and compelling arguments, engage in negotiations with stakeholders inside and outside of their organization “to influence commitment, define objectives and create inspiration and motivation.”³⁰ Gerras writes, “When senior leaders attempt to change through policy, regulation or vision, their communications are interpreted at every level.”³¹ Senior leaders communicate with audiences inside and outside their organization; clearly stating messages early and often is required to ensure all stakeholders understand and act in a positive manner in support of strategic messaging.³² Gerras states, “Through writing, meetings, interviews for news media, or through public speaking engagements, senior leaders communicate for the organization.”³³

Officers must understand that senior leaders use communication techniques and methods that differ from that of tactical commanders. When communicating vision, intent and strategy, senior leaders need to use their leadership team as well as other trusted agents, to spread the message far and wide to ensure alignment with future environments.³⁴ Gerstner, in recalling his experiences with IBM reinforces this point

stating, “Effective communication does not exist in organizations unless CEOs place themselves in front of their employees and speak in plain, simple, compelling language that drives conviction and action throughout the organization.”³⁵ Effective and persuasive communicative skills enable senior leaders to negotiate successfully for resources and support to align strategies with their understanding of future environments.³⁶ Effective senior leader communication enables positive behaviors such as “encouraging discussion, building trust, articulating vision, conveying intent and gaining consensus.”³⁷

Senior leaders have the responsibility to facilitate positive leadership growth in their formations.³⁸ Senior leaders, as “catalysts” committed to success in developing self-aware and adaptable leaders, set conditions and develop programs to mentor future senior leaders for the vitality of the Army and joint force.³⁹ The list of skills and competencies we must develop in future strategic leaders includes but is not limited to tactical skills. Leader development must focus on those strategic leader skills not prevalent in unit training. Strategic leader skills must be identified and developed much earlier in an officer’s career than current leader development programs currently in practice allow.

Leader development is accomplished by combining personal experiences with the knowledge, skills and abilities obtained through institutional training, operational assignments and self-development.⁴⁰ Self-development links experiences in operational units and institutional education enabling individual growth.⁴¹ The MSAF/360 is a periodic assessment, and is the primary tool officers use to improve their leadership behaviors and is a component of self-development.⁴²

The MSAF program is conducted to improve a leader's self-awareness and to demonstrate how best to develop for future leader responsibilities. The MSAF program will be executed for leaders in MTOE units, TDA organizations, and for students selected to attend specified professional military education and civilian education system courses. Individual leaders will also be able to initiate a limited number of MSAF assessments. Units will be scheduled for participation on a cyclical basis and aligned with ARFORGEN or deployment cycles.⁴³ A coach will assist the leader in interpreting the leader's individual feedback report and generating an individual development plan, if requested. Subordinates, peers and superiors of these leaders shall participate in the program and provide assessments when notified by the MSAF program. Superiors or authorities may not request results from the individual leader or from any program personnel or data base administrators.⁴⁴

When developing effective leader development programs, Army leaders can learn much from the private sector, where Multi Source Assessment and Feedback instruments are commonly used to assess, improve and develop employee skills and performance. This type of appraisal provides outstanding potential in the area of individual development planning.⁴⁵ The effectiveness of performance measurement, specifically 360-degree appraisals, are affected by many factors, most important being an instrument designed with, "clear, specific results leading to helpful planning and development support and measurable improvement."⁴⁶ Practitioners of Multi Source Assessment and Feedback instruments believe they are essential for developing employees "to their fullest potential after years of corporate downsizings."⁴⁷ Personnel reductions and downsizings have eliminated many managers and leaders, reducing continuity, and leaving firms with teams doing multiple tasks.⁴⁸ Multi Source Assessment and Feedback instruments are very good at developing employee knowledge, skills and abilities to meet job requirements. The main reason for using Multi Source Assessment and Feedback instruments is to enhance productivity and increase competitive advantage.⁴⁹

The Multi Source Assessment and Feedback appraisal process is designed to develop and improve employee performance on the job. Coates writes, "Multi-source feedback evolved over two decades as a developmental tool, a way to help people build new skills and overcome weaknesses."⁵⁰ The process was designed to be a developmental system to get the best performance possible from employees. Research by Daniel Kanouse shows that Multi Source Assessment and Feedback systems are "intended to be structured independently, as a developmental tool, and are usually not to be combined with other management tools or systems."⁵¹ Instances where Multi Source Assessment and Feedback instruments were used for both employee development and selection often proved ineffective.⁵²

When using Multi Source Assessment and Feedback instruments in organizations, employers must carefully consider its purpose before implementation. Dennis Coates' research indicates using Multi Source Assessment and Feedback in the context of performance management, like decisions on promotion and job selection, involves risk that managers should account for during implementation.⁵³ When using Multi Source Assessment and Feedback instruments outside of the original developmental intent of its design, can create "unintentional risks including lack of trust in the system and fear of reprisals from peers or superiors".⁵⁴ Any changes to Multi Source Assessment and Feedback system intent must be communicated to the work force, to ensure employee understanding of the changes or purpose, prior to implementation and is the responsibility of senior leaders and managers.⁵⁵

The best use of Multi Source Assessment and Feedback instruments is as a developmental tool in individual development planning, jointly between employees and

managers. Coates believes, "Performance appraisal and Multi Source Assessment and Feedback are tools. The tools themselves are effective only if managers use good judgment when applying them."⁵⁶ Additionally, if implemented as a developmental tool, employees accept and trust the system more which further enhances the system through "buy in" into the new program.⁵⁷ When Multi Source Assessment and Feedback systems are implemented properly, "feedback can lead to an atmosphere of candor, openness and trust."⁵⁸ An organizational environment of openness and trust can produce a more cohesive workforce functioning at improved levels.⁵⁹

Analyzing the strategic leader competencies that successful senior leaders apply in leading large complex organizations and understanding how the private sector uses 360 assessments are incredibly valuable; lessons learned from the private sector in the employee development realm, can provide relevant insights into how the U.S. Army can improve the MSAF/360 program. Personnel programs and systems in large, complex organizations periodically require modification to meet the needs of the workforce and senior leader requirements to properly manage talent and get the most from their employees. The current MSAF/360 program, a critical component to self-development in the U.S. Army, is no different. There is currently no tracking system or mechanism available for raters to verify whether or not leaders are completing MSAF/360 surveys. Without MSAF/360 survey completion, raters responsible for leader development programs are challenged to properly coach subordinates on the construction of leader development actions plans. In the past 12 months, six Brigade Combat Team (BCT) Commanders were relieved of their duties as a result of "toxic" leadership or unethical and immoral behaviors inconsistent with Army values. If MSAF/360 survey assessments

were initiated and self-development plans were developed earlier in these officers' careers, the Army could have potentially avoided the conditions resulting in the relief of the six BCT commanders this past year.

On 15 Sep 2011, the Secretary of the Army published Army Directive 2011-16 (AD 2011-16), which mandated changes to the current officer evaluation reporting system. AD 2011-16 directs raters to verify if rated officers have initiated or completed a Multi-Source Assessment and Feedback (MSAF), also known as MSAF/360 degree assessment, in accordance with AR 350-1 (Army Training and Leader Development, 18 Dec 09) and to make specific comments indicating compliance on the OER. The last statement in Part Vb of the OER will indicate "The rated officer has completed or initiated an Army Multi-Source Assessment and Feedback/360 as required by AR 350-1." Acknowledgement on the OER that a rated officer has initiated or completed an MSAF is required and the results of the MSAF will not be used as part of the formal evaluation of the rated officer.⁶⁰

The purpose of the mandated rater's check of MSAF/360 survey initiation or completion is to ensure that leaders are encouraging subordinate self-development and awareness and to identify earlier in an officer's career, behaviors inconsistent with acceptable Army leader attributes and values. This mandate was developed to reinforce compliance with AR 350-1 (Army Training and Leader Development, 18 Dec 09). This reinforcing mechanism needs modification. MSAF/360 survey initiation does not necessarily lead to survey completion or to the provision of meaningful assessment reports to the rated officer. In essence, we're awarding a student a passing grade on a test for merely signing his or her name to the test sheet. If we only track initiation of the

MSAF vice completion and subsequent implementation of an individual development plan, we've essentially disregarded the student's ability to understand, and then correctly answer the test questions.

Assessed officers must request coaching, other than during unit assessments and professional military education courses, to develop the best possible understanding of MSAF/360 interpretive results.⁶¹ If formal coaching is not requested, tools are available on the MSAF/360 website to develop individual development plans. A tracking mechanism needs to be developed so that raters can check on-line and verify MSAF/360 completion similar to tracking mechanisms available to senior raters for officer and non-commissioned officer evaluation reports. Once raters are empowered with the knowledge that surveys are completed, proper counseling can occur to ensure the self-developmental tools are taken advantage of in accordance with MSAF/360 protocols.

Training and Doctrine Command needs to develop a better linkage between the MSAF/360 result interpretation and coaching offered through the Center for Army Leadership, and the raters responsible for leader development programs in organizations. Similar to the MTOE and TDA MSAF unit assessment aggregate reports showing a summary of leadership behaviors and trends in organizations, an aggregate trends report could be published quarterly for leaders, summarizing all of the individual MSAF/360 assessments completed by the officers in their organization on a quarterly basis. This could be as simple as the Combat Training Center (CTC) quarterly trends reports published to the force. This report would honor the importance that these aggregate reports have "no identifiers of persons assessed or those making the

assessments and no individual results should be discernible in these reports.”⁶² This aggregate quarterly report would allow leaders to better understand and create more synchronized individually structured developmental action plans, by increasing understanding of the needs of the organization provided by the published aggregate leadership trends report.

A key component of leader development is individually structured developmental action plans which are created jointly by the individual and rater.⁶³ The goal of leader developmental action plans is to prepare officers for duties beyond operational assignments; for duties and assignment as future strategic leaders.⁶⁴ Leader development programs require raters to assess subordinates performance against the required competencies for both current and future duties identifying developmental needs.⁶⁵ Officers then develop their developmental action plans in coordination with their rater.⁶⁶ By combining leader development program performance counseling, with quarterly MSAF/360 assessment trends, leaders responsible for identifying and developing future strategic leaders will be much more aware of the developmental requirements of their organization.

Officers creating individual development plans have the option to receive counseling from a third party “coach,” provided from the Center for Army Leadership (CAL).⁶⁷ This “coach” assists officers in developing the understanding required to interpret provided MSAF/360 feedback. If individual leaders do not request assistance with individual development plan construction, officers are responsible for using the written interpretation of their assessment to develop their own individual development plan.⁶⁸ This situation creates an environment where senior leaders potentially miss

opportunities to develop future strategic leaders. A system could be created whereby the provided “coach” and the rater are allowed to work together to synchronize the individual development plans derived from MSAF/360 assessments and leader developmental action plans derived from performance counseling. This synchronized effort could then result in a more powerful process linking self-development to experiences in units and organizations. The same tracking system proposed to track MSAF/360 completion could also list CAL coaches and their contact information. Raters could then reach out to these self-awareness and development professionals to synchronize efforts, fusing the leader developmental pillars of self and leader development in organizations to greater effect. This proposal does not advocate the provision of raw data or assessments from individually selected behaviors from MSAF/360 surveys to anyone in the rated officers’ chain of command.

The current MSAF/360 assessment system allows leaders to select their own survey participants which include superiors, peers and subordinates to assess their leadership behaviors. Potential exists in the current system for leaders to select survey participants, whether consciously or subconsciously, who will likely assess their effectiveness as a leader in a positive manner.⁶⁹ To develop the strategic leader bench and reduce the number of “toxic” leaders in organizations, systemic improvements should be considered for implementation to provide feedback which creates the best value to assessed officers; this systemic improvement would enable leaders to better understand their behaviors and how they personally impact their Soldiers and organizations. Officers should not be able to select their own survey population.⁷⁰ Survey methods could be improved by creating a system where survey participants for

assessed leaders are provided by Human Resources Command (HRC).⁷¹ In the age of automation, systems are currently available to pull the required survey data from officers' assignment data and evaluation chain and then survey the required representative sample population necessary to achieve a valid and honest assessment. This system would provide a much more valid survey assessment of participants' leadership behaviors to enable insights leading to more meaningful self-development.⁷²

Senior leaders need to reduce the stigma of MSAF/360 assessments and lead by example in the support and use of MSAF/360 developmental objectives. Before senior leaders can truly develop subordinates, they need to be self aware and know how they are perceived as a leader. Self-awareness requires leaders to reflect on whom and what they are as leaders, and develop better understanding of their leadership capabilities.⁷³ Leaders who understand their strengths and limitations in given situations can gain new perspectives on themselves and create self-awareness, which improves leader effectiveness.⁷⁴ This improved leadership effectiveness enables officers to develop their subordinates in meaningful ways; Officers with well developed identity are more effective in developing subordinates.⁷⁵ Leaders which attempt to develop subordinates without understanding their own identity will diminish leader development opportunities in their organization.⁷⁶ Officers who explore their own identity, and develop and improve themselves as leaders, have enhanced self-awareness and are better informed and able to, "determine what needs to be learned and what assistance they need to seek out to handle a given situation."⁷⁷ Strategic leaders set conditions for leader development in organizations. By understanding their own identity, senior leaders with enhanced self-awareness, create command climates where leader development

flourishes.⁷⁸ Before considering how to develop leaders for Army 2020, it is important to understand the purpose of leader development programs in organizations; to develop future strategic leaders who will be able to align their organization to the constantly changing and complex environment to accomplish their mission.⁷⁹

Establishing a positive command climate sets the proper conditions for subordinates to feel comfortable sharing MSAF/360 assessment interpretations with their superiors for further self-development.⁸⁰ In the private sector, when 360 assessment results are used purely for developmental purposes, “results are provided directly to the employee with the understanding that the best developmental plans occur with supervisor involvement, monitoring, mentoring and coaching.”⁸¹ Self-developmental planning involves more than monthly and quarterly counseling sessions; self-development plans are built upon a foundation of trust between manager and employee.⁸² Hayworth writes, “Like most assessment methods, Multi Source Assessment and Feedback is no substitute for direct communication or coaching.”⁸³ This trust enables a free and honest exchange of ideas and perceptions from rater to subordinate, and subordinate to rater.⁸⁴ This free exchange of ideas and perceptions strengthens the trust relationship and enables true developmental growth to occur.⁸⁵

Regular assessments and updates of developmental action plans are critical to ensure subordinate plans remain relevant and reflect the improvement in individual performance as a result of enhanced self-awareness.⁸⁶ If leaders and organizational culture fails to reinforce the individual development plans developed based upon the Multi Source Assessment and Feedback survey interpretive counseling session, the objectives of the assessment will be “academic at best, and frustrating and demoralizing

at worst.”⁸⁷ The current system usually falls short after the results of the assessment of individuals are interpreted and provided to the evaluated leader. Individual development plans which take advantage of increased self-awareness are often not capitalized upon and leaders miss opportunities to develop subordinates. Officers need to share their interpretation of personal strengths and weaknesses identified during the interpretive counseling session, not the results, with their raters. This entire process works only if a trust relationship exists organizationally, a relationship where subordinates feel comfortable sharing their strengths and weaknesses with their superiors.⁸⁸ Once organizations and leaders have this relationship, self-development plans are implemented with rater involvement, which creates an opportunity to grow future strategic leaders. Developmental action plans have proven to be most effective when executed in conjunction with performance counseling by, with and through raters.⁸⁹

Leader development programs used to identify, cultivate and develop future strategic leaders are critical to our Army in an age of austerity and transition. Developing and growing leaders who feel empowered creates a powerful and positive energy in organizations which breeds creativity, adaptability and competitive advantage. The development of future strategic leaders is much more than a comment or block check in an evaluation report. It is a continuous part of the leader development process in units and organizations; an overlapping process of self-awareness, reflection, self-development and mentorship with caring committed leadership. AR 350-1 needs to be updated to ensure the best value possible is achieved from MSAF/360 results to include: Establishing an on-line tracking tool for raters to verify MSAF/360 survey completion and individual action plans development for all assigned officers. Without the

visibility of MSAF/360 completion, raters are unable to properly counsel, mentor and coach appropriate individualized leader development programs. A process change where Human Resources Command (HRC), not the assessed officer, provides the survey population selected for the targeted leaders' MSAF/360 survey to produce a more honest and valid assessment of leadership behaviors needs to be implemented. This change will bring about a much more honest assessment of leadership traits for all officers, and potentially reduce the number of "toxic" and unethical behaviors observed recently. Better synchronization of the self and leader development improvement planning processes are required to ensure subordinate officers achieve their fullest potential. Fully enabling raters with the responsibility to develop leaders is critical. The Army should provide a "roll-up" of current leadership behaviors and trends in organizations on a quarterly basis. This report will provide leaders a powerful tool to enhance the creation of developmental actions plans which are reinforced by performance counseling and leader professional development programs. And finally, create a culture of self-aware leaders who set a positive example, and are committed to the U.S. Army leader development goal of identifying talent in their organizations and developing that talent to be the strategic leader bench for Army 2020.

Endnotes

¹Leon E. Panetta, *Defense Budget Priorities and Choices* (Washington, DC: Department of Defense, January 2012), 1.

²Ibid, 5.

³Ibid, 11.

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