



Team Wombat



LEADERSHIP DEVELOPMENT AT THE TOP

Table of Contents

| | |
|---|-----------|
| Introduction..... | 2 |
| The Why, What, and How of Leader Development Training..... | 3 |
| The Mandate for Training | 3 |
| Goals for Training..... | 4 |
| Training Best Practices | 5 |
| Research Method..... | 8 |
| Survey Responses and Analysis | 9 |
| GG-15 Leader Development Program Recommendations..... | 12 |
| Conclusions | 15 |
| Appendix A – Characteristics of a Good Leader | 16 |
| Appendix B – Survey Questions..... | 18 |
| Appendix C – Appropriate Training Format for Skills Development..... | 20 |
| Endnotes..... | 21 |



Introduction

Capstone Team Wombat, one of four Capstone Project Teams comprising Ka-Bar Cohort Fiveⁱ, explored the topic of Leader Development Training for GG-15 civilians and their uniformed peers within the Marine Corps Intelligence (MCI) organization. As taught in Ka-Bar, leader development training at all levels serves several complementary purposes: It furthers MCI's mission by enhancing leader/manager skills in mobilizing and directing work efforts, promotes the professional development of the participating leader, and improves collaboration across the organization as cohorts share common training experiences. Developing leadership skills is a continuous process. Regardless of an individual's rank or position, he or she can benefit from some form of leader development training, whether it is self-directed, formal, or informal. Professional development and life-long learning are core values for MCI, as demonstrated by the August 2011 directive from the Assistant Director of Intelligence (ADIRINT) requiring all staff members to participate in at least two formal professional development opportunities each year. In addition, all supervisors must complete at least one leadership development opportunity each year.

Leadership development among GG-15s and their uniformed peers is particularly significant because of the crucial role they play in strategic vision, change management, and succession planning. MCI's executive leaders believe that leadership skills become more significant as staff members mature and take on more responsibility. This is because as they advance, more of their energy should be devoted to supervising, mentoring and collaborating with others, and less to their technical work.

This paper describes the Team's Capstone Project to research, analyze, and develop draft recommendations for GG-15 level civilian leader development training at MCI. First, the paper reviews the formal requirements for training, examines goals for leader development training, and discusses best practices for training programs. Next, the research methodology is described, including the use of a small survey of managers within MCI. A summary of survey responses provides the basis for analyzing current MCI staff attitudes toward leader development training. Then, staff input is combined with insights from the best practices review to craft a set of recommendations for leader development training. A concluding section suggests a possible way ahead for GG-15 leader training at MCI.



The Why, What, and How of Leader Development Training

The first phase of the Capstone research project was designed to expand the Team's understanding of why people engage in leader development training and the most effective ways to improve leadership skills. Team members researched Defense Department requirements for training, reviewed the goals for training described in the literature on leadership, and looked for best practices in how to teach leadership skills.

The Mandate for Training

There are several federal regulations that define training requirements for Defense Department employees.ⁱⁱ According to “Growing Civilian Leaders,” it is DoD policy that:ⁱⁱⁱ

- a. A diverse cadre of highly capable, high-performing, and results-oriented civilian leaders shall be developed and sustained to lead effectively in increasingly complex environments, ensure continuity of leadership, and maintain a learning organization that drives transformation and continuous improvement across the enterprise.
- b. Leadership competencies of the civilian workforce shall be assessed periodically, and appropriate learning opportunities (including education, training, self-development, and assignments) shall be provided to broaden experience and increase leadership capability.
- c. Investments in civilian leader development programs shall be planned, programmed, and budgeted at levels sufficient to provide for the deliberate development of civilian leaders at all levels of the continuum, aligned with the DoD Civilian Leader Development Framework and Continuum (CLDF&C) to maximize overall return on investment.

DoDI 1430.16 requires DoD to establish programs that afford training to new supervisors and managers and sustainment training for seasoned supervisors and managers, such as GG-15 level staff. The USD (P&R) policy memorandum “New Supervisor Training,” ensures DoD civilian employees have the required technical and leadership competencies to meet their mission. This is considered by the Department to be a readiness and talent management issue.

The DoD Manager & Supervisor Training Program exists to meet this requirement with courses in the following categories: Critical Transitions, Hiring Talent, Developing Talent, Managing Performance, and Managing the Workplace. Seasoned or veteran supervisors and



managers are obligated to attend refresher training at least once every 3 years in these topic areas.^{iv}

In addition to these federal mandates, MCI's ADIRINT signed the Professional Development of the Civilian Employee Policy in August 2011 requiring that:

1. All employees complete at least one formal professional development or technical competency training opportunity per year.
2. Employees complete at least one “soft skill” or core competency training opportunity per year.
3. Employees in supervisory positions complete at least one leadership development training per year.

It should be noted, however, that these are only the minimum requirements. Supervisors and managers at the GG-15 level should make every effort to conduct personal development training beyond the minimum requirements.

Goals for Training

What leadership skills is leader development training supposed to enhance? What are the skills someone needs to be a good leader? To answer these questions, the Team examined lessons learned from Ka-Bar training, together with a review of the literature on leadership, and the views of several senior leaders within MCI. The results of that research and analysis are presented in this section, which provides a comprehensive list of the most often-cited leadership skills and a best practices assessment of the most effective training formats for enhancing those skills.

Any leader development program must be designed to develop, enhance, and/or maintain the capabilities that leaders need to fulfill their roles within their organization. We have already established that a leader at the GG-15 level in MCI may expect to spend more of his or her time developing staff capabilities rather than executing technical tasks. If leadership is understood as “the art of influencing an individual or group to reach a common goal,”^v then the most important skills for a leader at the GG-15 level must be to influence people, form and manage groups, create and implement a strategic vision, and communicate goals. Effective leaders rely on a combination of values, personal attributes, strategies, and technical skills for fulfilling their roles.

Expert speaker presentations at Ka-Bar have emphasized that there is no “one size fits



all” leadership technique but it is possible to identify the key characteristics of a good leader. In this section, the Team has combined Ka-Bar speaker insights with those outlined in Hughes, Ginnett and Curph;^{vi} Rath and Conchie;^{vii} Pink;^{viii} Heath and Heath;^{ix} Fournies;^x and Raelin^{xi} to describe the most often-cited characteristics of an effective leader at the GG-15 level. Appendix A lists the characteristics of a good leader.

Key Leadership Skills

Once a leader reaches the GG-15 level, he or she should always be aware that “what got you here won't get you there.” Technical skills remain important, but leaders need to focus on developing leadership skills, which must now become dominant. The leader's primary role is to enable his or her staff members to do their jobs better. This requires a combination of soft and hard skills. Soft skills are those that are required for leadership regardless of the specific technical character of the work unit. These include those skills that facilitate working relationships, sharpen critical analysis and communication, enable strategic thinking and enhance the welfare of the workforce. Hard skills are those that are required for technical competence or to meet regulatory requirements. The team identified these skills and mapped them to appropriate training formats, shown in Appendix C and discussed in the Recommendations sections.

Training Best Practices

The Capstone Team conducted a review of best practices in leader development training programs in order to understand how leaders are trained and inform the Team's own recommendations for senior leader training. As part of the review, the team analyzed literature on the subject, used information from presentations received during Ka-Bar training sessions, and considered the feedback received in the survey about training programs that respondents considered useful. This section presents the consolidated results of the best training practices review.

In the late 1990s, the U.S. Army Research Institute for the Behavioral and Social Sciences at Ft. Leavenworth, Kansas, commissioned a study of the best practices used by private industry to develop leaders.^{xii} Their goal was to identify the principles and practices that might help the Army improve its own leadership development programs. The study analyzed a wide range of industry practices as listed below, in order of most popular to least popular along with the authors' assessment



of their strengths and weaknesses as far as their likely utility for the U.S. Army.

- **Formal development programs** – formal classroom-based, structured learning program. Typically efficient and adaptable to meet a wide variety of training needs but often has poor transfer of skills to the workplace.
- **360-degree feedback** – method of systematically collecting perceptions of a manager's performance from different viewpoints and providing them as a reality check to the manager, who then uses this feedback to bring his behavior in-line with his leadership goals. Provides a comprehensive picture of leader's performance but may generate too much data. Requires time, effort and clear guidance on how to change.
- **Executive coaching** – an outside consultant/ expert provides practical, goal-focused, one-on-one coaching. Personalized and intensive but expensive.
- **Job assignments** – temporarily assigning a manager to a new location or group to stretch the manager and accelerate skill development. Very relevant to the job but suffers from tension between learning and pressure to perform.
- **Mentoring** – pairing a manager with one who is more senior in order to foster a relationship, instill values, improve understanding and reap benefits from the mentor's experience. Builds a bond between the mentor and protégé but may trigger peer jealousy and has a potential for dependence on the mentor.
- **Networks** – fostering broader individual and group networks to break down functional silos, increase cross-communication and collaboration, and provide a support system. Builds the organization but is ad hoc and unstructured.
- **Reflection** – enhances the value of personal experience by having the manager spend time reflecting on the experience as well as clarifying goals, talents and values through journal writing, small group discussion, and/or sharing with a learning partner. Enhances learning and is very personal but requires time to do effectively and there may be poor job transfer.
- **Action learning** – problem- or project-based process of continual learning and reflection that brings together a group of managers to work on a particular goal tied to the organization's mission or current efforts. Has direct job relevance but is very time intensive and the leadership lessons are not always clear.



- **Outdoor challenges** – team-building and leadership enhancement activity that is action-based but which may have no direct relationship to the organization's mission.



Overall, the study found that the best approach is to combine various techniques into a holistic program that is closely tied to the organization's mission, tailored to the organization's culture, and carefully evaluated for demonstrable benefit. The program must be systematic, engaging staff at all levels so that a foundation for leader development is established and then reinforced and refined as staff members mature. The authors insist, “Perhaps the most meaningful principle, however, is that successful leadership development depends more on consistent implementation than on the use of innovative practices.”^{xiii} These general recommendations hold regardless of the level of leader being trained. To target those that are most appropriate for GG-15 level leaders in MCI, the Team reviewed the responses from the survey (to be discussed in more detail below). From that data, the Team determined that the most effective training formats would be those that use examples and case studies drawn from the participants' own work or organization, that compress training into manageable and focused learning opportunities with clear relevance for the participants, and that build collaborative networking relationships across units within MCI.

According to the Army study of best practices, as well as federal agencies such as the Mine, Safety and Health Administration^{xiv} and other experts, it is extremely important to evaluate the benefits of training. There are several reasons for this including the need to justify the expenditure of time and resources, the need to “sell” the benefits of training to participants, and the need to make sure that the training is designed properly to achieve the desired outcomes. The evaluation phase should be designed into the training program from the beginning and should account for decisions such as who needs the results (manager, training officer, higher headquarters), whether the evaluation should measure knowledge gained or actual improvement in performance, and what resources are available for the assessment.^{xv} Depending on the answers to these questions, a variety of evaluation techniques are available including post-training tests, questionnaires, interviews, workplace observations, group discussions, team exercises, and analysis of production statistics.

Research Method

The Team engaged in a sequence of research and analytical activities to develop an understanding of leader development training and to craft a set of recommendations for leadership development at the GG-15 level within the MCI workforce. The initial exploratory phase included a quick review of relevant literature and the collection of background information. Next, the Team



defined an approach and gathered detailed information about leadership development goals and best practices. During this time, the Team prepared a set of questions (Appendix B) to pose to three different populations. The primary focus was on current GG-15s, asking them about their perspective on leader development training. Senior Executive Service (SES) leaders and Directorate of Intelligence Senior Leaders (DISL) who supervise GG-15s were also considered. Finally, GG-14s who report to GG-15s were polled to find out what additional insights they might offer regarding GG-15 level leadership training. During the research phase the Team contacted eight GG-15s within MCI and seven of them responded. Two SES/DISL staff members were contacted and one responded. Eight GG-14s who are known to report directly to GG-15s were contacted and five of them responded.

Survey results were collated and categorized to identify common themes. The Team compared the responses with the recommendations identified in the best practices review. Finally, elements that appeared most frequently in the survey answers as being highly desirable in a leader development program, together with a few additional elements from the best practices review, were combined into a draft MCI Senior Leader Development Program. This draft program will be discussed with several senior leaders the Capstone Presentation on 22 November 2011 and their suggestions will be incorporated into final Team recommendations.

Survey Responses and Analysis

The Capstone Team received 13 responses to the emailed questions, comprising 77 percent of the GG-15s working at MCI, 10 percent of the GG-14s, and one SES. In addition, Team members conducted follow-up discussions via email, phone, or in person with several of the respondents. This section summarizes the responses and compares them to the findings from other project research phases.

All of the respondents agreed that formal leadership development training for GG-15s is a good thing, though many of them were concerned about the time required away from their jobs and some had reservations about specific curriculum elements. Several respondents recommended making maximum use of interactive online training for convenience and keeping most in-person training sessions to a half or full-day with special intensive programs limited to no longer than three days. Several respondents also recommended using Mobile Training Teams (MTTs) and minimizing travel out of town.



Many respondents insisted that training must be relevant to the MCI mission and to their actual work responsibilities. One respondent expressed the view that training should avoid, “the liberal arts view of leadership training” and focus instead on technical skills. By this and other comments, the Team understood that the respondent was more interested in technical training and much less interested in “soft” skills. However, most respondents endorsed the need for learning “soft” skills and several explicitly mentioned critical thinking, communication, 360-degree feedback, coaching, and mentoring skill development. The following list summarizes skills that respondents indicated are desirable in a leadership training program.

Soft Skills:

- ⤴ critical thinking
- ⤴ creativity
- ⤴ strategic thinking, strategic planning
- ⤴ listening & communication
- ⤴ influencing
- ⤴ negotiation
- ⤴ collaboration
- ⤴ team building
- ⤴ coaching and mentoring
- ⤴ positive workplace
- ⤴ empowerment
- ⤴ ethics

Blend of Soft and Hard:

- ⤴ managing poor performance, improving performance

Hard Skills:

- ⤴ lean 6-sigma process measurement, evaluation and improvement
- ⤴ finance and budgeting
- ⤴ resource management
- ⤴ Human Capital rules, regulations, and issues



The skills mentioned by respondents in the survey were very similar to the list that the Team had developed independently through research into the goals for leader development training. However, there are several elements revealed in the earlier research that were not explicitly mentioned or were mentioned only rarely by survey respondents. This absence leads the Team to make the following assessments about current attitudes among GG-15s toward leader development training:

- ⤴ All respondents, and likely all GG-15s, recognize the need to improve a manager's hard skills; not all of them are as convinced of the need for improvement in soft skills among GG-15s.
- ⤴ Only a few GG-15s are focused on the potential benefit of learning how to develop their subordinates through coaching or mentoring. MCI GG-15 staff members seem to be less concerned about preparing for succession than leadership development experts and MCI executives advocate.
- ⤴ Few respondents explicitly said they wanted to learn how to motivate staff members and engage them more effectively in the MCI's mission or strategic vision. Some GG-15s may not realize the importance of employee engagement for job satisfaction and high performance.
- ⤴ Despite frequent discussions over the course of the summer and fall regarding the need for MCI to plan for and embrace change in the near future, few respondents mentioned change management and similar topics as areas for skill development. They may not realize that these are teachable skills, or may not realize they need to learn them.
- ⤴ Only a few respondents talked about increasing creativity and innovation to keep up with changing times, a dynamic intelligence environment, and the challenges of resource constraints. Greater incentives for innovation, and reassurance that risk and failure are to be expected, may be needed to create an environment that facilitates creativity and adaptation.
- ⤴ While several GG-14s indicated that they would appreciate a GG-15 boss who was skilled at giving clear guidance, few GG-15s expressed a desire to improve their skills at communicating guidance and setting clear expectations, though several mentioned performance management, which may express something similar.

The skills that were mentioned and the general remarks respondents made in answering the questions made it clear that the elements noted above are not foreign to their concept of desirable leader development training, but most respondents did not emphasize them to the extent recommended for a



highly effective organization, well-positioned for succession and continuous improvement. This suggests a need to refocus the culture of leadership to highlight skills that develop the next level of leaders, adapt to change, and ensure continued success in a dynamic environment.

GG-15 Leader Development Program Recommendations

The Capstone Team integrated the results of the small survey of MCI staff members with research on best practices for leader development training to craft a set of recommendations for MCI senior leader training at the GG-15 level. In line with the advice of experts, the Team's design uses a combination of training formats and methods to develop both soft and hard leadership skills. The following sections outline recommendations regarding training format, suggest a mapping of which specific skills are best covered in each of the formats, recommend training methods that have proven to be most effective, according to experts and GG-15 survey respondents, and identify a number of available, existing training programs.

Training Formats

The Capstone Team recommends using all of the following training formats, in combination, to provide skill development or maintenance in all the skills identified for leadership effectiveness.

- ✦ Interactive online courses
- ✦ Short, half-day or one-day workshops
- ✦ Intensive 3-day training away from the office

These formats have been chosen after careful consideration of the fact that all GG-15 staff member respondents expressed a desire to avoid training that lasted more than one week. They wanted to keep travel for training to a minimum, but many of them recognized the value of having an intensive time away from the office, to facilitate reflection and to focus on the lessons to be learned.

Mapping Skills to Formats

The Team also tried to map specific skills to the most effective format for enhancing training in them. For example the team believes that some of the hard skills could be learned through online courses, while others that benefit from group discussion, team projects and interaction with the instructor could be addressed in half-day or full-day workshops. An intensive



3-day program would be extremely effective for developing and integrating many of the soft skills that are most likely to benefit from time for reflection and opportunities to engage constructively with coworkers and coaches away from the demands of the regular work environment. Appendix C presents the Team's suggestions for mapping skills to format, based on the Ka-Bar training experience (which includes a variety of formats) and the research conducted for this Capstone Project.

Recommended Training Methods

Considering the wide range of skills needed for effective leadership at the GG-15 level and the variety of formats available, the Team has incorporated survey responses and Capstone project research into best training practices to develop recommendations for the training methods most appropriate for GG-15 leadership development at MCI. The training cohorts however, should include GG-14s, as well as GG-15 to provide greater diversity and a wider range of perspectives. The Team recommends that MCI incorporate proven training methods into a program that:

- ▲ is comprehensive, encompassing all the soft and hard skills identified,
- ▲ maintains those skills through consistent review,
- ▲ undergoes regular evaluation, feedback and improvement to ensure effectiveness,
- ▲ is consistent with MCI values and mission requirements,
- ▲ builds networking connections between MCI units and organizations,
- ▲ and is linked to similar training programs for other leadership levels so that skills are introduced at a lower level and strengthened continually as a leader matures.

To accomplish these goals, the Team recommends the following methods:

- **Formal development programs** for both soft and hard skills. These could be framed into any one of the formats identified above: interactive online training, half- or one-day workshops or part of the recommended three-day intensive training experience.
- **360-degree feedback** for all GG-15 leaders who have not had it within the past five years. Data collection could happen prior to the 3-day intensive, and then results could be communicated during the time away from the office.
- **Mentoring** of GG-15s by SESs, DISLs or **Executive Coaching** by outside consultants. Meetings could happen monthly or perhaps every two or three months, depending on the



needs of the GG-15 participant and the objectives of the training. Whether the leader is mentored or provided executive coaching, objectives should be clearly established and tracked to be sure the discussions are fruitful.

- **Reflection** during an intensive 3-day training away from the office with follow-up discussions among cohort members who provide a support network for continued learning.
- **Action learning** bringing together a group of MCI GG-15s managers to work on a particular goal tied to developing or implementing MCI's strategy for change and change management. This is most likely to be effective during an all-day or perhaps a multi-day workshop, depending on the task.

Available Training Programs

Survey respondents were asked to recommend specific leadership development programs that they believe would provide training useful for GG-15s. Their recommendations included the following programs:

- ⤴ Navy Intelligence Business Executive Course (NIBEC)
- ⤴ Sherman Kent School Leadership on the Line
- ⤴ Leadership assessment programs at the OPM Management Development Centers
- ⤴ OPM Leadership training
- ⤴ Federal Executive Institute
- ⤴ Harvard Business School executive level training
- ⤴ Looking Glass
- ⤴ Executive Potential Program
- ⤴ Command and Staff colleges

Clearly, there are a wide variety of excellent training opportunities available to MCI staff. Together these programs incorporate most of the skills identified by the Capstone Team's research and the survey responses. Many of these programs incorporate the skill sets, formats and methodologies identified in preceding sections of this paper. One key difference between some of them and the Capstone Team recommendations is that several require the participant to attend trainings of 2 weeks or longer.



Conclusions

The Capstone Team developed a set of recommendations for MCI GG-15 leadership development training based on a synthesis of inputs including our own Ka-Bar learning experience, research and analysis of the literature on leadership, and results from a small survey of leader staff members at MCI. The Team recommends using methods proven to enhance leadership training, carried out through three different formats of varying time commitments, and encompassing a wide variety of leadership skills critical for GG-15 leader effectiveness.

Research shows that senior leadership development training is critical to organizational effectiveness, to retention of talented employees, and to preserving the ability to adapt in a dynamic, resource-constrained environment. MCI's continued investment in professional leader development through a new program geared toward GG-15 level staff members will help ensure mission success.

The next step in designing a comprehensive GG-15 program would be to decide whether to create an MCI-specific 3-day intensive training or rely on existing programs. If a customized training is preferred because it could be focused more directly on MCI needs, the design phase could start with a review of Appendix C to identify the goals of the 3-day training. The remaining skills could be apportioned between workshops and online courses, as appropriate.



Appendix A – Characteristics of a Good Leader

- **Servant-hood:** A senior leader's success is no longer personal, but is measured by the success of subordinates. An effective leader invests in subordinates and learns to manage the resources that the staff needs to do their jobs and to shape the environment for their success.
- **Lifelong Learning:** An effective leader must be firmly committed to lifelong self-directed learning. Leaders should be engaged in a learning experience that stretches their boundaries. Taking time for reflection helps leaders gain the most from their experience and learning.
- **Value Diversity:** An effective leader knows how to manage and sustain intellectual, cultural, and personal diversity because these facilitate innovation. Recognizing the individuality of staff members, an effective leader treats people the way they want to be treated (not the way the leader wants to be treated). Cultural sensitivity is essential.
- **Open-mindedness:** The leader must value and foster a culture of inquiry; freely challenge assumptions and biases in order to adapt to changing circumstances.
- **Comfortable with Ambiguity and Change:** An effective leader must be able to multi-task, identify necessary tasks and prioritize. Leaders need to be flexible, creative, and adaptive in a changing environment.
- **Exemplify Work-Life Balance:** “You need to have a life. If you're only working, shuffling along, head down, bowed by the heavy workload, **NOBODY WANTS TO BE YOU!** Your subordinates need to see you as someone who can achieve results in the workplace, who can set the pace, but still have a great life outside.”^{xvi} A good leader must know how balance work and life and to manage stress for himself or herself and for the staff.
- **Good Communicator.** Most effective leaders spend about 80 percent of their time on personnel issues – whether dealing with superiors, peers, or subordinates. Skills in communication, collaboration, mentoring and coaching are critical to a leader's success.
- **Build Trust.** Effective leaders must know how to build trust with others by listening attentively and affirming a strong interest in the people around them. Leaders must manage the risk of the unit, look after their people, and never pass blame for their own failure to lead effectively.



- **Empower People.** An effective leader knows how to empower others. If a leader is not willing to share authority with his subordinates they will never become leaders and he will have failed at succession planning.
- **Manage the Environment:** A leader has to recognize things in the environment that are destructive and eliminate them, keep the environment positive. This requires looking after your people and negotiating for necessary resources. The integrity and harmony of the work group requires that a leader be able to exert influence on group members and those who impact its functioning.
- **Motivate people:** A leader's strategy must include knowing how to motivate people and infuse them with passion for the organization's mission. To accomplish this, an effective leader must be strategic and have a vision they are able to communicate to others. Understand what motivates staff members, the types of rewards each of them may want, and then provide that to them.
- **Prioritize Time and Tasks:** An effective leader anticipates challenges, recognizes the tasks ahead and prioritizes them appropriately, otherwise, a leader fall behind quickly. A leader must recognize the reality of circumstances, set expectations appropriately, and understand the resources that will be necessary to achieve goals.
- **Manage Change:** Effective leaders need to know how to experiment, foster innovation, and manage change. "You need to go out on a limb, and give top cover to others who do the same."^{xvii} Part of managing change involves being willing to try new things and learn from experience so the next effort will be better.
- **Maintain and improve technical skills** needed to accomplish managerial and other tasks. This includes improving one's ability to manage resources, understand how the organization operates and how funding is allocated, and manage budgets and schedules.
- **Establish credibility** through a combination of technical competence and trust building. A leader who is not able to carry out managerial tasks, who is unfamiliar with the basic requirements of the work, who unnecessarily transfers pressure onto subordinates, or who allows staff members to take blame that the leader should carry, loses credibility.



Appendix B – Survey Questions

The SES questions were as follows:

1. Do you believe GG-15s in Marine Corps Intel need professional leadership development training?
 - a) If so, Why?
 - b) What is your vision for training?
 - c) What kind of training do you think they should have?
2. What is your goal, what positive differences would you be looking for in such training?
3. What other results are you looking for?
4. What sorts of skills or concept areas should be included in a leadership development program? (ethics, communications, etc.)
5. Are there specific programs that you think are good examples of such training?
6. Are there specific organizational concerns or challenges that you would like the training to address?

The GG-15 questions were as follows:

1. How long have you been a GG-15? How many years of experience do you as a supervisor in the MCI community?
2. In your opinion, is leadership development training important for GG-15s?
 - a) If yes, why and what type of training
 - b) If no, why not?
3. What kinds of things should be included in a leadership development program – communications, ethics, etc.
4. What leadership development programs have you found useful?
 - a) How did it help you in your career?
 - b) What would you recommend for Ka-Bar alumni and other GG-14s?
5. As a GG-15, you have a lot of responsibilities. How can a training program be made more viable, manageable for really busy people?



- a) How might it be made more attractive?
 - b) Would a big name speaker be interesting to people?
6. If we developed a design for leadership development training, would you be willing to help test a pilot project?

The GG-14 questions were as follows:

1. Do GG-15s in Marine Corps Intel need leadership development training?
2. What characteristics would you like your bosses to have? What kinds of training do you wish they had?
3. What would you like to be trained in as you prepare for advancement?
4. How might GG-15 leadership development training make a positive difference in your organization?
5. Do you know of any training programs that you'd like to attend?



Appendix C – Appropriate Training Format for Skills Development

| SKILL | 3-Day Intensive | ½ or 1-day Workshop | Online |
|---|-----------------|---------------------|--------|
| Soft Leadership Skills: | | | |
| communicate effectively, listen | X | X | |
| collaborate | X | X | |
| mentor and coach | X | X | |
| shape the environment for success | X | X | |
| build trust | X | | |
| create a vision for success and share it effectively | X | | |
| be reflective, learn from experience | X | | |
| create a positive work environment | X | | |
| negotiate effectively | X | X | |
| influence others | X | X | |
| motivate people | X | X | |
| be culturally sensitive | X | X | |
| be ethical | X | X | |
| think strategically | X | X | |
| be flexible, creative and adaptive, experiment, foster innovation | X | | |
| manage change in the organization | X | | |
| Hard Leadership Skills: | | | |
| know the organization | X | X | |
| understand funding and budget cycles | X | X | |
| manage workflows among staff members | X | X | |
| understand what resources are necessary and how to secure them | X | X | |
| know the federal employment, EEO, POSH and other regulations and how to ensure compliance | X | X | |
| set expectations | | X | |
| prioritize tasks, conduct triage when necessary | | X | |
| improve technical competence in specific field | | X | |



Endnotes

- ⁱ Ka-Bar is a 10-module leader development training program geared for GG-13, -14, and -15 level staff members within Marine Corps Intelligence.
- ⁱⁱ Formal requirements for training are outlined in Section 1113 of the 2010 National Defense Authorization Act (NDAA), in Part 412 of Title 5, Code of Federal Regulations (CFR), and in the 27 April 2011 Under Secretary of Defense (USD) for Personnel and Readiness (P&R) Memorandum, as well as other documents.
- ⁱⁱⁱ Section 1113 of the FY2010 NDAA, went into effect on 26 October 2009 and is supported by and implemented through updates to part 412 of Title 5 of the CFR, as well as various Department of Defense (DoD) internal hiring reform, recruitment, and related policies and issuances. "Growing Civilian Leaders," comes from one such issuance – DoD Instruction (DoDI) 1430.16.
- ^{iv} Newly appointed supervisors and managers are required to attend training addressing the aforementioned leadership competency areas within 1 year of initial appointment.
- ^v Ka-Bar presentation
- ^{vi} Hughes, Richard, Robert Ginnett and Gordon Cerphy. *Leadership: Enhancing the Lesson of Experience*, 6th Edition. McGraw-Hill Companies, 2009.
- ^{vii} Rath, Tom and Barry Conchie. *Strengths Based Leadership: Great Leaders, Teams and Why People Follow*. Gallup Press, 2008.
- ^{viii} Pink, Daniel H. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books, 2009.
- ^{ix} Heath, Chip and Dan Heath. *Switch: How to Change Things When Change is Hard*. Broadway Books, 2010.
- ^x Fournies, Ferdinand F. *Coaching for Improved Work Performance*, Revised Edition. McGraw-Hill, 1999.
- ^{xi} Raelin, Joseph A. "We the Leaders: In Order to Form a More Leaderful Organization." In *Journal of Leadership and Organizational Studies*, 2005, Vol. 12, No. 2.
- ^{xii} Day, David V. and Stanley M. Halpin. "Leadership Development: A Review of Industry Best Practices. U.S. Army Research Institute for the Behavioral and Social Sciences, Fort Leavenworth Research Unit, Fort Leavenworth, Kansas. Technical Report 1111. Army Project Number 622785A950. April 2001.
- ^{xiii} Day and Halpin, p viii
- ^{xiv} Mine Safety and Health Administration (MSHA), "Evaluation Tip 3" from the site, <http://www.msha.gov/training/trainingtips/trainingeval/EvaluationTip3.pdf>, accessed 29 October 2011.
- ^{xv} MSHA, "Evaluation Tip 3"
- ^{xvi} Ka-Bar presenter
- ^{xvii} Ka-Bar presenter