

Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TRNCOA	RC	

<p>Criterion 25a: The institution provides adequate opportunity for developing leaders to lead others.</p>	<p>25a(1): Are developing leaders placed in situations calling for them to balance mission and welfare of subordinates?</p> <p>25a(2): Are developing leaders placed in situations calling for them to use a variety of influence techniques to gain compliance and commitment?</p> <p>25a(3): Are developing leaders placed in situations calling for them to provide purpose, motivation and inspiration to others?</p> <p>25a(4): Are developing leaders placed in situations calling for them to enforce standards?</p>	<p>FM 6-22, para 7-56 to para 7-60</p> <p>FM 6-22, para 7-7 to 7-20</p> <p>FM 6-22, para 7-21 to 7-45</p> <p>FM 6-22, para 7-46 to 7-55.</p>		X	X	X	X	<p>Comment on any criteria not met.</p>
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<p>Criterion 25b: The institution provides adequate opportunity for developing leaders to build trust.</p>	<p>25b(1): Trust builds when a leader assumes risk for the welfare of those he leads. Assuming risk implies a challenging environment or context. Are developing leaders confronted with challenges where the welfare of subordinates/followers is at stake?</p> <p>25b(2): Trust builds when the team succeeds. <i>Does it seem like the level of trust is increasing?</i></p> <p>25b(3): <i>A leader exhibits trust when he empowers subordinates to use their judgment and initiative. Are subordinates empowered to use their judgment and initiative?</i></p>	<p>FM 6-22, para 2-45 to 2-47.</p>		X	X	X	X	
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CAC-25: Institution's climate, culture, and curriculum foster development of leaders who lead develop and achieve.						As of: Final Draft 2012		
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<p>Criterion 25c: The institution provides adequate opportunity for developing leaders to extend influence beyond the chain of command.</p>	<p>25c(1): Are developing leaders placed in situations calling for them to influence people who are not subject to the traditional chain of command? Examples include Joint or coalition partners, local civilians, contractors, and representatives of other governmental or non-governmental organizations.</p> <p>25c(2): Do the institutions' leaders model leader competencies appropriately for developing leaders?</p> <p>25c(3): Does the institution recognize that leadership by example happens whether intended or not, and that both good and poor examples can be as influential?</p> <p>25c(4): Have IMT cadre and instructors been carefully selected and prepared for the unique challenges of their duties?</p>	<p>FM 6-22, para 7-61 to 7-74</p> <p>TR Pam 525-8-2, Ch 1, para C-9 (Culture and JIIM)</p> <p>FM 6-22, para 7-82 to 7-86</p> <p>FM 6-22, para 7-82 to 7-86</p> <p>FM 6-22, para 7-82 to 7-86</p>		X	X	X	X	
<p>Criterion 25d The institution takes action to ensure that all leaders – including staff, cadre, cadre and students – set an appropriate example by demonstrating core leader competencies at all times.</p>	<p>25d(1) Are developing leaders placed in situations calling for them to listen actively?</p> <p>25d(2) Are developing leaders placed in situations calling for them to impart information, persuade, or state goals for action orally?</p> <p>25d(3) Are developing leaders placed in situations calling for them to impart information, persuade, or state goals for action in writing?</p> <p>25d(4) Are developing leaders placed in situations calling for them to ensure shared understanding among stakeholders or team members?</p>	<p>FM 6-22, para 7-87 to 7-99</p>		X	X	X	X	

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<p>Criterion 25e: The institution provides adequate opportunity for developing leaders to improve their ability to communicate.</p>	<p>25e(1): Are developing leaders placed in situations calling for them to foster teamwork?</p> <p>25e(2): Are developing leaders placed in situations calling for them to build cohesion among team members?</p> <p>25e(3): Are developing leaders placed in situations calling for them to encourage initiative on the part of subordinates or team members?</p> <p>25e(4): Are developing leaders placed in situations calling for them to foster a sense of responsibility on the part of subordinates or team members?</p>	<p>FM 6-22, para 8-4 to 8-29 TR Pam 525-8-2, Ch 1, para C-7 (Communication and engagement [oral, written and negotiation])</p> <p>FM 6-22, para 8-4 to 8-29 TR Pam 525-8-2, Ch 1, para C-7 (Communication and engagement [oral, written and negotiation])</p> <p>FM 6-22, para 8-4 to 8-29 TR Pam 525-8-2, Ch 1, para C-7 (Communication and engagement</p>		X	X	X	X	

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		[oral, written and negotiation] FM 6-22, para 8-4 to 8-29 TR Pam 525-8-2, Ch 1, para C-7 (Communication and engagement [oral, written and negotiation])						
Criterion 25f: The institution provides adequate opportunity for developing leaders to create a positive environment/foster esprit de corps.	<p>25f(1): Does the institution recognize and reward developing leaders who take steps to improve themselves?</p> <p>25f(2): Does the institution provide the knowledge and skills developing leaders need to improve themselves?</p> <p>25f(3): Does the institution provide access to resources and infrastructure needed for self improvement such as networks, civilian schooling, and fitness facilities?</p>	<p>FM 6-22, para 8-30 to 8-50</p> <p>FM 6-22, para 8-30 to 8-50</p> <p>FM 6-22, para 8-30 to 8-50</p>		X	X	X	X	
Criterion 25g: The institution sets conditions that encourage self-improvement.	<p>25g(1): Is teaching treated as an important leader competency?</p> <p>25g(2): Is the counseling, coaching and mentoring provided by the institution consistent with Army doctrine and does it improve subordinates' understanding and proficiency in coaching, counseling and mentoring?</p>	<p>FM 6-22, para 8-65 to 8-90</p> <p>TR Pam 525-8-2, Ch 1, para C-5 (Lifelong Learner [includes digital literacy])</p>		X	X	X	X	

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	<p>25g(3): Does the institution assess the developmental needs of leaders and facilitate their ongoing development?</p> <p>25g(4): Is mentoring used as a developmental approach where appropriate?</p>	<p>FM 6-22, para 8-65 to 8-90 TR Pam 525-8-2, Ch 1, para C-5 (Lifelong Learner [includes digital literacy])</p> <p>FM 6-22, para 8-65 to 8-90 TR Pam 525-8-2, Ch 1, para C-5 (Lifelong Learner [includes digital literacy])</p> <p>FM 6-22, para 8-65 to 8-90</p>						
<p>Criterion 25h: The institution provides developing leaders with an understanding of how a leader develops others</p>	<p>25h(1): Are there opportunities for developing leaders to plan?</p> <p>25h(2): Are developing leaders expected to manage the resources needed to support plans they develop?</p> <p>25h(3): Are developing leaders given opportunities to put into action the plans they develop?</p>	<p>FM 6-22, para 9-11 to 9-20</p> <p>FM 6-22, para 9-29 to 9-32</p> <p>FM 6-22, para 9-23 to 9-28</p>		X	X	X	X	
<p>Criterion 25i: The institution provides adequate opportunities for developing leaders to plan for mission and task accomplishment manage resources and put the plan into action.</p>	<p>25i(1): Are developing leaders given opportunities to supervise people during the execution of their plans?</p> <p>25i(2): Do developing leaders balance the need to provide guidance with the goal of empowering subordinates and avoiding micro-management?</p>	<p>FM 6-22, para 9-34 to 9-41.</p>		X	X	X	X	

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Criterion 25j: The institution provides adequate opportunity for developing leaders to provide direction, guidance and priorities to get things done.	<p>25j(1): Are developing leaders given opportunities to monitor and assess team performance?</p> <p>25j(2): Are developing leaders given opportunities to reinforce good performance and improve team performance where called for?</p>	<p>FM 6-22, para 9-34 to 9-41.</p> <p>FM 6-22, para 9-42 to 9-45.</p>		X	X	X	X	
Criterion 25k: The institution provides adequate opportunity for developing leaders to accomplish missions by monitoring collective performance, reinforcing good performance and implementing systems to improve performance where needed.	<p>25k(1): Does the institution recognize and reinforce display of strong leader competencies in its developing leaders?</p> <p>25k(2): Does the institution recognize and provide coaching, counseling or mentoring to individuals who need development in the area of core leader competencies?</p> <p>25k(3): Reinforcement and development may be formal or informal, but should specifically address core leader competencies.</p>	<p>FM 6-22, para 8-67 to 8-90</p> <p>FM 6-22, para 8-67 to 8-90</p> <p>FM 6-22, para 8-67 to 8-90</p>		X	X	X	X	
Criterion 25l: Coaching, counseling and/or mentoring provide developing leaders constructive feedback on their core leader competencies.				X	X	X	X	