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AIR COMMAND AND STAFF COLLEGE

AIR UNIVERSITY

LEADERSHIP ASSESSMENT AT ACSC

by

Martha A. Meeker, Major, USAF

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Advisor: Major John D. Garvin

Maxwell Air Force Base, Alabama

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Abstract

Although leadership assessment is a major contributor towards Distinguished Graduate (marking a student as the top ten percent of ACSC graduates), the school has yet to formally define what leadership skills or behaviors should be measured. Indeed, the Air Force itself has yet to define what it takes to lead today's airmen. By contrast, the US Army provides detailed guidance and criteria through such leadership doctrinal products as FM 22-100. The purpose of this study was to determine the feasibility of applying some part of the Army's leadership doctrine to ACSC's leadership assessment program. In conjunction, the study also investigated "who" represented the best insight to assess those skills or behaviors.

Interviews were conducted with a limited number of students, staff, and senior leaders to gain feedback on what skills or behaviors were important for leadership, whether they were reflected in the Army doctrine, and who at ACSC could effectively assess those stated skills or behaviors. In particular, subjects were asked to review the Army's latest leadership assessment tool, the Leader Azimuth Check inventory.

Analysis indicated acceptance by all three test groups (students, operations. and academics) of the Azimuth in general and specific support for the five elements of communication, motivating, decision-making, building, and integrity. However, results were less conclusive for "who" should measure leadership. Recommendations are made to incorporate a limited set of elements from the Azimuth which were both widely

accepted and recognized as observable but to leave the basic structure of ACSC's

leadership assessment program unchanged.

Chapter 1

Introduction

Leaders don't just appear—they are molded. The Air Force is not handed leaders, we must develop them. It's a tribute to our officers and noncommissioned officer that they have done just that for almost 50 years; not only for the Air Force, but for the nation as well. Air University is an institution where our past and present leaders gather with our leaders of tomorrow. It's here that we try to give our officers and NCOs the tools they need to effectively lead the many and varied organizations we place in their charge. No other Air Force mission is more important. And, none has the potential to yield so many rewards. Out of these halls will come tomorrow's Billy Mitchells and Hap Arnolds. They are our hope for the future, not only for the Air Force, but for the Nation.

—Former Secretary of the US Air Force, Sheila E. Widnall

Leadership development is an elusive problem. While every organization likes the idea of ensuring strong leadership in its next generation, not every organization seems able to define exactly what constitutes it. The Air Force is no different. In an article for the *Air Force Times* in 1996, then Secretary of the Air Force Sheila Widnall stated "In the past year, Gen Ronald R. Fogleman, Chief of Staff, and I, as Secretary of the Air Force, have taken a series of mutually supportive steps to ensure the best possible leaders for the future Air Force. Those steps deal with the selection, education, and accountability of commander…The focus of command and leadership extends to Squadron Officer's School, Air Command and Staff College, Air War College…."[1] However, exactly what these schools are supposed to focus on is still up in the air since currently there is no definitive Air Force leadership doctrine. This is particularly a problem

for the Air Force's Air Command and Staff College (ACSC) and its leadership assessment program.

ACSC's current leadership assessment system attempts to recognize leadership ability through the allocation of "Leadership Points" or LPs by peers, course instructors, operation officers, and senior staff. While extensive detail is provided on the administration of the program (who can give how many points for example), very little is provided on the objective criteria needed to actually determine or measure student leadership. While this may seem surprising, one must remember the Air Force itself has yet to provide objective criteria for the service as a whole. In addition, ACSC is an academic environment with somewhat artificially created leadership opportunities and where debate continues still between academics and operations on what student attributes are important. For example, does a student exhibit good leadership by participating in community service events or by helping fellow students with academics? Should one carry more weight if both are considered leadership?

It's the intent of this paper to better define ACSC leadership objective criteria and to identify who can measure them effectively. Towards this end, this study looks at merging US Army leadership assessment initiatives with senior leader and student perspectives in an attempt to provide a beginning foundation for ACSC's own leadership assessment program.

Notes

[1] Sheila Widnall, "Building Leadership-Step by Step," *Air Force Times* 56, no. 31 (March 4, 1996): 29.

Chapter 2

Literature Review

It is of little use to an officer to know that he will better his "efficiency report" if he shows better leadership, more force, or greater initiative if he does not know what he must do to be rated "superior" on these qualities.

—American Institute for Research
Development of a Procedure for Evaluating Officers in the US Air Force, 1948

This review presents research from various leadership studies to answer two basic questions—what leadership skills, behaviors, or traits should be measured for field grade officers attending ACSC, and who should measure them. To identify what to measure, recently completed doctrinal research and initiatives by the US Army are explored. To define who should make the observations, multi-rater feedback is investigated. First however, a review of ACSC's current assessment program and the problems leading to the two aforementioned questions is accomplished.

ACSC Assessment

ACSC's Distinguished Graduate program recognizes a student's abilities in both academics and leadership, placing him or her in the top ten percent of an already elite group. As such, it becomes a delineating factor in an officer's record, affecting both promotion and further professional military education. Because of this, it's important to understand exactly how the two critical parts interact to achieve that final assessment.

As the program currently stands, cumulative Grade Point Average (GPA) points are added to Leadership Points to arrive at a weighted total representing a "whole person" score.[1] Looking first at GPA, current data for the class of 1999 indicates over 95% of GPA scores range from a B (scored a 3.0) to an A (scored a 4.0.)[2] Therefore, for a 3-credit class, the GPA point spread would normally range from a 9.0 (B) to a 12.0 (A.) Totaling the number of courses offered (9 plus a 6-credit research or elective course), the spread is extended to a low-end GPA point total of 99 for all Bs to a high-end GPA total of 132 for all As.[3] Thus, 33 points distinguish low-end and high-end academic performers. Basically, because ACSC rarely uses the entire GPA scale (0.0 to 4.0) it has relegated academics to only a one-grade difference (B to an A) for use in distinguishing student performance. Thus the 600-member student body is stacked into a rather narrow distribution offering little distinction in identifying the best of the best.

Turning to LPs, the data indicates over 90% of the time course instructors give three students 0.2 LPs (the instructor can allocate LPs three ways – 0.3, 0.2, 0.1 or 0.2, 0.2, 0.2, or 0.3, 0.3.)[4] An additional 0.1 can be allocated based on peer reviews.[5] Therefore, the leadership point spread for any particular course generally runs from 0.0 to 0.3. Since their are 11 courses involving LPs (operation officer and senior leadership points are ignored in order to stay with the "average" student and what he or she has a reasonable chance to influence within the seminar) a student can earn 3.3 LPs.[6] As a side note, each student starts with 2.0 LPs, but since these are given to every student, they do not affect the point spread (see Appendix A for example DG scoring.) As such, this discussion excludes them. Since LPs carry the weight of a nine-credit course, the final point spread can range from 0.0 to 29.7. When you combine the GPA point spread and the LP point spread, you'll find a total

variance of 62.7. Thus for the average student with no duties outside the seminar room, LPs contribute over 47% of the final point spread which will determine who is a DG and who is not. For those students who earn LPs from operation officers or senior leadership, LPs will carry even more weight.

Table 1: Maximum Point Spread (based on 11 courses)

Instructors	Peers	Ops Officers	Senior Leadership	Point Spread
11 x 0.3= 3.3	11 x 0.1= 1.1	4 offerings x 0.3 = 1.2	2 offerings x 0.6 = 1.2	0 to (9 x 6.8) = 61.2

Source: ACSC OI 36-108, *Resident Evaluation Program* (15 Jul 98)

With the importance tied to assessing leadership at ACSC, one would assume an established set of criteria exists for those instructors, peers, operation officers, and senior staff to use as they differentiate among students. Unfortunately though this isn't the case, as the lack of Air Force doctrine detailing what the service itself considers as leadership complicates the process. As such, this study turns to the Army and its leadership doctrine (based on hierarchical leadership) in an attempt to build a foundation for ACSC leadership assessment.

Hierarchical Leadership

Hierarchical leadership theory attempts to model leadership requirements by asking two basic questions: 1) what leadership requirements are required within an organization and 2) how does the importance given to those various requirements change as an individual progresses through the various divisions or levels within that organization. For example, if technical competence and communication skills are considered important, will communications skills become more or less in demand as that individual climbs within the organization? Will the importance of technical competency decrease, remain the same, or

increase? As such, it begins to narrow the search for leadership criteria by first focusing on specific levels within an organization.

Hierarchical modeling, with its emphasis on levels, would seem to lend itself to the highly structured military environment and indeed several studies have made that connection. Of particular interest is the Stratified Systems Theory.

Stratified Systems Theory

Stratified Systems Theory (SST) is a variant of the three-level models that have found a popular following in several articles on organizational structure. Based on a structure divided horizontally into functional departments and vertically into the three levels of worker, manager, and executive, three-level models attempt to show distinct and varied leadership requirements based on the vertical level.[7] For example, while squadron-level pilots and maintainers are parts of different functional departments, they are both still considered primary operators, performing the primary work of the organization. Theoretically, their leadership requirements would vary little. However, should one rise above the squadron level to the headquarters level command, the model dictates his or her leadership requirements must change as that individual transitions to a different level (manager rather than worker) with different requirements (supervising rather than performing.)

Building on this, Dr. T. Jacobs (now at the Industrial College of the Armed Forces) and Dr. Elliott Jaques refined three-level modeling into the SST. Starting with the simple concept that hierarchical organizations such as the military require different leadership abilities depending on position, Jacobs and Jaques broke those positions down on the basis of one metric, complexity (measured as the span of time taken to complete a project due to the

observation more complex tasks require longer periods to complete.) With this, Jacobs and Jaques refined their three primary categories (direct, operation, and strategic) into seven strata identifying specific skills needed at each level (Appendix B.)[8]

The Direct domain encompasses those individuals tasked with accomplishing the day-to-day mission and as such are required to have specialized skills. The Operation domain encompasses two leadership roles. First is the "line" supervisor with the authority and responsibility for overseeing that primary functions of the organization are completed. Second is the senior "staff" officer, providing advice and assistance to the line manager but lacking the authority to force direct action. The Strategic domain encompasses those individuals required to merge internal environment requirements with those outside the organization such as Congress and the media. Leaders in this domain will ensure the health of an organization from 5 to 50 years out.[9]

SST presents an empirically based, fully developed hierarchical leadership model describing how an individual's ability to handle complexity comes into play as he or she moves up the corporate ladder. As such, it begins to narrow the search for leadership criteria by first focusing on what level the particular target group is operating on. For this research, the question would become "what level would majors attending ACSC need to operate at upon graduation?" Once this is answered, than the field should be defined enough to turn to look at what specific skills and behaviors are typical at that level. This is the approach the Army took several years ago and their work provides a beginning foundation for ACSC to draw upon.

The United States Army

Nearing the completion of a fundamental shift in leadership development and assessment, the Army has taken significant strides in defining leadership doctrine based on a large part on the ideas espoused by the SST. The final stage of this makeover is now taking place as the Army takes its first steps towards assessing the specific skills and behaviors it expects throughout its various leadership levels. A key player in this effort is their latest assessment tool, the Leader Azimuth Check inventory. As this tool sets clear and observable leadership criteria for majors at the Army's equivalent to ACSC (Command and General Staff Officer Course or CGSC), it's worth a look at how it was developed and whether it has applicability for ACSC.

In 1995, the United States Army kicked off a major initiative to remake itself into a force ready for the challenges of the 21st century – Force XXI. Part of this remake was a renewed interest in defining leadership doctrine. Towards this end, the Center for Army Leadership (CAL) at Fort Leavenworth, Kansas was tasked as the lead agency to "orchestrate the development, execution, and evaluation of current and future leadership and leader development initiatives across the Army."[10] One such initiative was a total overhaul of the Army's cornerstone piece of leadership doctrine, FM 22-100.

Doctrine

Taking a page directly from Jacobs and Jacques, the Army restructured FM 22-100 around three levels of leadership as distinguished by the ability to handle complexity. Each level is generally associated with various command structures (company, brigade, etc.) but is not linked to rank (the reason being that while a major at the battalion level may work at a direct level, that same major, placed at the headquarters level, might work at the

organizational level.) As such, the position occupied is the predominate factor in assessing

what leadership skills are needed.
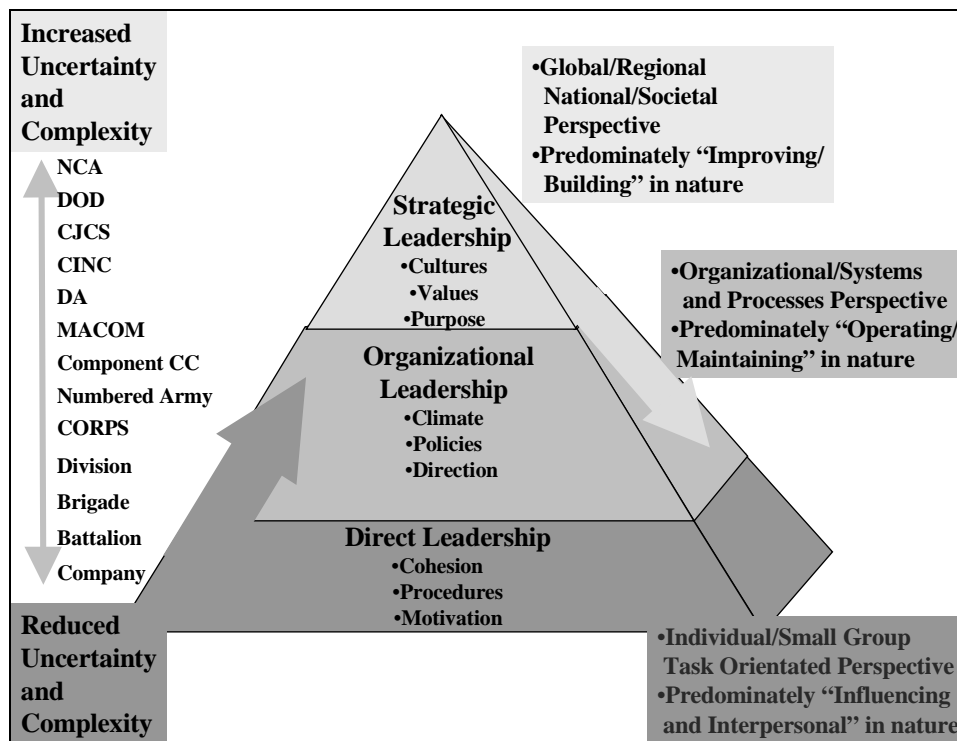
Figure 1: The Levels of Army Leadership

Direct leadership is the "face-to-face, front-line leadership."[11] Here, the leader's span of

control is limited to those that he or she can reach out and affect directly, and the

environment is one of more certainty and less complexity. Operating for the most part in

accordance with stated procedures, the leader can relatively quickly assess what's working

and what's not and change the organization as needed. Moving up the complexity ladder,

organizational leadership focuses on "influencing several hundred to several thousand

people indirectly through multiple layers of subordinates."[12] Here, leaders set policies and

affect the environment for direct-level leaders. Because of the additional layers between the

leader and those who he or she affects, results take longer to materialize and uncertainty

increases. Finally, *strategic leadership* focuses on preparing the future of organizations with

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several thousand to hundreds of thousands of people. Problems are complex and often affected by organizations outside the Army (Congress, interservice cooperation, etc.) Thus, strategic leaders look to affect such items as force structure, allocation of resources, and setting a strategic vision. As with the SST, the Army measures complexity levels through time (see Appendix C.)

With this framework set, the question once again turns to "what" to measure. Towards this end, the Army has put forth four categories of skills a leader must know – interpersonal, conceptual, technical, and tactical, and three sets of actions a leader must do – influence, operate, and motivate.[13] While these broad categories apply to all three of the previous levels, different subsets of skills and actions are needed from one to the next. For example, while FM 22-100 specifies communicating, team building, supervising, and counseling as interpersonal skills for the direct leader, it specifies understanding soldiers and supervising as necessary skills for the organizational leader.

Table 2: Leadership Skills by Level

	Interpersonal	Conceptual	Technical	Tactical

Direct	Communicating
	Team Building
	Supervising
	Counseling
		Critical Reasoning
		Creative Thinking
		Moral Reasoning
			Knowing
			  Equipment
			Operating
			  Equipment
				Doctrine
				Field Craft
				War Fighting

Organizational	Understanding Soldiers Supervising	Intent Filtering Information Systems Understanding	Resourcing	Synchronization Orchestration

Strategic	Communicating
	Negotiating
	Achieving Consensus
	Staff Building
		Envisioning
		Frame of Reference
		  Development
		Dealing with
		  Uncertainty/Ambiguity
		Developing Intellectual
		  Capital
			Strategic Art
			Leveraging
			  Technology
			Translating
			  Political Goals
			  into Military
			  Objectives
				N/A

Source: Army Field Manual 22-100, "Army Leadership," 4-1 through 7-15.

While developing the right skills at the appropriate level of leadership is important, leadership doesn't begin until the leader applies those skills and acts. Here the Army concentrates on the three aforementioned categories: influencing, operating, and improving, which are further broken down as follows:

Influencing	*Operating*	*Improving*
Communicating	Planning	Developing
Decision Making	Executing	Building
Motivating	Assessing	Learning.[14]

Leaders at all stages are expected to perform these actions but not at the same complexity level. While the direct leader is expected to concentrate on building teams, the organizational leader will be expected to draw on his or her additional resourcing skills to build a network of teams through task organization and resource allocation. Thus, to build a framework for defining the "what" of leadership, a distinction must be made on what level of leadership or situation one is addressing. In this case, the situation is ACSC.

Because of the tremendous variety between follow-on jobs, it's impossible to make an all-inclusive statement on what level ACSC graduates should operate on. However, two facts are constant—ACSC is a command and staff institution tasked with providing a cadre of trained officers ready to serve in positions of higher authority and responsibility and its graduates are considered in the top eighteen percent of the Air Force.[15] As such, it's appropriate (and should be expected) to demand more from these individuals than the standard population such as accelerated staff duty at the unified command level or higher. As such, this research concentrates on the SST's operational domain. The overall result should be aimed at producing an officer ready to meet the complexities of working on a staff tasked with creating, balancing, directing, and leading multiple projects and equipped with the ability to broaden his or her horizon to deal with a longer term impact.[16]

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The Army uses this approach at CGSC as it focuses it's leadership development towards the organizational level but it also adds a futuristic reason as well. Using inputs from Force XXI, Army After Next, and Army Vision 2010 initiatives, CAL sees a future where operations take place in highly ambiguous situations; where information technology will, at times, provide information overload; and where the tactical, operational, and strategic domains begin to fuse as the complexity and pace of operations increase dramatically.[17] Organizations become flatter, increasing span of control. As such, leaders will have to develop the critical and creative thinking skills which were reserved in the past for those of higher rank. Thus the major will be asked more and more to step away from the direct domain of leadership and step into the organizational world.

With this, the focus becomes assessing leadership while keeping an eye towards the operational domain (Army's organizational level.) One instrument that can provide aid in that direction is the Leader Azimuth Check inventory (Azimuth.) The Azimuth is the latest assessment tool produced by the Army Research Institute for the Behavioral and Social Sciences (ARI.) While its final purpose is touted as allowing leaders at all levels to assess their abilities (it focuses on the three categories of actions all leaders perform), it's current focus is to provide feedback to students attending the CGSC. As such, it stands to reason that some items might be transferable to ACSC as the environments are much the same as well as the general population.

Leader Azimuth Check

Originally conceived as a derivative of the Army's assessment tool for senior leadership (Strategic Leader Development Inventory or SLDI), it should be noted that the current Azimuth has undergone extensive modification to arrive at its current version. While the

SLDI was developed in part by the same individuals responsible for the SST (primarily, Dr Jacobs) which the Army now bases so much of its doctrine on, questions were raised surrounding the factor analysis used in building its structure. At the heart of the problem was the issue that Jacobs used separate and fundamentally different surveys to collect data on leadership skills and behaviors based on whether a superior, subordinate, peer, or the senior leader himself was interviewed. Researchers at the Center for Army Leadership at Ft Leavenworth felt that building a set of competencies based on the resulting data was similar to comparing apples to oranges since interview questions had been changed between target groups. As a result, they began to look at constructing an assessment tool of their own, taking what parts they could from the SLDI but modifying it to meet the needs of direct and operational leaders as well. In 1994, they began by using data collected from the Army's Combined Arms and Services Staff School (CAS3) using only the peer and self-analysis tools from the original SLDI. With this narrowed field, CAL and the Army Research Institute for the Behavioral and Social Sciences (ARI) began to examine in detail what changes were needed. Thus some SLDI items were eliminated as weak items while others were added from the Army's core competencies which seemed to strengthen the developing factor structure from the CAS3 data. The result was Version I of the Azimuth with twelve elements of leadership incorporating 98 observable leadership skills or behaviors.

However, as noted before, the Army began to remake itself when Force XXI kicked off in 1995. As a result, the Azimuth was modified once again to reflect the leadership actions listed in the new FM 22-100. With this new direction, CAL refocused to build a concept-driven product rather than a data-driven one. As such the new structure forced it to discard the major elements of Version I; however, CAL did salvage those items which were strongly

supported by previous data and could be linked to the new guidance. The resulting structure now reflects 72 items versus the original 98 and has been simplified for administration and scoring. Both versions are included in Appendices D and E.

Unfortunately, because only one CGSC class has used the Azimuth, more validity testing still needs to be completed for the entire instrument to become universally accepted. However, initial data looks strong form the first class of majors and supports the possibility of adapting parts of it to ACSC (reference Appendix F for initial data.)

Summary

Leadership hierarchies are nothing new in the military. Its entire structure is in fact based on them (take for example senior officers overseeing field grade officers overseeing company grade officers.) Therefore, the Army's initiatives to utilize the theory behind such hierarchies as three-level modeling (specifically, the Stratified Systems Theory) shouldn't be surprising. Indeed, their work, including the development of leadership criteria in the Azimuth, should provide a starting point for ACSC to evolve it's own set of criteria for use as a baseline for deciding who deserves the additional recognition inherent in leadership points.

Who Measures

While making a decision of what to measure is a significant step in leadership assessment, it's only one side of the coin. It still has to be established who can most effectively measure leadership development in ACSC students. Is the student a better judge of his abilities or are those around him such as peers and course instructors? Can the system utilize just one input source such as instructors or operations officers or is there an under-

riding bias present in the pull between academics and operations which makes it necessary to provide for multiple rating sources to gain an objective picture? To help answer these types of questions, this review turns to look at the concept of multi-rater feedback.

Multi-Rater Feedback

As part of a booming leadership development industry, multi-rater feedback has made significant inroads into more than 90 percent of Fortune 1000 companies, and the reason is simple – it provides individuals with a better picture of their own skills over the typical supervisor-subordinate assessment.[18] ACSC itself has caught the fever, as its current leadership assessment program incorporates feedback from four separate areas (peers, instructors operations officers, and senior leaders.) However, is all this feedback truly worth the effort of adding these additional sources, and if so, are there any special considerations surrounding this type of feedback?

The Need

To answer the question of whether additional feedback is worth the effort, this study turns to one of the largest studies conducted to determine how effectively managers rate their own skills. In 1988 Harris & Schaubroeck bought together a total of 36 independent self-supervisor, 23 independent peer-supervisor, and 11 independent self-peer rating studies. While they found peers and superiors often agreed on an individual's skills, they found the same couldn't be said about the individual himself as compared to those same coworkers and superiors.[19] In fact, they found only a third of managers produced self-ratings that matched what others had to say. Of those who missed the mark, a third had an over-inflated view of their skills while the remaining third underrated their abilities.[20]

But how damaging is it really if a manager misses the mark on assessing his or her own abilities? Ellen Van Velsor, a researcher for the Center for Creative Leadership (whose customers include IBM, Nike, and the Army) let coworkers weigh in on that question. For the two thirds of the leaders who had distorted views of themselves, the most damaging as perceived by coworkers was the over rater (self-doubters were actually scored higher on effectiveness than both the other groups.) Unfortunately, Van Velsor also found this problematic group of over raters grew in numbers as she looked higher in various organizations. Thus it would seem feedback becomes even more critical as one advances as success often lures individuals into a false sense of confidence about their own abilities at a time when their affect on the organization is increasing.

However, how much of a problem can this become? Won't the organization itself eventually recognize problem supervisors and remove them? The answer is "no" as the organization itself is often relying on the same documented feedback from superiors that the individual is. Take for example research by Lieutenant General Walter F. Ulmer, Jr. (USA, Ret), Distinguished Fellow of the US Army War College and former nine year President and CEO of the Center for Creative Leadership. In an article published for the Spring, 1998 US Army War College Quarterly he states:

> *"If one were to query serving officers about the percentage of battalion brigade, division, and corps commanders who were seen as unsatisfactory leaders by a plurality of their subordinates and by many of their peers, I suspect the figure would be between 15 and 25 percent. Actually, there have been enough informal surveys, anecdotal reports, and ancillary studies over the past 20 years to make this more than a 'suspicion.'"[21]*

The supporting data Lt Gen Ulmer refers to is an Army War College Military Studies Project authored by Tilden Reid entitled "Performance of Successful Brigade Commanders Who Were Selected to BG as Viewed by Their Former Battalion Commanders," which concluded

that 28 percent of those brigadier generals should not have been selected as viewed by their subordinates.[22]

So, if single-source feedback isn't working, can multi-rater feedback fill the void in a military environment? It seems the Army thinks so. Currently, multi-source feedback is used as part of the evaluation processes at Reserve Officers' Training Corps Advanced Camp, the US Military Academy, Ranger school, the Combined Arms and Services Staff School (CAS3), the Warrant Officer Staff Course, and the Army Management Staff College. In 1993, the Army moved into high gear as it commissioned a project in conjunction with ARI and the Center for Creative Leadership to "explore emerging technologies to assess skills required for successful leader performance and techniques to develop leader and decision making skills…"[23] One of the recently completed milestones of this commission has been the initiation of multi-rater feedback at CGSC through the previously mentioned Leader Azimuth Check instrument. [24] Once this initial research is completed, the Army intends to move the Azimuth to its units throughout the service to serve as a basis for its leadership development program. This says quite a bit about how committed they are to incorporating multi-rater feedback.

Implementation Considerations and Concerns

However, while multi-rater feedback can provide invaluable information to an individual on his or her own decision-making skills, there are some critical conditions to be met. First and foremost, a relevant assessment instrument based on accepted organizational competencies must be developed. To help ensure this, Edwards and Ewens, president and CEO of TEAMS, Inc and credited with coining the phrase "360 degree feedback" suggest organizing a focus group to answer the question of "What are the critical competencies the

organization will need in the future?"[25] While no means a formalized process, this paper hopes to start ACSC on this process by interviewing key staff members and students in the hopes of ascertaining their thoughts on the necessary leadership skills for ACSC graduates. Additional concerns surrounding the involvement of the target audience, ensuring a process to provide confidentiality, training for participants, continuing review of the process, and a mechanism for follow-up support for self-development will be revisited in the conclusions section of this paper[26].

Before leaving this issue, this paper would be remiss if it didn't' address the considerable body of work pointing to the possible dangers of using multi-rater feedback within an assessment process. Will peers who are competing for the same rewards attempt to undercut one another? Will the assessment become nothing more than a popularity or visibility contest with participants jockeying for position instead of coming together and working as a team? While there is resistance, this author contends a well-developed set of competencies, serving as a guide for students and staff who provide limited feedback to justify their ratings, can go a long ways to minimizing potential problems. In addition, ensuring multiple inputs from each source of feedback will dampen the problems encountered by the occasional jealous co-worker. For a seminar at ACSC for example, feedback would be received from 12 to 13 different peers limiting the effect from any one individual in particular.

Summary

Effective leadership assessment is judged by how well it provides accurate feedback to both the individual and the organization. As such, many are beginning to look at multi-rater feedback as an alternative to the more traditional single-source rating systems which are

often leaving both the individual and the organization with an incomplete picture. It fits particularly well within ACSC as students are placed within multiple command chains where no one individual can observe all of a student's actions. With this then, the stage is set for looking at who should participate in student leadership assessment and thus the focus will now turn to the results for staff and student interviews.

Conclusion

ACSC places significant interest in bringing leadership assessment into its overall DG program. As such, it needs to ensure objective criteria are provided to both staff and students alike to guide them in their decision making process. Fortunately, the Army's Azimuth inventory provides a starting point for developing those criteria. As for who should get a say in using that criteria, the starting focus should be on bringing in multiple sources in order to provide feedback from all areas of a student's performance. With this background set, this research now focuses on interviewing senior leadership and students in order to mold the Azimuth indicators into something useable at ACSC, and to determine exactly who should participate in assessing a student's leadership ability and to what extent their assessment should play in the overall leadership point allocation.

Notes

[1] ACSC OI 36-108, *Resident Evaluation Program* (15 Jul 98), attachment 4.
[2] Ibid, 2.
[3] Ibid, attachment 4.
[4] Ibid, 6.
[5] Ibid.
[6] Ibid, attachment 4.
[7] Henry Mintzberg, *The Structuring of Organizations*, (Englewood, NJ, Prentice Hall, 1979), 69.
[8] Berlain Hatfield, Jr., *Strategic Leadership Development: An Operation Domain Application*, (Maxwell AFB, Air Command and Staff College, 1997), 5.

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[9] Ibid, 7-10.

[10] Center for Army Leadership, *Mission Statement*, 1, on-line, Internet, 12 Dec 1998, available from http://www-cgsc.army.mil/cal/mission/htm.

[11] Ibid, 3-23.

[12] Ibid.

[13] Ibid, 2-31.

[14] Ibid, Appendix B.

[15] Air Force Personnel Center, *Officer Professional Military Education: Board Process, 1998,* np; on-line, Internet 04 Feb 99, available from http://www.randolph.afpc.af.mil/.

[16] Berlain Hatfield, Jr., *Strategic Leadership Development: An Operation Domain Application*, (Maxwell AFB, Air Command and Staff College, 1997), 9.

[17] Center for Army Leadership, *Futures; Army Leader Campaign Plan Future Leader Requirements*, 1, on-line, Internet 22 Dec 98, available from http://www-cgcs.army.mil/cal/alcp.htm.

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[19] Michael M. Harris and John Schaubroeck, "A Meta-Analysis of Self-Supervisor, Self-Peer, and Peer-Supervisor Ratings," *Personnel Psychology*, 1988, 58.

[20] Brian O'Reilly, "360 Feedback Can Change Your Life*," Fortune*, 17 Oct 94, 94.

[21] Walter F. Ulmer, JR., "Military Leadership into the 21st Century: Another 'Bridge Too Far?'*" PARAMETERS, US Army War College Quarterly*, Spring 1998, 10.

[22] Ibid, 25.

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[25] Mark R. Edwards and Ann J. Ewen, *360 Degree Feedback: The Powerful New Model for Employee Assessment and Performance Improvement,* (New York, NY AMACOM, 1996), 82.

[26] Dr Stan Halpin, *360 Degree Assessment Process – Literature Review*, (ARI field office, Ft. Leavenworth, KS, 1998), p 10.

Chapter 3

Methodology

True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information.

Sir Winston Churchill

The subjects for this study were senior leaders, staff, and seminar leaders from the Air Command and Staff College at Maxwell AFB. The instrumentation used to collect the data included one-on-one interviews utilizing questions developed by the author and approved by ACSC's Evaluations department and the Leader Azimuth Check inventory.

Subjects

The subjects represented a stratified sampling of leadership (n=18) across the various functions within ACSC including academics, operations, the commandant, and students. Those interviewed consisted of the Commandant, Division 1-4 Operations Officers, the Dean of Students, the chairs of the three major academic departments responsible for ACSC curricula— DEA, DEB, and DEC, and finally, nine seminar leaders representing both semesters of the class of 1999. These individuals were chosen based on their positions that afforded them unique perspective into the overall workings and underpinnings of ACSC. All individuals outside of the students had at least two years experience at ACSC and all had served as course instructors thus yielding an equal representation between students (n=9) and academics (n=9).

Instrumentation

Instrumentation used for this study included interviews with staff and students from ACSC. During the interview, subjects were asked to answer seven questions contained in an interview request letter (Appendix H.) In addition, each individual was requested to review the 72 items contained in the Leader Azimuth Check inventory, Version II (Appendix E.)

Procedures

Research procedures focused on determining what should be measured for leadership assessment and who should measure it, and consisted of obtaining interview approval, data collection through the interview process, and analysis. To obtain approval to conduct the interviews, a staff summary package was sent to ACSC's Evaluations Department and approved by each of the staff subjects listed earlier (Appendix H.) Each staff member was then contacted to schedule the interview itself. Seminar leaders were selected via line-of-sight and asked to participate when their schedule allowed.

The 20-30 minute interviews centered on two products, the aforementioned seven questions and the Azimuth inventory. While discussing the third question, a copy of the Azimuth inventory was presented. Subjects were then asked to comment on whether any items fit their definition of leadership and to mark whether those items were observable, somewhat observable, or not observable (if time was short, the inventory was left with the subject to complete at his or her leisure.) The interviewer provided no additional information on the items contained in the Azimuth.

Qualitative comments from the interviews were collected and categorized. They were then examined to determine which Azimuth elements were appropriate for ACSC leadership assessment and what groups should be included in that process.

Chapter 4

Results

The interview process for this study consisted of two parts. The first was a series of seven questions designed to answer the questions of what should form the basis for leadership assessment at ACSC and who should participate in the assessment program. Incorporated in these questions was an additional emphasis on addressing whether the Army's Leader Azimuth Check could serve as a basis for measurement. Towards this end, the subjects were asked to comment on both the appropriateness of the Azimuth items based on their defined set of leadership skills and behaviors and whether the items could be observed in an ACSC setting. Overall results indicated agreement among the test groups on "what" to measure and acceptance of the Azimuth as a whole; however, opinion was divided on "who" should participate.

What Skills or Behaviors

Each subject was first asked what skills, behaviors, or traits they considered as part of leadership. Detailed results from this question are contained in Appendix I and show heavy consensus towards team work. Next, subjects were asked whether any items from the Azimuth survey fit their definition of leadership. Because all but one respondent found it easier to answer based on the broader categories of elements, the data is presented based on the 14 elements instead of the 72 individual items. Below are the top five elements selected by the three test groups (students, operations, and academics.) A complete listing of all responses is found in Appendix J.
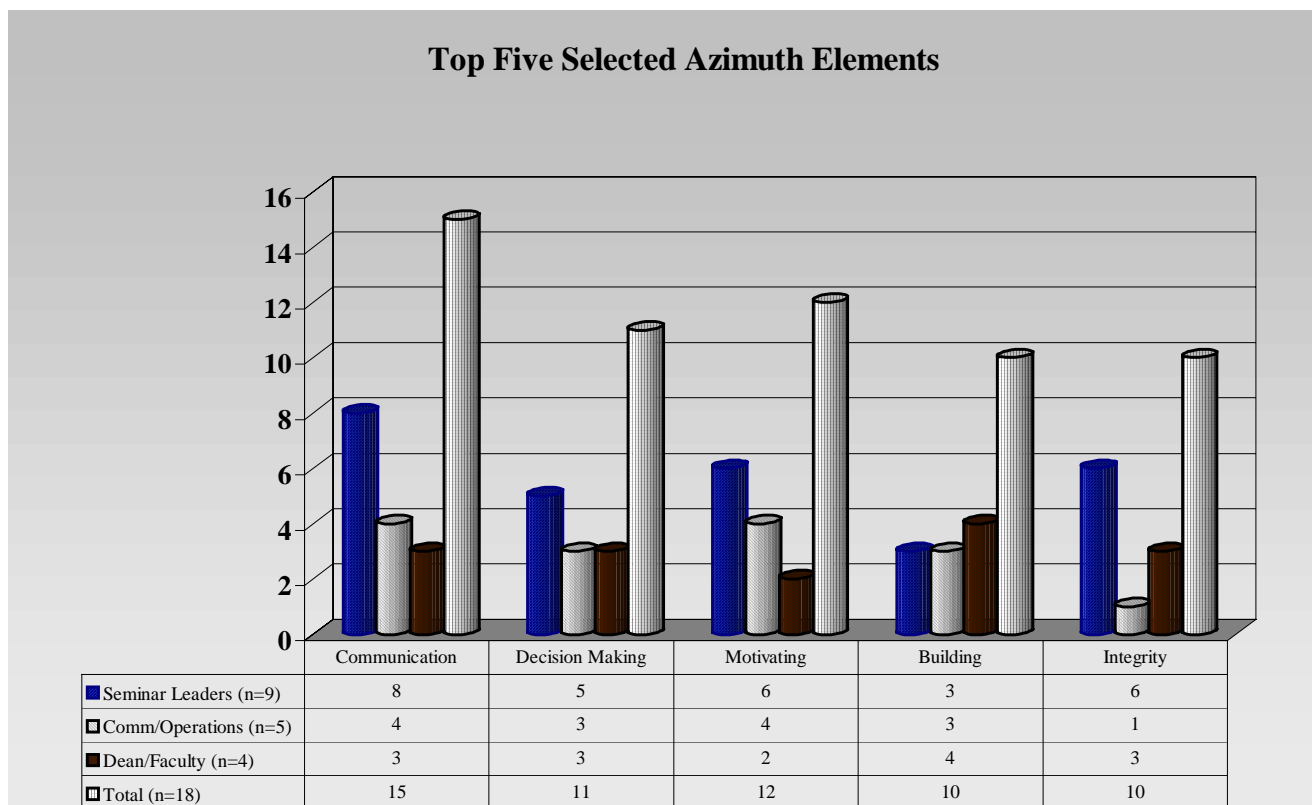
Top Five Selected Azimuth Elements

	Communication	Decision Making	Motivating	Building	Integrity
Seminar Leaders (n=9)	8	5	6	3	6
Comm/Operations (n=5)	4	3	4	3	1
Dean/Faculty (n=4)	3	3	2	4	3
Total (n=18)	15	11	12	10	10

Figure 2: Top Five Azimuth Elements Selected by Subjects

A corollary to the question of "what to measure" is "can it be measured?" As such, each subject was asked to assess whether each of the 72 items within the Azimuth were "Observable," "Somewhat Observable," or "Not Observable." Because of the size of data representation, all results, including the overall results, are included in Appendix K.

Who Should Measure

Subjects were asked to provide their opinions on who could effectively measure those skills or behaviors they listed as important in leadership assessment at ACSC. Results from the three respondent groups and overall totals are depicted below. Once "who" was established, subjects were asked to weight the inputs each source should have. Results concerning appropriate weighting were as varied as the number of subjects and no definite conclusions can be drawn from the data. However, the second graph

depicted below indicates support for maintaining the current grouping of peers, course instructors, operation officers, and senior leaders as the appropriate mix for assessing leadership at ACSC. Complete results are listed in Appendix L.

"Who do you believe could contribute feedback on those traits, skills, or behaviors listed earlier?"

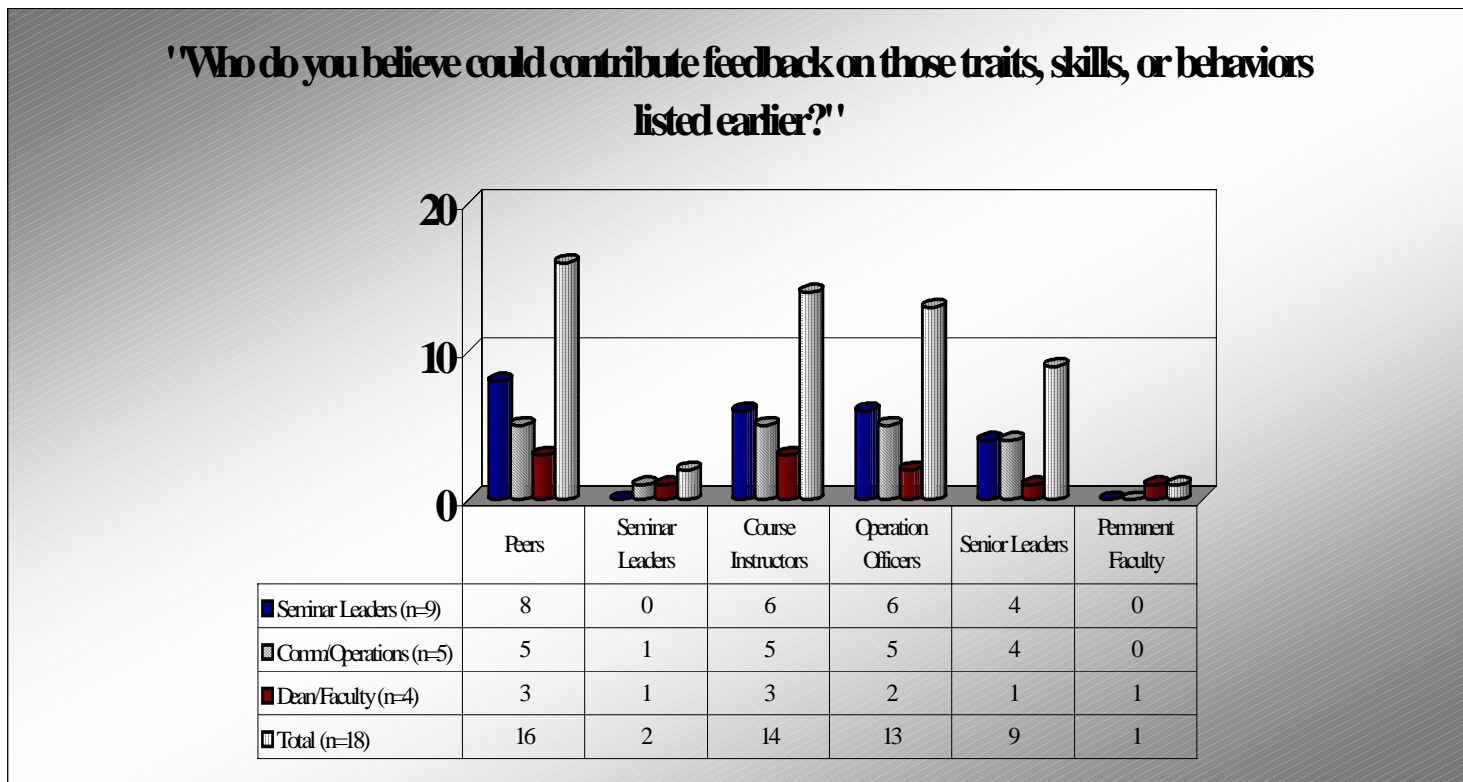|	Peers	Seminar Leaders	Course Instructors	Operation Officers	Senior Leaders	Permanent Faculty
■ Seminar Leaders (n=9)	8	0	6	6	4	0
▨ Comm/Operations (n=5)	5	1	5	5	4	0
■ Dean/Faculty (n=4)	3	1	3	2	1	1
▨ Total (n=18)	16	2	14	13	9	1

Figure 3: Who Should Measure – Broken down to reflect individual categories (peers, seminar leaders, course instructors, etc)

Who Should Measure

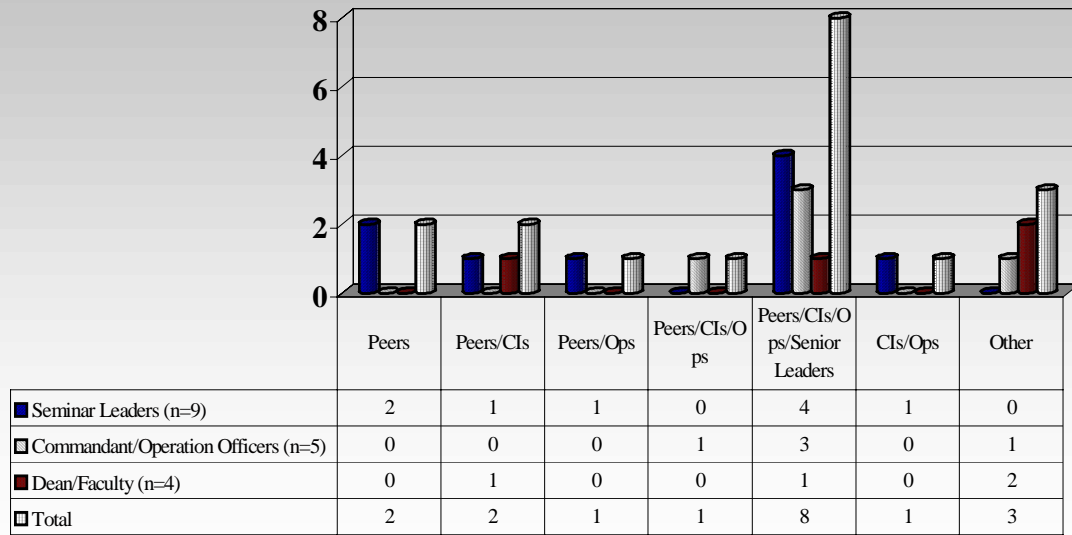|	Peers	Peers/CIs	Peers/Ops	Peers/CIs/Ops	Peers/CIs/Ops/Senior Leaders	CIs/Ops	Other
■ Seminar Leaders (n=9)	2	1	1	0	4	1	0
□ Commandant/Operation Officers (n=5)	0	0	0	1	3	0	1
■ Dean/Faculty (n=4)	0	1	0	0	1	0	2
□ Total	2	2	1	1	8	1	3

Figure 4: Who Should Measure

Chapter 5

Conclusions

Life is the art of drawing sufficient conclusions from insufficient premises.

—Samuel Butler
Notebooks

This chapter discusses the results from interviews with Air Command and Staff senior leadership and students centered on the two questions of "what leadership behaviors to measure?" and "who should measure them?" The intent is to relate them back to the larger issues of inserting an Army doctrinally-based product as a foundation for determining the "what" for leadership assessment at an Air Force intermediate school and whether multi-rater feedback can be beneficial at that same school. It concludes with recommendations for both the school and further research.

What to Measure

Interview data indicate a consensus on "what" should be measured for leadership assessment and further indicate that parts of the Army's Leadership Azimuth Check Inventory could be used as a baseline for student leadership assessment.

While the subjects varied from students to the acting Commandant, some central themes didn't – teamwork, decision making, and integrity were important. Teamwork especially was considered critical, with over a third of the subjects either highlighting organizing and working in teams as important or highlighting those skills they thought necessary for team building (such as communication) as important

(see bolded items in Appendix I.) Indeed, the phrases team work and team building came up so often during the interviews the author questioned several subjects on whether this had been discussed at earlier staff meetings or at other such gatherings. The response in all cases was "no." Instead the reason given on a universal basis was the subjects realized leaders in higher positions of authority no longer has the luxury of controlling projects directly. Rather, they now had to work through others in order to ensure success.

Turning to the Leader Azimuth Check, it was generally well received with only 5 of the total 75 comments indicating a need for eliminating one or two total elements and only 6 of the total 75 indicating minor modifications (changing or adding one specific item within an element). Not surprisingly, when subjects were asked to single out those elements that most effectively assessed leadership, they selected those elements most closely related to the three central themes of teamwork, decision making, and integrity (Communication-83%, Motivating-67%, Decision Making-61%, Building-56%, and Integrity-56%.) The next elements most singled out were Respect and Selfless Service at 33% followed by Executing at 28%, Learning, Planning/Organizing, Assessing and Emotional Stability at 22%; Developing at 17%, and Other at 11%.

While the Azimuth was well received, another part of determining what leadership skills or behaviors should form the basis for assessment is whether or not they are observable. Looking at the top five elements of Communication, Motivating, Decision Making, Building, and Integrity, Building received the top marks with only one item receiving less than 89% observable. Overall, it averaged 88% for its five items with the lowest item weighing in at 50%. Communication was next with an overall average of 73% with the lowest item also weighing in at 50%. Results for Motivation were mixed with three items scoring high (average 76%) and two others scoring low (33%.) Integrity items measured 68% on average with no item scoring less than 56%. Finally, Decision Making received poor marks overall at 41%. Of

the other elements, Learning (68%), Respect (76%), Emotional Stability (94%), and Other (75%) all received good marks. For the remaining elements, Planning/Organizing, Executing, and Selfless Service have some items which scored above 50% while Assessing was a wash across the board with the highest item only receiving a 28% vote of confidence.

The Azimuth is a direct reflection of the revised Army doctrinal categories of influencing (Communicating, Decision Making, and Motivating), operating (Planning, Executing, and Assessing), and improving (Development, Building, and Learning) and its overall acceptance lends credence to investigating the latest addition of its Army leadership doctrine, FM 22-100 for use at ACSC. However, the results on observability indicate adopting any part of it will have to be considered in light of the school environment.

Who Measures

While the results from the interviews indicate some commonality on who should participate in leadership assessment they stop there, as the weighting comments are as varied as the individuals. Peers were included for all but two subjects (one seminar leader and one academic member) followed next by course instructors (14) and operations officers (13) for a percentage rating of 89%, 78%, and 72% respectively. Senior leadership came in for 9 of the 18 subjects (50%) and two subjects reported a desire for a change in the current observers with one bringing in seminar leaders and another requesting the addition of a permanent faculty member attached to each seminar. As for the grouping of observers, keeping the four current groups (peers, course instructors, operation officers, and senior leadership) was reported most often but was still only included in 8 of the overall 18 interviews (44%) with only three subjects reporting the same weighting among this grouping (keeping the current system in place at ACSC.) The greatest divergence occurred among those subjects from the academics specialty with all four reporting different groupings.

Because of the disparity in the results on who should measure leadership at ACSC and with what weighting, drawing implications from them is difficult. For utilizing multi-rater feedback, there does seem to be agreement that more than one observing group is needed as only two subjects (both seminar leaders) responded with just one. Towards this end, peers, course instructors, and operation officers should be looked at as the top contenders to be included. However, because of the differing of opinions of the subjects, this paper will not make any attempt to exclude any one group or to define any weighting system. If ACSC should determine a set of critical competencies does exist for its leadership assessment program, further review should follow to determine if this might provide the focus needed to bring theses groups closer together.

Recommendations

Because the focus group for this research represented such a small total percentage of the overall ACSC total population, the reader must be careful before drawing any sweeping conclusions. However, because of the importance assigned leadership assessment at ACSC and the significant support for the Leader Azimuth Check inventory, this paper recommends ACSC look hard at implementing a beginning set of leadership competencies based on that instrument. In particular, emphasis should be given to using those items within the elements of Communication, Motivating, Decision Making, Building, and Integrity that correlated well with the results on observability.

As the data is conflicting on exactly who should assess those competencies, this paper recommends leaving the current system in place, utilizing peers, course instructors, operation officers, and senior leadership. However, changes should be made to bring it in line with the multi-rater concept. First and foremost, those involved in the assessment program must be trained on what to assess and how their assessments affect the targeted population. For the peer group, training could be provided during the beginning blocks of the Leadership and Command curriculum (this is the first block of instruction

provided for students at ACSC.) As for the other three groups, the Evaluation department of ACSC should take the lead for ensuring they have the appropriate knowledge of the criteria and its affects, as they are responsible for overseeing student evaluation in general. Next, confidentially should be ensured through the continued use of the computerized system that allows the peer group to enter inputs anonymously. The intent is to allow an environment that minimizes recrimination within a group of equals. Looking at the need for a continuing review of the assessment program to address any changes that occur within the ACSC organization, the Commandant's staff, which is comprised of senior student population under the direction of the senior staff at ACSC, should be employed to review the effectiveness of the assessment program at predetermined times throughout the year. In this way, not only is there a representation of the targeted population, but also a representation of the key decision makers at ACSC in general.

Finally, is the largest issue surrounding multi-rater feedback and assessment—using it for further development. In Phase III of the current Leadership and Curriculum (which is placed towards the end of a student's ACSC experience), students are required to develop an action plan designed to improve their leadership abilities. However, before a student can develop a plan to improve himself, that student must establish a launching point. As such, this author recommends expanding the current leadership assessment program to include written comments from the assessment groups, based on the aforementioned leadership criteria, in order to provide that student a better picture of his or her current abilities. While the assessment system is set up to only recognize those who receive leadership points, at least some of the student population would arrive at Phase III with hard data to start an action plan on. In addition, should additional peer assessments be requested on all students in phase III, the targeted population would have experience with the leadership criteria through its use for leadership point allocation.

While instigating leadership criteria from the Army's leadership doctrine provides an initial patch to ACSC's leadership assessment program, the school shouldn't stop there. The final recommendation from this author is continued research on developing leadership doctrine specific to the Air Force. Towards this end, the school should sponsor further research to poll Air Force leadership on what it wants from its graduates of ACSC as well as sponsor research to further examine if the Air Force could capitalize on the Army's lead on leadership doctrine. If ACSC is to educate majors to "lead in developing, advancing, and applying aerospace poser" then the school must take the first steps to articulate the objectives involved in meeting that goal.

Appendix A

Distinguished Graduate Scoring (Examples)

Student A (All A's/No Leadership Points)							
Course	Hours	Acad Grade	GPA	Cum GPA Pts (hoursxGPA)	Cum GPA	LP	Cum LPs 2.00
Leadership/Command	N/A	N/A	N/A	N/A	N/A	MS	2.00
Nature of War	3	A	4.00	12.00	4.00	MS	2.00
War Theory	3	A	4.00	24.00	4.00	MS	2.00
Ops Officer Input 1						MS	2.00
Strategic Environment	3	A	4.00	36.00	4.00	MS	2.00
Operational Forces	3	A	4.00	48.00	4.00	MS	2.00
Conflict Resolution	3	A	4.00	60.00	4.00	MS	2.00
Ops Officer Input 2						MS	2.00
Joint Operations	3	A	4.00	72.00	4.00	MS	2.00
Air and Space Ops	3	A	4.00	84.00	4.00	MS	2.00
Ops Officer Input 3						MS	2.00
Leadership/Command	3	A	4.00	96.00	4.00	MS	2.00
Tandem Challenge	N/A	N/A	N/A	N/A	N/A	MS	2.00
Force 2025	3	A	4.00	108.00	4.00	MS	2.00
Ops Officer Input 4						MS	2.00
Research Project	6	A	4.00	132.00	4.00	N/A	2.00
Senior Leadership						MS	2.00
Leadership Performance (Leadership Points)	9						18.00

- Note: Because 2.00 LPs are given by default, the final tally reflects at least 18 points for every student. If these are removed to reflect only those points which are earned, the final tally becomes 0.00 which is the total discussed in the introduction.
- Whole Person Score (WPS) = (Cum LPs +Cum GPA Pts)/Total hours (42)
    Student A's WPS = (18.00 + 132)/42 = (150)/42 = 3.57

Student B (All B's/Leadership Points from Instructors/Peers)						
Course	Hours	Acad Grade	GPA	Cum GPA Pts (hoursxGPA)	Cum GPA	LP Instuctor/Peer	Cum LPs 2.00
Leadership/Command	N/A	N/A	N/A	N/A	N/A	2/1	2.30
Nature of War	3	A	3.00	9.00	3.00	2/1	2.60
War Theory	3	A	3.00	18.00	3.00	2/1	2.90
Ops Officer Input 1						MS	2.90
Strategic Environment	3	A	3.00	27.00	3.00	2/1	3.20
Operational Forces	3	A	3.00	36.00	3.00	2/1	3.50
Conflict Resolution	3	A	3.00	45.00	3.00	2/1	3.80
Ops Officer Input 2						MS	3.80
Joint Operations	3	A	3.00	54.00	3.00	2/1	4.10
Air and Space Ops	3	A	3.00	63.00	3.00	2/1	4.40
Ops Officer Input 3						MS	4.40
Leadership/Command	3	A	3.00	72.00	3.00	2/1	4.70
Tandem Challenge	N/A	N/A	N/A	N/A	N/A	2/1	5.00
Force 2025	3	A	3.00	81.00	3.00	2/1	5.30
Ops Officer Input 4						MS	5.30
Research Project	6	A	3.00	99.00	3.00	N/A	5.30
Senior Leadership						MS	5.30
Leadership Performance (Leadership Points)	9						47.70

- Note: Because 2.00 LPs are given by default, the final tally reflects at least 18 points for every student. If these are removed to reflect only those points which are earned, the final tally becomes 29.7 which is the total discussed in the introduction.
- Whole Person Score (WPS) = (Cum LPs +Cum GPA Pts)/Total hours (42)
    Student B's WPS = (47.70 + 99.00)/42 = (146.7)/42 = 3.49
- Had Student B received an additional 3.4 GPA or Leadership Points, he would have been the DG, not Student A.

Appendix B

Stratified Systems Theory Organizational Levels And Strata

Strata	Task Complexity	Time Span to Complete	Organizational Domain
Stratum VII	Put Business Units into Society	20-50 years	Strategic
Stratum VI	World-Wide Diagnostic Accumulation	10-20 years	Strategic
Stratum V	Unified Whole System	2-5 years	Strategic
Stratum IV	Parallel Processing	2-5 years	Operation
Stratum III	Alternative Pathways	1-2 years	Direct
Stratum II	Diagnostic Accumulation	3 months to 1 year	Direct
Stratum I	Direct Judgment	1 day to 3 months	Direct

Source: Berlain Hatfield, Jr., *Strategic Leadership Development: An Operation Domain Application*, (Maxwell AFB, Air Command and Staff College, 1997), 6.

Appendix C

US Army Organizational Levels

	Direct	**Organizational**	**Strategic**
Type of Influence	Mostly Direct	Direct and Indirect	Mostly Indirect
Size of Unit or Organization	Teams, Sections, Branches, Small Units, Small and Large Groups	Large Units and Organizations	Mass Organizations And Groups of Organizations
Representative # of Subordinates	3-600+	600-12,000+	50,000-500,000+
Time Span of Work	3-12+ Months	2-10 Years	10-20+ Years
Level of Warfighting	Tactical	Tactical	Operational and Strategic
Corresponding area of Warfighting Influence	Roughly less than 5,000-10,000 meters	10-15+ km Sector and Regional	National, Continental, and Global
Level of Headquarters	Team, Squad, Section, Platoon, Company, Battalion	Battalion, Directorate, Brigade, Division	Corps, Numbered Army, Unified and Specified Command, ARSTAFF, MAJCOM, DOD, and NCA

Source: Army Field Manual 22-100, "Army Leadership," 3-22

Appendix D

AZIMUTH, Version I
Items Organized by the Leadership Elements

Supervisory Skills.
Interpersonal focus
Backs his or her subordinates
Berates subordinates who make honest mistakes
Concerned with subordinates' needs
Emphasizes subordinates' strengths
Engenders enthusiasm in subordinates
Harsh with subordinates' errors
Helps subordinates learn from their mistakes
Moves quickly to confront problem subordinates
Over supervises subordinates
Shows interest in the professional growth of subordinates
Supports subordinates' decisions
Treats subordinates with dignity
Team focus
Builds winning teams
Even-handed in distributing workload
Gets subordinates the resources they need to do their job
Inspires subordinates to do their best
Provides challenging opportunities for all team members

Selects good people in putting together a team
Takes time to find out what subordinates are doing

Mission focus

Creates a supportive context within which subordinates can accomplish their work
Focuses subordinates' efforts to accomplish the mission
Is a good leader
Provides the coordination for subordinate organizations to accomplish interrelated tasks

Tactical and Technical Competence

Problem solving skills

Can make quick decisions when circumstances call for them
Is a quick study
Is quick to develop an understanding of complex situations
Jumps to conclusions before the facts are in
Makes good decisions
Recognizes emerging problems quickly
Sees the pattern in seemingly unrelated problems
Sorts out what's really important from what isn't
Understands an issue before making a decision.

Knowledge

Accomplished professional
Fails to learn important technical aspects of the business he or she is overseeing
Highly capable at current job
Is behind the power curve on key issues
Is technically/tactically competent
Knows policy or doctrine
Lacks sufficient technical competence
Needs extensive guidance

Planning/organizational skills
Doesn't meet promised deadlines
Fails to stay focused on primary issues
His or her plans need frequent revision
Is able to envision several different scenarios when planning an action
Is able to stay focused on the primary effort
Is well organized
Lacks long term vision
Sees the "big picture"

Political Skills
Is interested in broad political and societal issues
Is sensitive to political issues that may affect his or her own responsibilities
Seeks knowledge about world political and economic conditions
Shows good judgment in politically sensitive matters
Treats peers with dignity
Treats superiors with dignity
Understands that politics are a key part of his or her profession

Ethics
Abides by high ethical standards
Allows others to take heat for his or her own failures
Behaves with questionable ethics
Follows the guidelines he or she sets for others
Honest
Misuses subordinates to advance his or her own career
Takes credit for other's work

Takes special privileges for him- or herself
Tolerates backstabbing in his/her organization
Values his or her own career over the good of the organization
Communication/Influence
Communicates clearly.
Establishes and uses informal communication networks
Keeps subordinates well informed
Listens when others talk
Persuasive
Uses abusive language
Uses praise to accomplish the organization's objectives
Uses the threat of punishment to accomplish the organization's objectives
Social Maturity
Has a good, non-hostile sense of humor
Has a sincere interest in what others have to say
Is intolerant of criticism
Is open minded
Is unwilling to admit to a mistake
Stays composed when under personal attack by others
Treats subordinates as valuable team members
Uses foul language excessively
Self-Centeredness
Criticizes subordinates in front of others
Has an arrogant, superior attitude
Is aloof, unapproachable

1. Is impressed with his or her own rank and status	
Is vindictive	
Likes to draw attention to him- or herself	
Often loses his or her temper	
Talks down to subordinates	
Thinks he or she is right even when others in the know disagree	
Wants it done "my way or no way"	
Compulsive Behavior	
Insists on precision in trivial matters	
Is a workaholic	
2. Is intolerant of uncertainty	
Looks for the one perfect solution	
Micromanages	
Nit picks	
Wants a great deal of information before making routine decisions	

Source: Dr Stan Halpin, *The Leader AZIMUTH Check: A Leader Self-Development Tool*, (Army

Research Institute, Ft Leavenworth Field Office, 1994), Appendix A.

Appendix E

AZIMUTH, Version II: Items Organized by the Leadership Elements

Name of person being rated:

_____

MARK THIS ITEM FIRST

The Person Being Rated is my:
- ○ Self
- ○ Peer
- ○ Subordinate
- ○ Superior

Have not observed
Extremely Poor Description
Very Poor Description
Slightly Poor Description
Slightly Good Description
Very Good Description
Extremely Good Description

In comparison with others I have known well, I think the items below describe the person being rated as indicated.

Communicating
1. Does not provide clear direction.
2. Explains own ideas so that they are easily understood.
3. Keeps others well informed.
4. Listens well.
5. Tells it like it is.
6. Writes poorly.

Decision Making
7. Delays decisions unnecessarily.
8. Generates innovative solutions to unique problems.
9. Ignores information that conflicts with own initial assumptions.
10. Makes sound decisions in a timely manner.
11. Willing to revisit a decision when new information calls for it.

Motivating
12. Creates a supportive work environment.
13. Disciplines in a firm, fair, and consistent manner.
14. Inspires people to do their best.
15. Often acknowledges good performance of others.
16. Sets clear performance expectations.

Developing
17. Does not encourage professional growth.
18. Is an effective teacher.
19. Often uses counseling to provide performance feedback.
20. Provides opportunities to learn.
21. Seldom delegates authority.

Building
22. Actively participates in organizational/unit activities.
23. Encourages cooperation among team members.
24. Encourages organization/unit activities.
25. Focuses the organization/unit on mission accomplishment.
26. Treats others as valuable team members.

Learning
27. Becomes defensive when given critical feedback.
28. Encourages open discussion to improve the organization/unit.
29. Helps organization/unit adapt to changing circumstances.
30. Seems to be realistic about own personal limitations.
31. Willingly accepts new challenges.

Planning and Organizing
32. Anticipates how different plans will look when executed.
33. Develops effective plans to achieve organizational goals.
34. Leaves key events to chance.
35. Sets clear priorities.
36. Unwilling to modify original plan when circumstances change.

PT59-96

Appendix F

Leader Azimuth Check – Eigenvalue/Total Variance
1999 Army Command and General Staff College Results

A Principal component analysis using the leader self-assessment data produced 12 components with eigenvlaues greater than one. These twelve components accounted for 58% of the variance (See Initial Eigenvalues and Total Variance Explained). A rotated component matrix, using varimax with Kaiser normalization, converged after 30 iterations. Items which loaded 0.400 or greater on any of the twelve components are reported (See Analysis of Rotated Component Matrix).

Initial Eigenvalues

Component	Total	% of Variance	Cumulative %
1	23.604	32.783	32.783
2	3.143	4.366	37.149
3	2.297	3.191	40.340
4	2.157	2.996	43.336

5	1.816	2.522	45.858
6	1.451	2.015	47.873
7	1.360	1.889	49.763
8	1.290	1.792	51.554
9	1.204	1.673	53.227
10	1.142	1.585	54.813
11	1.099	1.527	56.339
12	1.065	1.479	57.818

Total Variance Explained

Rotation Sums of Squared Loadings

Component	Total	% of Variance	Cumulative %
1	7.304	10.144	10.144
2	7.134	9.908	20.052
3	5.398	7.497	27.549

4	3.536	4.911	32.460
5	3.382	4.698	37.158
6	3.161	4.390	41.548
7	2.331	3.238	44.786
8	2.317	3.218	48.004
9	2.165	3.006	51.010
10	1.848	2.567	53.577
11	1.802	2.502	56.080
12	1.251	1.738	57.818

Analysis of Rotated Component Matrix

Component 1

Item	*Item Content* (abbreviated)	*Loading*
59	Is trustworthy.	0.689
60	Sets Ethical example for others.	0.612
47	Support equal opportunity for all persons	0.606
68	Effective on the job.	0.594
57	Demo's morale courage (does what is right).	0.585
39	Does what's necessary to complete mission. (within ethical limits)	0.580
37	Completes assigned missions to standard.	0.575

48 Creates climate of fairness in organization.   0.547

66 Demo's appropriate. soldier skills.   0.527

71 This person is a good leader.   0.526

72 Some one I would follow into combat.   0.521

67 Is a clear thinker.   0.520

70 Physically fit for the job.   0.504

53 Place organization before own personal gain.   0.466

50 Treats others with respect.   0.466

Component 2
Item   Item Content (abbreviated)   *Loading*

32 Anticipates how different plans will look.   0.670

41 Refines plans to exploit unforeseen opportunities.   0.666

33 Develops effective plans to ach. org. goals.   0.643

 8 Generates innovative solutions to unique problems   0.596

40 Monitors execution of plans to ID problems.   0.594

29 Helps org. adapt to changing circumstances.   0.569

10 Makes sound decisions in a timely manner.   0.477

18 Is an effective teacher.   0.473

67 Is a clear thinker.   0.470

35 Sets clear priorities.   0.465

28 Encourages open discussion to improve org.   0.459

25 Focuses the org. on mission accomplishment.   0.451

31 Willingly accepts new challenges.   0.437

72 This person is someone I would follow in combat   0.429

42 Accurately assesses org. strengths.   0.425

71 This person is a good leader.   0.414

68 Is effective on the job.   0.407

43 Accurately assesses org. weaknesses.   0.405

16 Sets clear performance expectations.   0.403

Component 3
Item	*Item Content* (abbreviated)	*Loading*

15 Acknowledges good performance of others.   0.657

12 Creates supportive work environment.   0.629

26 Treats others as valuable team members.   0.596

14 Inspires people to do their best.   0.547

48 Creates a climate of fairness in the org.   0.542

50 Treats others with respect.   0.507

47 Actively supports equal opportunity for all.   0.452

23 Encourages cooperation among team members.   0.449

46 Takes time to find out what subord.'s are doing   0.442

28 Encourages open discussion to improve org.   0.428

69 Maintains effective interpersonal relations.   0.423

52 Considers needs of own & others' family members.   0.407

20 Provides opportunities to learn.   0.403

Component 4

Item	Item Content (abbreviated)	Loading
9	Ignores information that conflicts with own.	0.616
36	Unwilling to modify plan w/circumstances change.	0.559
21	Seldom delegates authority.	0.547
34	Leaves key events to chance.	0.465
44	Makes org. changes for no apparent reason.	0.463
51	Claims credit for others' work.	0.444
27	Becomes defensive when given critical feedback.	0.422

Component 5

Item	Item Content (abbreviated)	Loading
64	Possesses an even temperament.	0.783
61	Does not display extreme anger.	0.725
62	Exhibits wide mood swings.	0.662
63	Maintains calm disposition under stress.	0.660
65	Seems to behave unpredictably.	0.452
27	Becomes defensive when given critical feedback.	0.407

Component 6

Item   Item Content (abbreviated)   Loading

54 Takes advantage of others to advance own career.   0.675

55 Takes privileges not allowed others.   0.629

56 Behaves with questionable ethics.   0.577

49 Excludes some from team activities.   0.509

51 Claims credit for others' work.   0.484

65 Seems to behave unpredictably.   0.423

44 Makes org. changes for no apparent reason.   0.402

Component 7

Item   Item Content (abbreviated)   Loading

2 Explains own ideas so they are understood.   0.712

3 Keeps others well informed.   0.691

4 Listens well.   0.561

Component 8

Item   Item Content (abbreviated)   Loading

22 Actively participates in org. activities.   0.803

24 Encourages org. activities.   0.735

23 Encourages cooperation among team members.   0.473

Component 9

Item	*Item Content* (abbreviated)	*Loading*
45	Rarely conducts after-action reviews.	0.616
19	Often uses counseling to provide perf. feedback.	0.553
16	Sets clear performance expectations.	0.405

Component 10

Item	*Item Content* (abbreviated)	*Loading*
43	Accurately assesses org. strengths.	0.721
42	Accurately assesses org. weaknesses.	0.699

Component 11

Item	*Item Content* (abbreviated)	*Loading*
6	Writes poorly.	0.695
1	Does not provide clear direction.	0.554

Component 12

Item	*Item Content* (abbreviated)	*Loading*

58 Is not sensitive to ethical impacts of decisions. 0.608

Appendix G

Leader Azimuth Check – Reliability Analysis
1999 Army Command and General Staff College Results
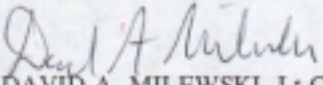
Reliability Analysis (coefficient alpha) for Leader Azimuth Check, Version 2

Scale	*Alpha*
Communicating	0.6696
Decision-Making	0.7642
Motivating	0.7927
Developing	0.7284
Building	0.7628
Learning	0.7084

Planning and Organizing	0.8637
Executing	0.7173
Assessing	0.6793
Respect	0.8413
Selfless Service	0.6569
Integrity	0.7773
Emotional Stability	0.8693

Appendix H

Interview Request Staff Summary Sheet

STAFF SUMMARY SHEET

	TO	ACTION	SIGNATURE (Surname), GRADE AND DATE		TO	ACTION	SIGNATURE (Surname), GRADE AND DATE
1	ACSC/ DPD1	Appr	Brenda F. Roth 8 March 1999	6	ACSC/ DEA	Appr	_(signature)_ May 99
2	ACSC/ DPD2	Appr	_(signature)_ 9 March 1999	7	ACSC/ DEB	Appr	_(signature)_ 11 Mar 99
3	ACSC/ DPD3	Appr	_(signature)_ 9 June 99	8	ACSC/ DEC	Appr	_(signature)_ 11 mar 99
4	ACSC/ DPD4	Appr	_(signature)_ 1999	9	ACSC/ DE	Appr	Harris, Col 12 Mar 99
5	ACSC/ DPD	Appr	_(signature)_ 9 Mar 99	10	ACSC/ CC	Appr	_(signature)_ 15 Mar 99

SURNAME OF ACTION OFFICER AND GRADE	SYMBOL	PHONE	TYPIST'S INITIALS	SUSPENSE DATE
Maj Meeker	ACSC/Sem 07	3-6719	mam	

SUBJECT	DATE
Leadership Assessment at ACSC/Research Paper #128	22 Feb 99

SUMMARY

1. The letter at tab 1 requests interviews with each of the organizations listed above. The intent is to gather preliminary data from senior leaders within ACSC on what leadership skills, behaviors, or attributes they consider important for ACSC graduates.

2. The interviews will support an ACSC research project attempting to define objective criteria as a basis for leadership point assessment at ACSC. The interviews should take no longer than 20 minutes and will be confined to the seven questions listed in the letter at tab 1.

3. RECOMMENDATION: Individuals listed above agree to the interviews by signing the SSS coordination block above. Interviews will be at the individuals convience and will be coordinated by Maj Meeker.

(signature)

DAVID A. MILEWSKI, Lt Col, USAF
Director, Evaluation Division

1 Tab
Interview Request Letter

AF FORM 1768, SEP 84 (EF-V4)   (FORM FLO2I)   PREVIOUS EDITION WILL BE USED.

DEPARTMENT OF THE AIR FORCE
AIR UNIVERSITY (AETC)

MEMORANDUM FOR ACSC/CVV

FROM: ACSC/Sem 07

SUBJECT: Request for Interview

1. Accurate leadership appraisal in an educational environment requires both process and criteria guidance for all raters. ACSC's current program, centering around leadership points, has detailed process guidance in place, but lacks objective criteria guidance. To address this, I'm conducting research looking at the feasibility of developing a competency model focused on the specific skills and behaviors expected from ACSC graduates.

2. The research focuses on three questions: 1) What leadership skills are needed in ACSC graduates, 2) Who at ACSC can observe these skills, and 3) What weighting should be given to the insights from various observers? Because the focus is on ACSC graduates only, I'm requesting an opportunity to interview members of the ACSC senior leadership. The hope is their experience and perspective can provide a starting point for delineating specific leadership skills that can be effectively observed in an educational setting. The interview should take no longer than 20 minutes and will be limited to the following questions:

   a. What should be the purpose of the current leadership assessment program in place at ACSC? (examples: measure of performance only, possible indicator of success in future jobs, etc.)
   b. Based on your answer to the previous question, what overall types of skills, behaviors, or traits should form the basis for assessment?
   c. Looking at the Army's Leader Azimuth Check (provided during the interview), which items effectively describe those skills or behaviors you mentioned earlier? Are there any items you would add or delete?
   d. From your perspective (Commandant, Dean, etc.) are there any of your listed skills or behaviors that contribute more to a student's success than others (initiative over well-organized for example.)
   e. Who do you believe could contribute accurate feedback on those traits, skills, or behaviors listed earlier? (instructors, peers, ops officers, senior staff)
   f. Are any of these individuals in a better position to observe a student's abilities than the others mentioned? (ex. course instructors over peers)
   g. If so, is the advantage great enough to weight their score more? What weighting would you give them?

3. If you have any questions, please contact me via email at Martha.Meeker@Maxwell.AF.MIL.

Martha A. Meeker

MARTHA A. MEEKER, Maj, USAF
Seminar 07

Appendix I

Research Question: What to Measure
"What skills, behaviors, or traits in general should form the basis for leadership assessment?"

Seminar Leaders First Semester	Seminar Leaders Second Semester	Commandant Operations Officers	Academics: DE/DEA/DEB/DEC
Communication	Class participation such as participating in group discussions and attending seminar functions	Very situational	**Team Work including interacting well, supporting, ability to follow**
Team Work	Taking on leadership responsibility such as sponsoring special projects at ACSC	Level headed, Calm under stress	Willing to make the hard decision to do what's right
Positive attitude in both what a seminar leader does and say	**Team Work: Contributing to the overall team goals and efforts**	Able to articulate ideas	Ability to inspire confidence
Organization Skills: Time management and keeping the team on course	**Facilitating group dynamics and providing a good work environment**	Able to see several sides of a situation	Respect
Positive attitude	Respect for others	**Able to assess individual strengths within a group in order to effectively utilize them**	Vision
Ability to get the group to perform mission	**Ability to mesh a team and to get participation by all of its members**	Delegation	Ability to inspire trust
Team building: encouraging, directing, and inspiring	Initiative	**Able to motivate individuals to accomplish the given task**	Team Work

Selflessness	**Team work or activities**	**Ability to keep morale up in a unit**	Ethics/Values/Character
Integrity	Likes all items but would focus on	Ability get the mission accomplished	**Team Work**
Communication skills: Interpersonal and in a group	**Communication**	Risk taking: Stepping out to build a program for example	**Communication: One-on-one and in a group, written and verbal**
Contributes to esprit/performance	Decision Making	Creativity: Need to see different ways to approach a problem	Willing to take the responsibility to lead
Critical Analysis	Integrity	**Motivating: Inspiring people to pitch in with the project**	**Team Building**
Creative Thinking		Assessing: Need to see the problem not the symptoms	Willing to make a decision
Oral/Written Communication		Decision making with incomplete information	Able to accept criticism
Personal Academic Achievement		Ability to accomplish the set goals. Just volunteering for community service won't make it as that's not tied to taking the unit forward.	Able to provide criticism in an appropriate manner
Ability to work with Joint and Combined Forces including cultural/social sensitivity		Knowledge of Job and People	**Able to get along with others regardless of personal likes/Group dynamics are important**
Attitude		Willingness and ability to listen	
Participation		Moral character	
Contributions		Character to take a stand	
Working a team towards a goal		**Communication Skills**	
		Ability to form a plan and flexible enough to make it work	
		Initiative	
		Well Organized	
		Cares about people	

Appendix J

Research Question: Leader Azimuth Check
"Looking at the Army's Leader Azimuth Check, which items effectively describe those skills or behaviors you mentioned earlier? Are there any items you would add or remove?"

Seminar Leaders First Semester	Seminar Leaders Second Semester	Commandant Operations Officers	Academics: DE/DEA/DEB/DEC
Communication	Communication	Exclude Planning and Organization	Team Building
Agrees with all the items but especially likes	Integrity	Communicating	Need to add "trust" item as this is the heart and soul of leading
Communication	Execution	Working as a team leads to "Motivating" and "Building"	Communication
Executing	Decision Making	Emotional Stability	Decision Making
Motivating	Motivating	Decision Making	Motivating
Planning and Organization	Communication	Communication	Building
Big Four would be	Motivation: Inspire and encourage	Motivating	Integrity
Communication	Decision Making	Developing	Selfless Service
Decision Making	Respect: Paramount	Team Building	Emotional Stability
Motivating	Integrity: Number 1, speaks to credibility as a leader	Respect: Must provide an environment where individuals are capable of expressing views	Emotional Stability
Integrity	Disagree with Learning: Also "Defensiveness" is more about attitude/self esteem; if included, place in different category	Selfless Service	Communication
Would also include	Add category for "Open Minded" or "Flexible"	Keep all items but realize much of the Planning and Organization is already done for a student	Decision Making
Learning	Communication	Communication	Building
Planning/Organization	Motivating	Motivating: Best program is worthless unless you can move people to take it forward	Integrity
Assessing	Building	Assessing	Disagrees with "leaving key events to chance" in Planning/Organization

Respect	Learning	Decision Making	Disagrees with "does whatever is necessary within ethical limits to accomplish mission" Already trying to do too much with too little
Would look at adding initiative	Planning and Organization	Selfless Service	Take out Others/Emotional Stability/Planning
Relook Emotional Stability as sometimes commanders must show emotion	Executing	Integrity	Communication
Include all Elements	Respect	Motivating	Decision Making
Communication	Selfless Service	Emotional Stability	Motivating
Decision Making	Integrity	Building	Developing
Motivating	Emotional Stability	Learning	Building
Developing	Others	All are good but big three are	Learning
Building	Building	Respect	Executing
Learning	Communication	Communication	Assessing
Planning/Organization	Decision Making	Decision Making	Respect
Executing	Integrity		Selfless Service
Assessing			Integrity
Respect			
Selfless Service			
Integrity			
Emotional Stability			
Other			

Note: Indented blocks are considered part of the parent comment above it

Azimuth Elements	Seminar Leaders (n=9)	Comm/Operations (n=5)	Dean/Faculty (n=4)	Total (n=18)
Communication	8	4	3	15
Decision Making	5	3	3	11
Motivating	6	4	2	12
Developing	1	1	1	3
Building	3	3	4	10
Learning	2	1	1	4
Planning and Organization	4	0	0	4
Executing	4	0	1	5
Assessing	2	1	1	4
Respect	3	2	1	6
Selfless Service	2	2	2	6
Integrity	6	1	3	10
Emotional Stability	1	2	1	4
Other	2	0	0	2

Note: Positive and Negative statements are combined in the resulting totals. Example: two members of the academic staff voted for "Emotional Stability" while one voted against. Final total is reflected as one. The lowest tally for any element is zero. Negative values are not reflected.

Research Question: Leader Azimuth Check
"Looking at the 72 items contained in the Leader Azimuth Check, which are observable, somewhat observable, or not observable?"

Leader Azimuth Check

Seminar Leaders	Observable	Somewhat Observable	Not Observable
Communication			
1. Does not provide clear direction	bcdeghi	af	
2. Explains own ideas so they are easily understood	abcdefghi		
3. Keeps others well informed	adegi	bch	f
4. Listens well	abcdefgi	h	
5. Tells it like it is	acdfhi	beg	
6. Writes poorly	abceghi	df	
Decision Making			
7. Delays decisions unnecessarily	ai	bcdegh	f
8. Generates innovative solutions to unique problems	abceghi	df	
9. Ignores information that conflicts with own assumptions	ahi	bcdefg	
10. Makes sound decisions in a timely manner	acei	bdfgh	
11. Willing to revisit a decision when new information calls for it	aghi	bcdef	
Motivating			
12. Creates a supportive work environment	abcdefghi		
13. Disciplines in a firm, fair, and consistent manner	cei		abdfgh
14. Inspires people to do their best	abcdeghi	f	
15. Often acknowledges good performance of others	abcefghi	d	
16. Sets clear performance expectations	acegi	h	bdf
Developing			
17. Does not encourage professional growth	i	abde	chfg
18. Is an effective teacher	ai	bdfgh	ce
19. Often uses counseling to provide performance feedback	i	eg	abcdfh
20. Provides opportunities to learn	ei	bdfg	ach
21. Seldom delegates authority	egi	ac	bdhf
Building			
22. Actively participates in organizational/unit activities	abcdefghi		
23. Encourages cooperation among team members	abcdefghi		
24. Encourages organizational/unit activities	abcdefghi		
25. Focuses the organization/unit on mission accomplishment	abcdgi	efh	

	Observable	Somewhat Observable	Not Applicable
26. Treats others as valuable team members	abcdefghi		
Learning			
27. Becomes defensive when given critical feedback	aceghi	bdf	
28. Encourages open discussion to improve the organization/unit	acdei	bgh	f
29. Helps organization/unit adapt to changing circumstances	abei	cdfgh	
30. Seems to be realistic about own personal limitations	acdi	befgh	
31. Willingly accepts new challenges	acdeghi	bf	
Planning and Organizing			
32. Anticipates how different plans will look when executed	i	bcdeh	afg
33. Develops effective plans to achieve organizational goals	egi	bcdh	af
34. Leaves key events to chance	ei	cdgh	abf
35. Sets clear priorities	aceghi	bdf	
36. Unwilling to modify original plan when circumstances change	ceghi	bd	af

	Observable	Somewhat Observable	Not Applicable
Executing			
37. Completes assigned missions to standard	acegi	bdfh	
38. Does not meet mission timeliness	aceghi	bdf	
39. Does whatever is necessary (within ethical limits) to complete the mission	cefi	abdgh	
40. Monitors execution of plans to identify problems	i	bcegh	adf
41. Refines plans to exploit unforeseen opportunities	i	bceh	adfg
Assessing			
42. Accurately assesses the organization/unit's strengths	i	begh	acdf
43. Accurately assesses the organization/unit's weaknesses	i	begh	acdf
44. Makes organizational changes for no apparent reason	i		abcdefgh
45. Rarely conducts after-action reviews	i		abcdefgh
46. Takes time to find out what subordinates are doing	ehi	c	abdfg
Respect			
47. Actively supports equal opportunity for all persons	acdefgi	h	b
48. Creates a climate of fairness in the organization/unit	acegi	bdfh	
49. Excludes some from team activities	acdefghi	b	
50. Treats others with respect	abcdefghi		
Selfless Service			
51. Claims credit for other's work	abcdeghi	f	
52. Considers the needs of own and others' family members	acehi	bfgd	
53. Places the welfare of the organization before own personal gain	acdegi	hf	b
54. Takes advantage of others to advance own career	adegi	bcfh	
55. Takes privileges not allowed others	aei	bcd	fgh
Integrity			
56. Behaves with questionable ethics	abcdegi	fh	
57. Demonstrates moral courage (does what is right)	acdegi	bfh	
58. Is not sensitive to the ethical impacts of decisions	acdegi	bh	f
59. Is trustworthy	acdegi	bfh	
60. Sets the proper ethical example for others	acdegi	bfh	
Emotional Stability			
61. Does not display extreme anger	acdefghi	b	
62. Exhibits wide mood swings	abcdefghi		

63. Maintains calm disposition under stress	abceghi	df	
64. Possesses an even temperament	abcdefghi		
65. Seems to behave unpredictably	abcdefghi		
Other			
66. Demonstrates appropriate warrior skills	adgi	ch	bef
67. Is a clear thinker	abcdegi	fh	
68. Is effective of the job	acdegi	bh	f
69. Maintains effective interpersonal relations with others	abcdefghi		
70. Physically fit for the job	acdeghi	bf	
71. This person is a good leader	acdegi	bh	f
72. This person is someone I would follow into combat.	cdehgi	ab	f

Note: Each letter represents an individual subject's response

Leader Azimuth Check

Commandant/Operations Officers	**Observable**	**Somewhat Observable**	**Not Observable**
Communication			
66. Does not provide clear direction	ADE	C	B
67. Explains own ideas so they are easily understood	BCDE	A	
68. Keeps others well informed	AD	BCE	
69. Listens well	BCDE	A	
70. Tells it like it is	BCDE	A	
71. Writes poorly	ABCDE		
Decision Making			
72. Delays decisions unnecessarily	A	BDE	C
73. Generates innovative solutions to unique problems	CAD	BE	
74. Ignores information that conflicts with own assumptions	C	BDE	A
75. Makes sound decisions in a timely manner	ABD	CE	
76. Willing to revisit a decision when new information calls for it	D	ABCE	
Motivating			
77. Creates a supportive work environment	ABD	CE	
78. Disciplines in a firm, fair, and consistent manner	D	A	BCE
79. Inspires people to do their best	BD	ACE	
80. Often acknowledges good performance of others	ABCDE		
81. Sets clear performance expectations	D	AB	CE
Developing			
82. Does not encourage professional growth		ACDE	B
83. Is an effective teacher	D	B	ACE
84. Often uses counseling to provide performance feedback	D	B	ACE
85. Provides opportunities to learn	BD	C	AE
86. Seldom delegates authority	AD	B	CE
Building			
87. Actively participates in organizational/unit activities	ABCDE		
88. Encourages cooperation among team members	BCDE	A	
89. Encourages organizational/unit activities	BCDE	A	
90. Focuses the organization/unit on mission accomplishment	BD	ACE	
91. Treats others as valuable team members	BCDE	A	
Learning			
92. Becomes defensive when given critical feedback	ABCDE		

93. Encourages open discussion to improve the organization/unit	ABCD	E	
94. Helps organization/unit adapt to changing circumstances	ACD	BE	
95. Seems to be realistic about own personal limitations	BD	ACE	
96. Willingly accepts new challenges	ABDE	C	
Planning and Organizing			
97. Anticipates how different plans will look when executed	B	ACD	E
98. Develops effective plans to achieve organizational goals	BD	ACE	
99. Leaves key events to chance		ACDE	B
100. Sets clear priorities	ABDE	C	
101. Unwilling to modify original plan when circumstances change	DE	AC	B

	Observable	Somewhat Observable	Not Applicable
Executing			
102. Completes assigned missions to standard	ABCDE		
103. Does not meet mission timeliness	ACDE	B	
104. Does whatever is necessary (within ethical limits) to complete the mission	BDE	AC	
105. Monitors execution of plans to identify problems	BD	ACE	
106. Refines plans to exploit unforeseen opportunities	B	ACDE	
Assessing			
107. Accurately assesses the organization/unit's strengths	BD	ACE	
108. Accurately assesses the organization/unit's weaknesses	BD	ACE	
109. Makes organizational changes for no apparent reason		ADE	BC
110. Rarely conducts after-action reviews	D	A	BCE
111. Takes time to find out what subordinates are doing	D	AB	CE
Respect			
112. Actively supports equal opportunity for all persons	BDE	AC	
113. Creates a climate of fairness in the organization/unit	BDE	AC	
114. Excludes some from team activities	AD	BCE	
115. Treats others with respect	ABCDE		
Selfless Service			
116. Claims credit for other's work	AD	BCE	
117. Considers the needs of own and others' family members	D	ABEC	
118. Places the welfare of the organization before own personal gain	AD	BE	C
119. Takes advantage of others to advance own career	D	ABCE	
120. Takes privileges not allowed others	D	ACE	B
Integrity			
121. Behaves with questionable ethics	ACD	E	B
122. Demonstrates moral courage (does what is right)	ABD	CE	
123. Is not sensitive to the ethical impacts of decisions	D	ACE	B
124. Is trustworthy	ABDE	C	
125. Sets the proper ethical example for others	BD	ACE	
Emotional Stability			
126. Does not display extreme anger	ABCDE		
127. Exhibits wide mood swings	ACDE	B	
128. Maintains calm disposition under stress	ABCDE		
129. Possesses an even temperament	ABCDE		
130. Seems to behave unpredictably	ACDE	B	

Other			
68. Demonstrates appropriate warrior skills	BDE	ACE	
69. Is a clear thinker	ABCDE		
73. Is effective of the job	ABCDE		
74. Maintains effective interpersonal relations with others	ABCDE		
75. Physically fit for the job	BCDE	A	
76. This person is a good leader	ABCD	E	
77. This person is someone I would follow into combat.	BCD	AE	

Note: Each letter represents an individual subject's response

Leader Azimuth Check

Academics (DE/DEA/DEB/DEC)	Observable	Somewhat Observable	Not Observable
Communication			
131. Does not provide clear direction	23	14	
132. Explains own ideas so they are easily understood	23	14	
133. Keeps others well informed	24	1	3
134. Listens well	234	1	
135. Tells it like it is	24	13	
136. Writes poorly	1234		
Decision Making			
137. Delays decisions unnecessarily	2	134	
138. Generates innovative solutions to unique problems	23	14	
139. Ignores information that conflicts with own assumptions	2	134	
140. Makes sound decisions in a timely manner	23	14	
141. Willing to revisit a decision when new information calls for it	12	34	
Motivating			
142. Creates a supportive work environment	4	13	2
143. Disciplines in a firm, fair, and consistent manner	1		234
144. Inspires people to do their best	234	1	
145. Often acknowledges good performance of others	12	34	
146. Sets clear performance expectations	1	4	23
Developing			
147. Does not encourage professional growth		14	23
148. Is an effective teacher	24	13	
149. Often uses counseling to provide performance feedback	1		234
150. Provides opportunities to learn		14	23
151. Seldom delegates authority	1	4	23
Building			
152. Actively participates in organizational/unit activities	1234		
153. Encourages cooperation among team members	234	1	
154. Encourages organizational/unit activities	1234		
155. Focuses the organization/unit on mission accomplishment	234	1	
156. Treats others as valuable team members	1234		
Learning			
157. Becomes defensive when given critical feedback	1234		
158. Encourages open discussion to improve the organization/unit	1234		
159. Helps organization/unit adapt to changing circumstances	234	1	
160. Seems to be realistic about own personal limitations	234	1	

161. Willingly accepts new challenges	234	1	
Planning and Organizing			
162. Anticipates how different plans will look when executed	2	1	34
163. Develops effective plans to achieve organizational goals	24	13	
164. Leaves key events to chance	24	1	3
165. Sets clear priorities	1234		
166. Unwilling to modify original plan when circumstances change	1234		

	Observable	Somewhat Observable	Not Applicable
Executing			
167. Completes assigned missions to standard	1234		
168. Does not meet mission timeliness	1234		
169. Does whatever is necessary (within ethical limits) to complete the mission	234	1	
170. Monitors execution of plans to identify problems	234	1	
171. Refines plans to exploit unforeseen opportunities	1234		
Assessing			
172. Accurately assesses the organization/unit's strengths	4	13	2
173. Accurately assesses the organization/unit's weaknesses	4	13	2
174. Makes organizational changes for no apparent reason		14	23
175. Rarely conducts after-action reviews	1	4	23
176. Takes time to find out what subordinates are doing	4	13	2
Respect			
177. Actively supports equal opportunity for all persons	234	1	
178. Creates a climate of fairness in the organization/unit	234	1	
179. Excludes some from team activities	234	1	
180. Treats others with respect	1234		
Selfless Service			
181. Claims credit for other's work	1234		
182. Considers the needs of own and others' family members	234	1	
183. Places the welfare of the organization before own personal gain	234	1	
184. Takes advantage of others to advance own career	234	1	
185. Takes privileges not allowed others	1234		
Integrity			
186. Behaves with questionable ethics	1234		
187. Demonstrates moral courage (does what is right)	234	1	
188. Is not sensitive to the ethical impacts of decisions	234	1	
189. Is trustworthy	234	1	
190. Sets the proper ethical example for others	1234		
Emotional Stability			
191. Does not display extreme anger	1234		
192. Exhibits wide mood swings	1234		
193. Maintains calm disposition under stress	1234		
194. Possesses an even temperament	1234		
195. Seems to behave unpredictably	1234		
Other			
70. Demonstrates appropriate warrior skills	123	4	
71. Is a clear thinker	234	1	
78. Is effective of the job	234	1	

79. Maintains effective interpersonal relations with others	234	1	
80. Physically fit for the job	234	1	
81. This person is a good leader	1234		
82. This person is someone I would follow into combat.	234	1	

Note: Each number (1-4) represents an individual subject's response

Leader Azimuth Check

Overall	Observable	Somewhat Observable	Not Observable
Communication			
196.Does not provide clear direction	12	5	1
197.Explains own ideas so they are easily understood	15	3	0
198.Keeps others well informed	9	7	2
199.Listens well	15	3	0
200.Tells it like it is	12	6	0
201.Writes poorly	16	2	0
Decision Making			
202.Delays decisions unnecessarily	4	12	2
203.Generates innovative solutions to unique problems	12	6	0
204.Ignores information that conflicts with own assumptions	5	12	1
205.Makes sound decisions in a timely manner	9	9	0
206.Willing to revisit a decision when new information calls for it	7	11	0
Motivating			
207.Creates a supportive work environment	13	4	1
208.Disciplines in a firm, fair, and consistent manner	5	1	12
209.Inspires people to do their best	13	5	0
210.Often acknowledges good performance of others	15	3	0
211.Sets clear performance expectations	7	4	7
Developing			
212.Does not encourage professional growth	1	10	7
213.Is an effective teacher	5	8	5
214.Often uses counseling to provide performance feedback	3	3	12
215.Provides opportunities to learn	4	7	7
216.Seldom delegates authority	6	4	8
Building			
217.Actively participates in organizational/unit activities	18	0	0
218.Encourages cooperation among team members	16	2	0
219.Encourages organizational/unit activities	17	1	0
220.Focuses the organization/unit on mission accomplishment	11	7	0
221.Treats others as valuable team members	17	1	0
Learning			
222.Becomes defensive when given critical feedback	15	3	0
223.Encourages open discussion to improve the organization/unit	13	4	1
224.Helps organization/unit adapt to changing circumstances	10	8	0
225.Seems to be realistic about own personal limitations	9	9	0
226.Willingly accepts new challenges	14	4	0
Planning and Organizing			
227.Anticipates how different plans will look when executed	3	9	6
228.Develops effective plans to achieve organizational goals	7	9	2

229.Leaves key events to chance	4	9	5
230.Sets clear priorities	14	4	0
231.Unwilling to modify original plan when circumstances change	11	4	3

	Observable	Somewhat Observable	Not Applicable
Executing			
232.Completes assigned missions to standard	14	4	0
233.Does not meet mission timeliness	14	4	0
234.Does whatever is necessary (within ethical limits) to complete the mission	10	8	0
235.Monitors execution of plans to identify problems	6	9	3
236.Refines plans to exploit unforeseen opportunities	6	8	4
Assessing			
237.Accurately assesses the organization/unit's strengths	4	9	5
238.Accurately assesses the organization/unit's weaknesses	4	9	5
239.Makes organizational changes for no apparent reason	1	5	12
240.Rarely conducts after-action reviews	3	2	13
241.Takes time to find out what subordinates are doing	5	5	8
Respect			
242.Actively supports equal opportunity for all persons	13	4	1
243.Creates a climate of fairness in the organization/unit	11	7	0
244.Excludes some from team activities	13	5	0
245.Treats others with respect	18	0	0
Selfless Service			
246.Claims credit for other's work	14	4	0
247.Considers the needs of own and others' family members	9	9	0
248.Places the welfare of the organization before own personal gain	11	5	2
249.Takes advantage of others to advance own career	9	9	0
250.Takes privileges not allowed others	8	6	4
Integrity			
251.Behaves with questionable ethics	14	3	1
252.Demonstrates moral courage (does what is right)	12	6	0
253.Is not sensitive to the ethical impacts of decisions	10	6	2
254.Is trustworthy	13	5	0
255.Sets the proper ethical example for others	12	6	0
Emotional Stability			
256.Does not display extreme anger	17	1	0
257.Exhibits wide mood swings	17	1	0
258.Maintains calm disposition under stress	16	2	0
259.Possesses an even temperament	18	0	0
260.Seems to behave unpredictably	17	1	0
Other			
72. Demonstrates appropriate warrior skills	9	6	3
73. Is a clear thinker	15	3	0
83. Is effective of the job	14	3	1
84. Maintains effective interpersonal relations with others	17	1	0
85. Physically fit for the job	14	4	0
86. This person is a good leader	14	3	1
87. This person is someone I would follow into combat.	12	5	1

Appendix L

Research Question: Who should measure
"Who do you believe could contribute feedback on those traits, skills, or behaviors listed earlier? What weighting should that feedback be given?"

Seminar Leaders		Weighting
Peers Only	a e	Peers-100% Peers-100%
Peers and CIs	g	Peers-50%, CIs-50%
Peers and Ops	d	Peers-60%, Ops-40%
Peers, CIs, Ops Officers		
Peers, CIs, Ops Officers, and Senior Leaders	b h f i	Peers-65%, CIs-25%, (Ops and Senior Leadership)-15% Peers-35%, CIs-35%, Ops-20%, Senior Leadership-10% Keep current system (Peers-16.2%, CIs-48.5%, Ops-17.6%, Senior Leaders-17.6%) Peers-25%, CIs-25%, Ops-25%, Senior Leaders-25%
CIs and Ops Officers	c	CIs-50%, Ops-50%
Other		
Commandant/Operations Officers		
Peers Only		
Peers and CIs		
Peers, CIs, Ops Officers	C	Peers-40%, CIs-40%, Ops-20%
Peers, CIs, Ops Officers, and Senior Leaders	B D E	Keep current system (Peers-16.2%, CIs-48.5%, Ops-17.6%, Senior Leaders-17.6%) Keep current system (Peers-16.2%, CIs-48.5%, Ops-17.6%, Senior Leaders-17.6%) Peers-30%, CIs-30%, Ops-20%, Senior Leaders-20%
CIs and Ops Officers		
Other (Peers, Seminar Leaders, CIs, Senior Leaders)	A	Peers-15%, CIs-20%, Seminar Leaders-30%, Senior Leaders-35%
Academics		
Peers Only		
Peers and CIs	4	Peers-50%, CIs-50%
Peers, CIs, Ops Officers		
Peers, CIs, Ops Officers, and Senior Leaders	1	Peers-35%, CIs-35%, Ops-20%, Senior leaders-10%
CIs and Ops Officers		
Other (Ops and Permanent Faculty Representative)	2	Permanent Faculty Member-50%, Ops-50%
Other (Peers, Seminar Leaders, and CIs)	3	Peers-33%, Seminar Leaders-33%, CIs-33%

Appendix M

Points of Contact

Center for Army Leadership, Ft Leavenworth KS
Web Site: WWW-CGSC.Army.Mil/CAL

FM 22-100
LTC Jon Smidt
E-mail Address: FM22100@LEAV-EMH1.Army.Mil
Phone: Comm (913) 758-3562, DSN 585-3562

Leader Azimuth Check Inventory
LTC Craig Bullis
E-mail Address: BullisR@LEAV-EMH1.Army.Mil
Phone: Comm (913) 758-3245, DSN 585-3245

Army Research Institute, Ft Leavenworth Field Office
Dr Stanly Halpin
E-mail Address: HalpinS@LEAV-EMH1.Army.Mil
Phone: Comm (913) 684-9758

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