

CAC-24: Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity.						As of: May 2011		
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TR NCOA	RC	

General Guidelines for Data Collection.

- During the in-brief listen for indicators of the institution's philosophy regarding leadership and leader development.
- Early in the visit, interview key leaders to learn how the institution approaches the job of developing leaders. If possible, talk to more senior leaders first. Follow-up on indicators noted during the in-brief. Seek key leaders' advice on how best to see the institutions' approach in action during the visit.
- Gather evidence to confirm or deny criteria by means of:
 - Focus groups with instructors/cadre. At a minimum, ensure that you have one focus group with instructors/cadre for enlisted IMT and each leader cohort (Army Civilian, NCO, Warrant Officer and O-grade Officer). These focus groups are of primary importance.
 - Focus groups with students of each leader cohort.
 - Focus groups with curriculum designers/developers. Schedule permitting; attend focus groups conducted by other evaluators.
 - A focus group with developing leaders not represented in other focus groups.
 - Observation of programmed learning activities, e.g., scheduled instruction, physical training and exercises.
 - Observation of un-programmed or extra-curricular activities.
- Where possible review documentation before or after the visit. Documentation alone is sometimes unreliable evidence of leadership and leader development practices and outcomes.

Standard 24: Institution's climate, culture and curriculum foster the development of leaders with intellectual capacity.

Guidelines

- Evaluating Standard 24 requires an understanding of Chapter 6 of FM 6-22.
- Though Domain Knowledge is an intellectual attribute required of a leader, it is not addressed under this standard because it is thoroughly addressed by other accreditation standards relating to the ADDIE process.
- While intellectual development is a primary function of education, it is influenced – for good or ill -- by training and experience as well. For that reason this standard applies not only to PME, but also to IMT, Functional Training, and the professional activities of all developing leaders.

Criterion 24a: Mental agility is clearly integrated throughout the curriculum, reflected in the institution's policies and processes, and exhibited by the institution's leaders.	24a: Does the learning environment reflect the complexity of the operational environment? Does the institution display a high regard for intellectual capacity and pursuits? Are developing leaders confronted with problems for which they have not been explicitly prepared? Are developing leaders expected to think for themselves and voice their ideas when appropriate? Are developing leaders expected to explain and support their ideas?	FM 6-22, para 6-1 to 6-8.		X	X	X	X	Document as "Not Met" if the institution does not have an effective process for providing coaching, counseling and/or mentoring to developing leaders about their intellectual attributes.
Criterion 24b: The institution's leaders foster the development of sound judgment, innovation, and	24b: Are leaders at the institution (instructors, cadre and others) empowered to use their judgment and to innovate within the commander's intent? Do leaders display sound judgment in the absence of explicit guidance? Are leaders able – and as appropriate,	FM 6-22, para 6-9 to 6-26.		X	X	X	X	

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interpersonal tact by setting an appropriate example for developing leaders.	willing – to explain their decisions? Do leaders innovate in unfamiliar or unexpected circumstances or to improve performance or efficiency? Do leaders communicate their ideas in a way that considers the perspective of the intended audience?							
Criterion 24c: The curriculum or other learning environment provides adequate opportunity for developing leaders to display sound judgment, innovation and interpersonal tact.	24c: Are developing leaders expected to provide a rationale for their decisions? Are developing leaders encouraged to think critically about their own ideas, as well as those of others? Are developing leaders expected to communicate ideas in a way that considers the perspective of the audience?			X	X	X	X	
Criterion 24d: Coaching, counseling and/or mentoring provide developing leaders constructive feedback on their mental agility, judgment, innovation and interpersonal tact.	24d(1): Does the institution recognize and reinforce display of strong intellect in its developing leaders?	FM 6-22, para 8-6 to 8-9.		X	X	X	X	
	24d(2): Does the institution recognize and provide coaching, counseling or mentoring to individuals who need development in the area of intellect?			X	X	X	X	
	24d(3): Reinforcement and development may be formal or informal, but should specifically address intellectual attributes.			X	X	X	X	