

STRATEGIC LEADER DEVELOPMENT



CALIFORNIA MILITARY DEPARTMENT

Summary: This document establishes and implements the Strategic Leader Development program for the members and employees of the California Military Department (CMD). The document will use the term “Department” when referring to the CMD.

Applicability: This document applies to all members of the Department: M-Day, AGR, Federal Technicians, SAD, SMR and civilian employees. The term officer, when used in this document is intended to refer to all officers and warrant officers.

Proponent and Exception Authority: The proponent and exception authority for this document is The Adjutant General.

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References are listed in appendix E.

Explanation of abbreviations and terms are listed in appendix C.

Strategic Leader Development

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CHAPTER 1 INTRODUCTION

PURPOSE

The California Military Department requires strategic leaders to meet tomorrow's challenges. The Department has established this program to identify and cultivate people who have the aptitude and desire to develop their strategic perspective and decision-making abilities to become senior leaders.

Strategic leadership is not for everyone. It is possible, and even more common, for both military and civilian members of the Department to complete a successful career without ever engaging at the strategic level. However, it is vital that we develop a core of leaders who can operate at that level.

There are many different pathways to become a strategic leader. This document provides examples and possible ways that California Military Department members and employees can develop their strategic perspective and strategic thinking skills to become strategic leaders.

Leaders develop strategic perspective by compiling a broad base of educational and career experiences built on skills learned at the tactical and operational levels. While not everyone will be selected as a strategic leader, taking the steps outlined in this document will benefit the individual, the organization they work in and the Department. All personnel can benefit from developing the ability to think strategically by compiling a broad base of experiences into a single platform from which they can analyze information and make decisions.

This document defines the knowledge, skills, abilities and core competencies required for effective strategic leadership in the California Military Department. Members and employees should use the information contained in this document in conjunction with mentorship and their applicable career development regulations, policies and instructions to develop their specific career path. This document also provides information to M-Day personnel, the State Military Reserve and civilian employees on how to leverage their civilian education, training and experiences.

DEFINITIONS

The Army and Air Force define Strategic Leadership as being the most complex form of leadership. Figure 1 and Figure 2 illustrate how they define the levels of leadership and what is required of strategic leaders.

Army Doctrine Reference Publication (ADRP 6-22), Army Leadership defines strategic leaders as those who work in uncertain environments, deal with complex problems and have the ability to establish force structure, allocate resources, communicate strategic vision and prepare their commands and the Army for future roles.

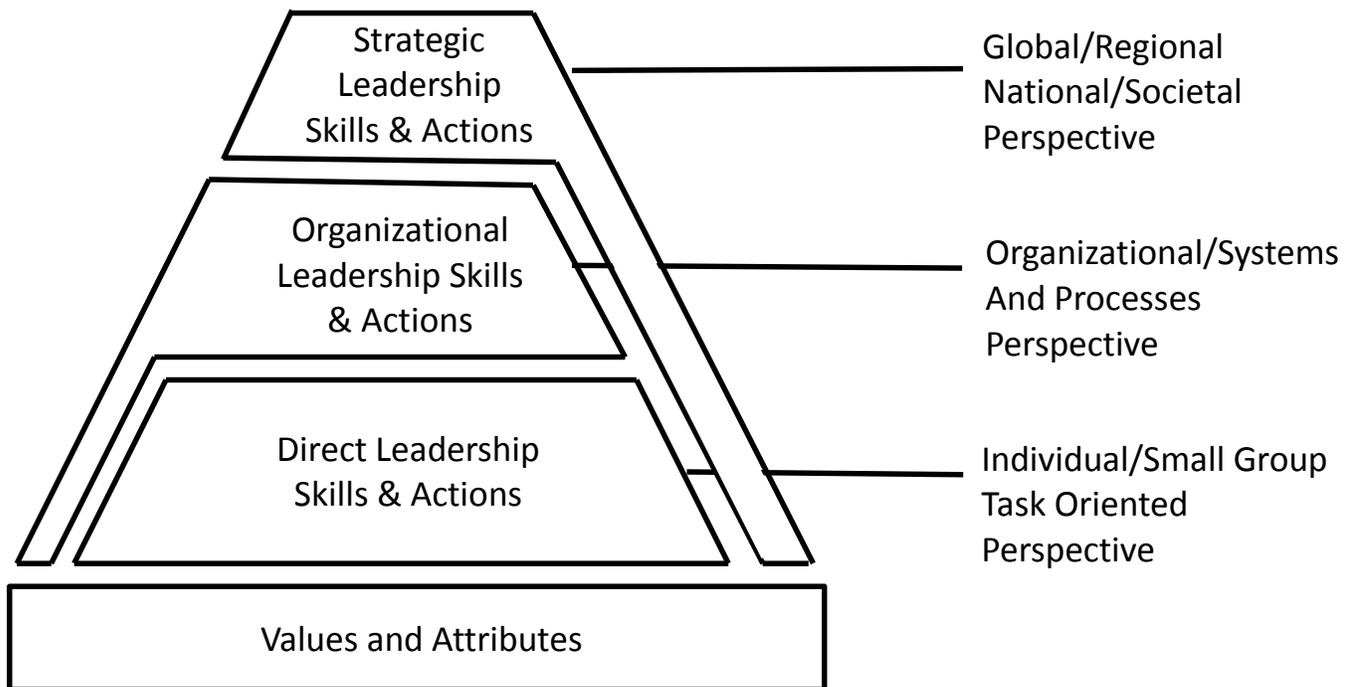


Figure 1. Army Leadership Levels ADRP 6-22





Air Force Doctrine Document (AFDD 1-1) states the following about strategic leaders, “Leaders at this level focus on establishing the fundamental conditions for operations to deter wars, fight wars, or conduct operations other than war. They also create organizational structures needed to deal with future requirements.” The figure below (figure 2) depicts how the requirements of Air Force leaders evolve as their scope of responsibilities increase. As leaders move into the strategic level, the requirement for personal leadership decreases and the needs for institutional leadership increase. Institutional leadership includes establishing force structure, allocating resources, articulating a strategic vision and operating in a variety of environments including joint and interagency. (AFDD 1-1)

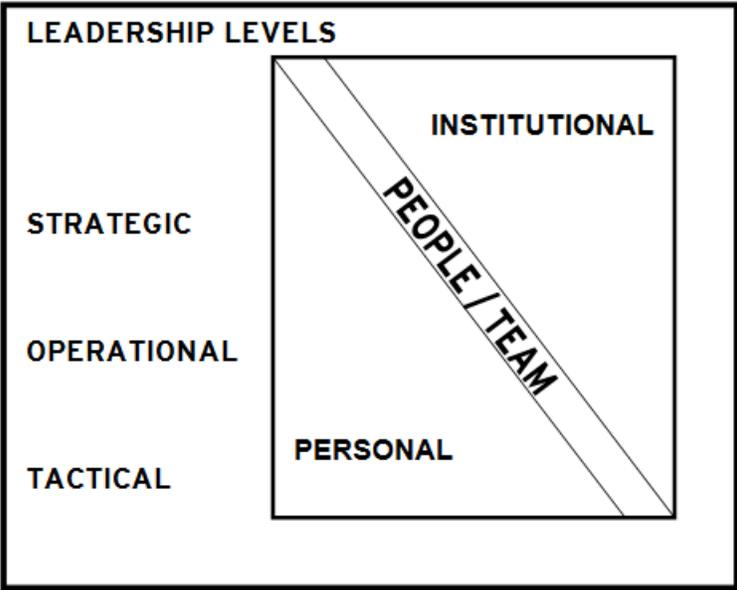


Figure 2. Leadership and Force Development AFDD 1-1

CHAPTER 2

KNOWLEDGE, SKILLS, ABILITIES AND CORE COMPETENCIES

This chapter defines the Knowledge, Skills and Abilities (KSAs) which are necessary to develop strategic perspective within the Department. Department members and employees should select training, educational and career opportunities based on the KSAs and the Core Competencies discussed in this chapter.

“The hindsight of the historian can only reinforce Washington’s conviction that the crucial battles of the war were in the arenas of public opinion. There can be no doubt that the British were totally outclassed in the warfare for the minds of men. It was in those mental arenas that the civilian-Soldier George Washington shone the brightest. He kept forever in mind, as more radical statesmen of either the right or the left could not do, that the fundamental objective was not to foster division but to increase unity.”

James Thomas Flexner
Writer – Strategic Leadership Primer

This quotation and many of the concepts in this chapter are based on information from the Strategic Leadership Primer 3rd Edition, Department of Command, Leadership, and Management, United States Army War College

<http://www.carlisle.army.mil/usawc/dclm/slp3.pdf>



The Strategic Leader Paradigm (Figure 3) shows Knowledge, Skills and Abilities as a single platform from which Department members can integrate their training, assignments, experiences, education and self-development activities to a pathway that develops their strategic perspective. Developing KSAs that support each of the six Core Competencies is vital to developing a strong foundation for strategic thinking. In the Department, leaders develop their KSAs throughout their career.



Figure 3. Strategic Leader Paradigm

“One of the tests of leadership is the ability to recognize a problem before it becomes an emergency.”

Arnold Glasgow, Humorist

From the Book Vince Lombardi – Coaching for Teamwork

KNOWLEDGE

Knowledge is defined as awareness or familiarity gained by experience of a fact or situation – a practical understanding of a subject. Strategic perspective requires a detailed understanding of the organization’s internal operations, as well as how it operates within the larger military and political landscape. Specific knowledge areas needed to provide strategic leadership to the Department includes:

- **Operational planning** – Strategic thinkers and leaders understand how organizations within the Department plan for and conduct civil support, military training and operations, and how each directorate within the organization plans and conducts business.
- **Federal and State Planning, Programming, Budgeting and Execution (PPBE)** – strategic leaders understand how the Department is funded, how to request special purpose funds and budget development. They know how directorates at the state headquarters manage their budgets, how they properly and efficiently make acquisitions, and how they effectively employ or respond to audits in order to maintain transparency and prudent spending practices.
- **Detailed knowledge of state and federal laws** – Strategic Leaders understand how to guide the organization through challenging situations, while making decisions that are well within the confines of state and federal laws. Strategic leaders establish a vision and oversee operations while complying with these laws. In addition to understanding state and federal statutes, strategic leaders understand the importance of the Constitution and how it guides civil-military interactions. They know how to properly and legally deploy forces during times of emergency. Strategic leaders are very familiar with the concepts of Dual Status Commander, Posse Comitatus and how these concepts guide domestic military operations.
- **Organizational Resources** – Strategic leaders understand how to conduct business in a resource-constrained environment. They establish clear priorities so that the organization can efficiently use resources to support their vision. Strategic thinkers and leaders consider current and upcoming budgets as well as projected legislation when evaluating potential funding and acquisition implications. They ensure the strategic objectives advance the Department’s core mission of organizing, equipping and training forces for federal and state missions.
- **Joint / Inter-departmental operations** – The Department continuously operates in a joint environment. Strategic leaders proactively develop relationships with external military and governmental organizations. Strategic leaders test operational plans in joint exercises to prepare for future missions.
- **Political and social protocols** – Strategic leaders communicate and collaborate with leaders and organizations in the military, government and the private sector to maintain or improve the Department’s image, relevancy and vitality.



SKILLS

Skills are defined as having a proficiency, capability, or dexterity that is acquired or developed through training or experience. Building effective teams, visualizing ill-structured problems and collaborating with external organizations are critical skills that strategic leaders use to resolve emerging issues. Leaders who acquire these skills will be able to succeed in establishing their vision and effectively leading an organization through challenges. Strategic Leaders possess skills including:

- Strategic Leaders are effective time managers. They maintain sight of their vision and establish priorities to achieve their desired end state.
- Strategic Leaders know how to build consensus through collaboration and negotiation. Strategic Leaders are also skilled at conducting meetings and leading working groups to arrive at solutions to complex issues.
- Strategic Leaders utilize a broad scope of problem solving approaches for organizing their thoughts while analyzing complex issues. These techniques may include:
 - The Military Decision Making Process (MDMP)
 - Strengths, Weaknesses, Opportunities and Threats (SWOT)
 - The DIME model (Diplomatic, Informational, Military (organizational) and Economic Environment)
 - The PMESII model (Political, Military, Economic, Social, Information and Infrastructure environment.)



ABILITIES

Ability is defined as having the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish an action. Strategic leaders apply action where and when it is needed to achieve a strategic goal. Strategic Leaders possess abilities including:

- Strategic leaders must remain focused on their vision when acting decisively to resolve complex situations.
- Strategic Leaders establish the organization's vision and strategic objectives. They guide progress while simultaneously evaluating emerging issues. They empower subordinates and focus on only those issues which advance the organization's vision and strategic objectives. It is the ability to prioritize and focus on issues with strategic implications that allow the strategic leader to operate at the strategic, rather than operational level.
- The ability to conduct research is critical to developing innovative solutions. Strategic leaders develop innovative solutions to ill-structured problems while considering the second and third order effects of their decisions. Strategic leaders must maintain a broad array of professional reading sources to stay abreast of emerging issues that can impact the organization. Professional reading also allows leaders to be aware of how peers are resolving issues in their organizations.
- Strategic Leaders identify external organizations that can influence emerging issues. They collaborate with the leaders in these organizations to mitigate potential problems and posture for future success.
- Strategic leaders have a variety of effective communications skills. They must be able to communicate effectively in both written and verbal forms. In addition, they must understand how to convey their ideas to different audiences. Effective communication includes the ability to communicate using all forms of electronic and social media. They use written, oral and public speaking abilities to positively inform and influence entities outside of the organization. Leaders understand how organizations gain advantage through the use of electronic and social media.

- Strategic Leaders lead the organization through uncertain times while dealing with complex, ill-structured problems.

Strategic leaders mentor subordinates by providing insight on how to think strategically. They help subordinates gain appreciation for the larger issues within the organization. Knowledge, Skills, and Abilities serve to support strategic leader development in each of the six core competencies shown in the Strategic Leader Paradigm. KSAs are the foundation for strategic leaders. All personnel seeking to develop their strategic perspective should invest time in developing the knowledge, skills and abilities listed here.



CORE COMPETENCY AREAS

Leaders must be able to master the core competencies in order to be effective at the strategic level. Core Competencies are the fields in which Department members and employees should build their KSAs in order to develop a strategic perspective. The Strategic Leader Paradigm (figure 3) depicts how the Core Competencies overlay on knowledge, skills and abilities. Below are descriptions and examples of the Core Competencies.

STRATEGIC SHAPING

Strategic leaders understand the systems within the Department and how the Department interacts with the larger military and political landscape. The systems that interact within the Department include manning, logistics, training, funding, and resources. Strategic leaders understand how their decisions impact the Department's resources long term and can assess the

strategic environment to inform current decisions and shape future outcomes. Strategic Leaders must possess the following attributes in order to strategically shape the Department:

- Understand how a resource-constrained environment affects readiness, morale, and organizational relevancy
- Develop relevant and dynamic training opportunities in a resource-constrained environment
- Gain the ability to implement the cycle of plan, execute, monitor for ill-structured problems
- Understand how the Department fits into the state and federal governmental structure
- Understand how decisions made in the Department affect the governmental/political environment
- Understand how one's decisions and the decisions of the Department leadership affect the organization

JOINT & INTER-AGENCY ENVIRONMENT



Strategic leaders have a diverse background in joint and inter-agency operations. They understand the synergy that develops when organizations create partnerships. Strategic leaders recognize the potential political implications in the joint operational environment. They understand the limitations and authorities represented and how to achieve the most effective outcome. To fully comprehend Joint and Inter-Agency Environment Strategic Leaders must:

- Prepare for and respond to civil emergencies
- Participate in multi-agency exercises such as Golden Guardian
- Take National Incident Management System and Incident Command System training
- Work with outside agencies such as OSHA or the state health department to adhere to regulations and create environments where the organization can succeed
- Understand how the Department conducts civil support
- Understand how the Department fits into the CAL OES State Emergency Plan and the National Response Framework
- Understand the breadth of other agencies with which the Department interacts (State and federal finance departments, OSHA, CHP, CALFIRE, FEMA, NORTHCOM etc.)
- Serve on Joint Task Forces in roles of increasing responsibility

FISCAL & RESOURCE PROCESSES

Strategic leaders understand fiscal processes, policies, procedures and guidance. They account for long and short-term impacts incurred when allocating resources and they understand the importance of audits and internal review processes. Further, they understand the procedures for acquiring state and federal funds, fiscal reporting and the acquisition of goods and services.

- Personnel and Administration (P & A)
- Operations and Maintenance (O & M) Funding
- Military Construction (MILCON) Funding
- National Defense Authorization Act (NDAA)
- Quadrennial Defense Review (QDR)
- Attend the Fund Manager course
- Understand how the QDR and NDAA processes work and keep up on the significant outcomes of each
- Understand how the Department obtains and disburses P & A and O & M funding
- Understand the MILCON allocation process
- Understand the Program Budget Advisory Committee (PBAC) process
- Understand the Budget Change Proposal (BCP) Process

LAWS, REGULATION, PROCEDURES

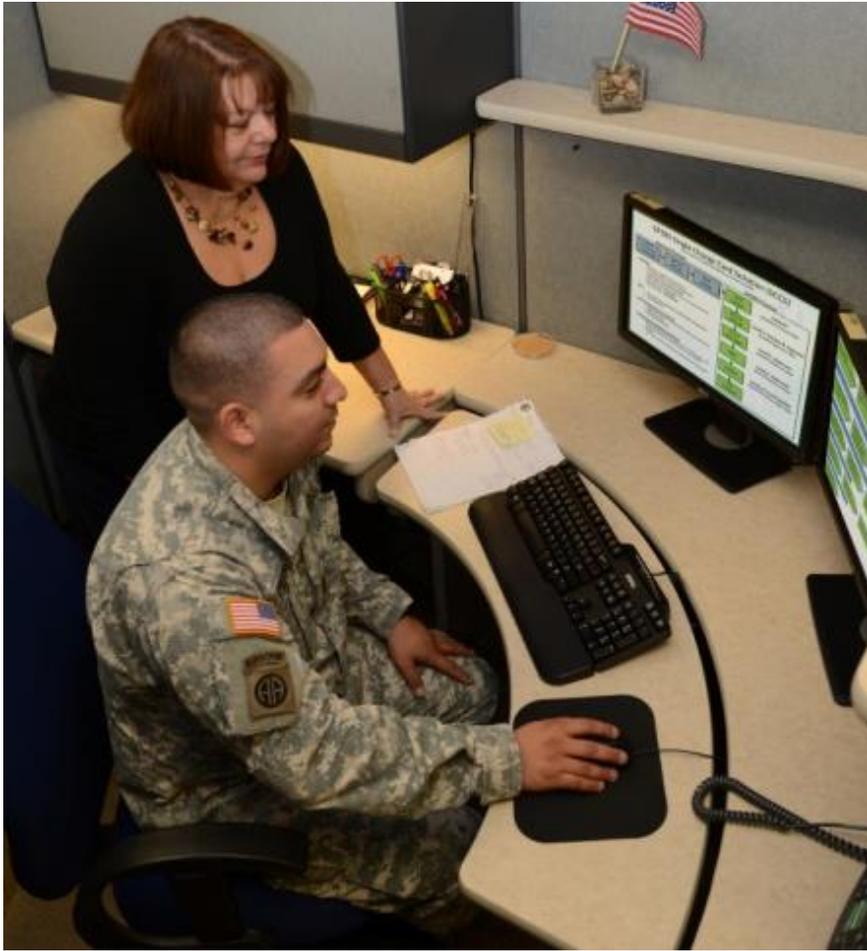
Strategic leaders employ military assets judiciously. They understand the broad impacts of state and federal laws, as well as military regulations and procedures. In order to understand Laws, Regulations and Procedures, Strategic Leaders will:

- Analyze pending legislation, laws, regulations, the news and political events and determine their potential effects on the Department.
- Understand the proper use of Department forces according to the federal and state constitutions including both Title 10 and Title 32 service.
- Understand the proper deployment of forces during civil support operations to include the limits of *Posse Comitatus*.
- Develop an understanding of the California Military and Veteran's Code.
- Understand the Dual Status Commander concept.

PROGRAM MANAGEMENT

Strategic leaders manage complex programs in dynamic environments and achieve desired outcomes. They understand resource and program management using a variety of tools and methodologies in conjunction with knowledge of complex systems. Leaders apply knowledge of operations, planning, communications and resources appropriately while balancing complementary systems that will have long term impacts upon the organization. Strategic Leaders will develop Program Management capabilities by:

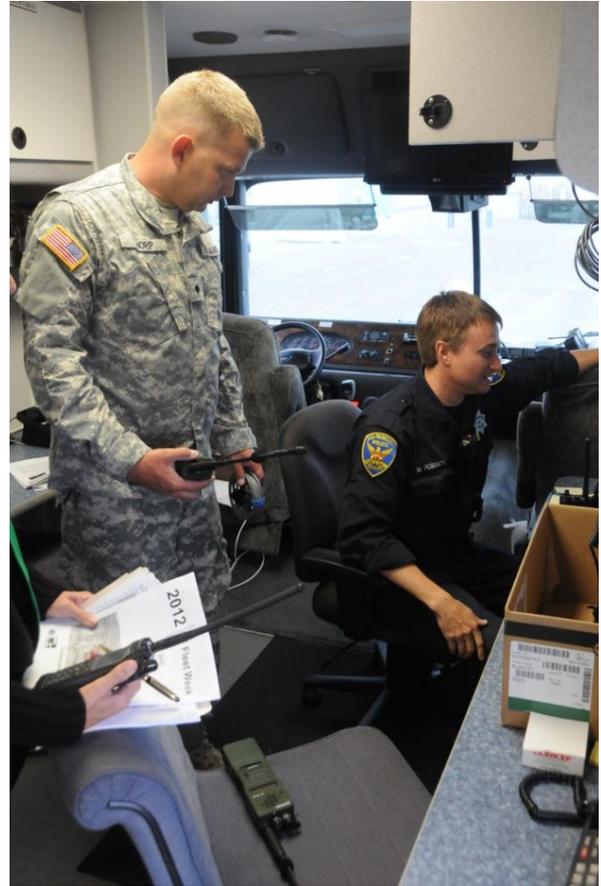
- Developing the knowledge and capability to call on resources outside of the organization/unit to accomplish a project or mission
- Completing projects and missions through the prudent and efficient use of resources internal and external to the organization/unit
- Conducting operational planning during a catastrophic event
- Utilizing the meeting facilitation process
- Utilizing the Strategic Management System
- Participating in the implementation of a new program
- Identifying and obtaining program funding and approval from outside organizations



EFFECTIVE COMMUNICATION

Strategic leaders effectively communicate in all environments: political, social, cultural and interpersonal. They are competent in the role of mentorship with strong functional and personal experiences while understanding what they can contribute to the organization. Strategic Leaders will develop Effective Communication skills:

- Developing strong communication skills (both written and verbal) to include public speaking beyond the strict military briefing structure
- Analyzing the news – local, state, federal and international
- Providing briefings to non-military organizations on projects
- Discussing current events with an understanding of the effects on the Department and how the Department can influence the events
- Understanding how to communicate effectively with the media and learn the PAO talking points
- Learning TAG's Priority Information Requirements (PIRs)/Commander's Critical Information Requirements (CCIRs)



The KSAs and the core competencies provide focus to improve strategic thinking capabilities. Individuals can develop these attributes at any stage of their career.

CHAPTER 3

TRAINING AND EDUCATION

This chapter explains the importance of continuous education and training in developing strategic leaders. It identifies education and training opportunities that will help develop strategic perspective. By having a strategic perspective, service members and employees will be more resilient and relevant in today's dynamic environment. Appendix B contains generic career development charts for officers, NCOs and civilians to aid readers in analyzing the information provided in this document. Members and employees should consult their specific career development documents and work with mentors to chart their specific career paths.

Training and education for strategic thinkers and strategic leaders must come from a variety of sources in both military and civilian life. The need goes beyond the military's institutional training and may include civilian education, certifications needed for secondary career fields, seminars, conferences, and optional military education. Members and employees must obtain training and education throughout their career in order to stay relevant and build competencies.

“It became clear to me that at the age of 58 I would have to learn new tricks that were not taught in the military manuals or on the battlefield. In this position I am a political Soldier and will have to put my training in rapping-out orders and making snap decisions on the back burner; and have to learn the arts of persuasion and guile. I must become an expert in a whole new set of skills.”

– GEN George C. Marshall on his time as CofS of the Army at the beginning of WW II.

In the above quote, General Marshall identified a need which still holds true today: the need to establish a training and education program for developing strategic leadership. In order to develop strategic thinking and leaders, Department members and employees must compile their assignments, experiences, self-development, training and education into a single platform from which they can make informed decisions.

Training and education are critical to broadening the base of potential strategic thinkers and leaders. Department members and employees should tie training and education to one of the six core competencies shown in Figure 3 the Strategic Leader Paradigm. Developing a broad platform of knowledge, skills and abilities helps ensure that strategic leaders understand the potential outcomes of their actions. Developing these capabilities early in one's career allows department members and employees to begin viewing the organization from a strategic perspective. Developing a strategic perspective allows them to obtain maximum benefit from all of their experiences whether they are at the direct, organizational or strategic leadership levels.

Training



Training is a progressive process that teaches people how to accomplish tasks. It begins with learning basic skills and tasks and expands in complexity while focusing on accomplishing outcomes.

The military provides training and prepares its leaders to command forces at the tactical and operational levels of the organization. Training to prepare military and civilian personnel to function at the strategic organizational levels is less defined. Operating at the strategic level requires individuals to draw on competencies from outside of the military. Because of the rapidly changing landscape, the Department must prepare its leaders to contribute at the strategic level immediately upon their assignment. Examples of training that contributes to strategic knowledge would be courses that provide exposure to the joint and inter-agency environment. An example of functional training that would help prepare personnel for strategic thinking would be completing the fund manager course to gain knowledge in the area of fiscal processes. This would be particularly important for leaders who have not had assignments in the areas of budgeting or other fiscal management fields.

EDUCATION



Education teaches people critical thinking skills and judgment. Education is broad in nature and includes progressive coursework that increases knowledge in an area of study. The progression of education from undergraduate to graduate levels represents increasing complexity from memorizing, understanding and applying concepts to analyzing, evaluating and creating new concepts and strategies. In education, a bachelor's degree provides a foundation of knowledge in a broad course of study. Postgraduate level education develops critical thinking and a deeper knowledge base.

In a 2010 Rand Corporation Study, "Growing Strategic Leaders for Future Conflict", researchers interviewed senior officers who had commanded at the O6 level or above in Iraq or Afghanistan. The research revealed that, "those who did [experience education at civilian institutions] found it of the greatest value in their evolution to strategic-level leadership. Presenting ideas to nonmilitary students and learning to accommodate for civilian approaches to national security contributed dramatically to thinking, communicating, and relationship-building skills."

"Growing Strategic Leaders", Salmoni, Barak A., Hart, Jessica, McPherson, Renny, Winn, Aidan Kirby, 2010

http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/2010spring/40-1-2010_salmoniEtAl.pdf

To prepare for a strategic level role, one should exceed the minimum educational requirements set by one's respective career model. When considering graduate degrees, leaders should select areas of study that will enhance their experience, perspective and judgment concerning issues addressed at the strategic level. The most beneficial areas of study focus on strategic leadership, public policy, business, international affairs as well as national level strategic studies including homeland defense related topics.

There are numerous opportunities to pursue degrees. The key to selecting the best educational option is identifying one's ultimate objective and developing a plan of progressive education to meet that goal. It is important to develop and maintain skills for interim career goals. Students should also make sure that coursework is transferrable if the potential exists for formal education to include multiple institutions or disciplines.

The Department benefits from the vast experiences of its members and employees. Many Department members and employees require professional certifications and continuing education for either military or civilian careers. Continuing education is a means of maintaining certifications and relevancy and may take many forms including seminars and conferences. Continuing education may include subjects such as job-specific education for credentialing purposes, seminars and conferences. Members and employees should ensure that certifications are applicable for all of their career aspirations. Selection of continuing education options should include subjects that provide a strategic viewpoint of functional or operational areas. Analyzing organizations or industries from a strategic perspective enhances critical thinking capabilities, thereby supporting strategic thinking capabilities for military career development. Examples of strategic level coursework would be completing Joint Professional Military Education or the Defense Strategy Course.

Department members and employees should begin training and education to build their strategic thinking capabilities early in their careers. Training and education should focus on the six core competencies depicted in Figure 3 the Strategic Leader Paradigm. Department members and employees will begin viewing their organizations and the Department from a strategic perspective once they initiate their strategic training and education. The figures in Appendix B depict how personnel in various components of the Department can integrate civilian education and military training into their career path.

CHAPTER 4

ASSIGNMENTS, EXPERIENCE AND SELF-DEVELOPMENT



This chapter identifies the most beneficial assignments, experiences and self-development opportunities for service members and employees who wish to develop their strategic perspective. Many of the key developmental career assignments for military personnel are well defined. This chapter will focus on the assignments, experiences and activities that go beyond those key developmental assignments and focus on building strategic capabilities. The chapter includes a sample Career Pathway chart (figure 11) that depicts assignments, experiences and self-development experiences for officers, NCOs and civilian personnel. For the purposes of this chapter federally retired military personnel who are now members of the SMR should refer to officer and enlisted sections. The SMR section focuses on those members who do not have significant federal military service.

OFFICERS

Officers bear the responsibility to train and lead Soldiers and Airmen, manage programs and directorates, and ultimately to take positions of command in times of civil emergency and under combat conditions. As Officers develop, they fill positions of increased responsibility. However, while traditional military career paths are very good at what developing tactical and operational level skills, they are less successful at developing strategic skills. This is especially true for officers who will operate as part of a state force. In order to succeed at the strategic level, officers should begin to develop their strategic perspective through experience in a broad array of disciplines beginning early in their careers.

NCOs

NCOs spend the majority of their career training, coaching, mentoring and caring for Soldiers and Airmen. As with officers, a standard NCO career path may lead to a successful career without ever developing any strategic skills. Developing strategic perspective benefits the NCO by enhancing their ability to train and care for Soldiers and Airmen. Taking the time to gain this perspective allows the NCO to forecast and mitigate emerging issues. Ultimately gaining a strategic perspective improves the NCO's ability to achieve mission success. NCOs gain this perspective by operating at a variety of organizational levels, operating in joint and interagency environments and participating in mission planning.

CIVILIAN

Civilian employees provide valuable expertise and long-term stability and are vital to the success of the Department. The Department relies on its Civilian Employees to be both experts and leaders in their respective fields and to support the Department's military personnel as they execute state and federal missions. Civilian employees will increase their contribution to the Department by developing their strategic perspective to better understand how their efforts support the Department's objectives and how their actions affect the Department's success.

STATE MILITARY RESERVE (SMR)



SMR Personnel bring with them a wealth of military and civilian acquired skills and hold positions of considerable responsibility at a variety of levels throughout the Department. Gaining a strategic perspective will allow SMR personnel to better integrate their civilian acquired skills into their military careers, therefore expanding their contributions to their organizations and the Department as a whole.

There is no single set of experiences that prepare leaders to function at the strategic level. Below are examples of assignments, experiences and self-development activities that can assist personnel of all statuses within the Department by improving their strategic perspective.

ASSIGNMENTS & EXPERIENCES

- Force Management – Strategic Leaders understand force management. Officers and NCOs can gain force management experience through service as a Force Integration Readiness Officer who manages staffing documents changes or as a Personnel Manager or Strength Manager.
- LNO/Inter-Agency/Service at a Major Command- Service at outside agencies/commands such as CAL OES, NORTHCOM, FEMA or NGB are excellent ways for Department members to gain a strategic perspective while simultaneously gaining interagency experience.
- Command Group – Service in a command group as an Aide, XO, Deputy Chief of Staff or Secretary to the General Staff allows members to gain exposure to issues not otherwise typically dealt with at their level.
- Joint Staff – Service on the joint staff at JFHQ or NGB provides exposure to issues dealt with in joint environments.
- Fiscal Management – Experience with fiscal management is critical to success at the strategic level. Members and employees can gain this experience either as a budget officer or fund manager or through program or facility management.
- Additional Duty Assignments – Assignment as an Additional Duty Safety Officer/NCO, Environmental Compliance Officer/NCO or Investigating Officer provides experience that supports the Core Competency area of Laws, Regulations and Procedures.
- Strategic Communications – Service in the governmental affairs office, Public Affairs Office, service as a Legislative Liaison or other inter-governmental assignment provides experience operating outside of the military environment coupled with interagency experience and exposure to issues typically dealt with by senior officers.
- Senior Staff – Staff time at JFHQ or at an O6 or higher level command is desirable as preparation for strategic level responsibility.
- Exercises provide opportunities to gain new experiences including participating in operational environments. The Department participates in various multi-agency exercises including United Response and Golden Guardian.
- Special Staff Assignments - Examples include Inspector General, Technical Training Instructor and Equal Opportunity. These assignments provide opportunities to gain experience in areas that influence the organization.
- State Partnership Program – The State Partnership Program supports strategic DoD and State Department security cooperation goals through military exchanges with partnered countries. Potential positions include State Partnership Program Coordinator (SPPC) in the J5, a Bilateral Affairs Officer (BAO) tour at a foreign embassy, or serving as a team leader for an exchange event.

Note:

- 1) Members and employees need to complete key developmental assignments at a variety of operational levels in order to progress in their career fields. It is critical to balance the member's desire to attain the positions listed above with their required key developmental assignments.
- 2) In addition to the above list, Air Guard NCOs can obtain career broadening experience by serving as a First Sergeant in a career field other than their specialty.
- 3) It is possible to gain the experience needed to become a strategic leader without serving at JFHQ. However, it is important to note that most of the assignments that lend themselves to strategic leader development are at JFHQ.



CIVILIAN EXPERIENCE

Members and employees can augment their careers by gaining civilian assignments and experiences. As an example, fiscal management is an area where members and employees gain functional experience from civilian careers outside of the Military Department. However, there are two important items to consider. First, civilian experience should be at a level where it impacts significant organizational decisions and influences the direction of future operations. The second consideration is that members should combine their civilian experiences with specific military training and/or experience to fully understand the Department processes.

SELF-DEVELOPMENT

Self-Development is the opportunity to develop additional capabilities that contribute to one's strategic perspective. Members and employees at the strategic level should be well rounded individuals. They should also set the example for subordinate personnel in their knowledge of world, national and state events as well as issues involving DoD and their respective branch/component. Members and employees develop themselves by being aware of emerging trends in issues such as business, technology, health trends and politics. In addition, they look for opportunities to develop their knowledge, skills and abilities in less formal environments, like workshops, seminars and other similar venues. Below is a sample list of self-development opportunities:

- Attend symposiums/conferences/workshops pertaining to emerging trends in a career field or profession.
- Join professional military and civilian organizations appropriate to one's career field. The American Society of Military Comptrollers is an example of a professional organization that serves both the accounting and military professions.
- Obtain professional career field certifications – Examples are the Professional Engineer Certification, Certified Public Accountant and American Society of Military Comptrollers.
- Analyze the news and understand how national and state events affect the Department.
- Read from professional reading lists. Professional reading lists are available from several entities. Reading materials should come from both military and civilian sources and should include topics from military, leadership, management and professional career fields. Examples of reading lists are located in Appendix A.
- Develop public speaking skills for both military and civilian audiences.
- Take courses such as Lean Six Sigma, project management and facilitation courses.

Members and employees from all segments of the Department can develop strategic thinking and potentially strategic leader capabilities. This chapter explained the assignments, experiences and self-development activities that members and employees can take to improve their capacity to serve their organizations and the Department.



CAREER PATHWAY

Level of Leadership	Tactical / Direct	Operational / Organizational	Strategic	Policy
Officer	O1-O3 / W1-W3	O3-O5 / W3-W5	O4-O7 / W5	O6-O8
Non Commissioned Officer (NCO)	E4-E6	E6-E8	E8-E9	E9
Civilian Equivalent	Manager / Foreman / Technician / Admin	Manager / Analyst / Supervisor	Manager / Executive	Executive
Operational Assignments	Unit Leadership	Staff Officer / NCO	Command Staff or Senior Staff	Command Staff or Senior Staff
Professional Military Education Army	Officer: BOLC / WOBC / WOAC	CCC / WOSC	ILE / WC WOSSC	
	NCO: WLC / ALC	SLC	SMA	
Professional Military Education Air	Officer: SOS	ACSC	AWC	
	NCO: ALS	NCOA / Sr. NCOA	CMSgt CLC	
Civilian Education	Officer: Obtain Master's Degree			
	NCO: Obtain Associate's Degree		Obtain Bachelor's Degree	
Civilian Pursuits	Organizational Accounting Adhere to government regulations.	Work w/ outside agencies. Manage budgets	Develop business plans. Develop policy.	Shape the future of the organization.
Joint Training / Joint Assignments	Officer: Pursue joint qualification.			
	Serve on Joint Task Force or Task Force Staff		Command or Direct a Joint Task Force	
Self Development	Develop communication skills – written, verbal, public. Professional reading	Read & Analyze news events.	Understand the political environment.	Posture organization for enhanced growth.

Figure 4. Career Pathway

CHAPTER 5 MENTORSHIP

Mentorship is a critical element of Strategic Leader Development. The best way to ensure future senior leaders obtain the correct career and educational experiences is through mentorship. This chapter explains the responsibilities within the mentor relationship and the importance of mentorship to the Department. Army, Air, SMR and civilian personnel are all encouraged to seek mentorship opportunities, as both mentors and mentees.

Mentorship is defined as a relationship in which a more experienced or knowledgeable person helps to guide a less experienced or knowledgeable person. Both the Army and Air Force identify the need for mentorship.

The Army defines Mentorship as, “the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.” The Army also states that, “leaders have the responsibility to develop those junior to them to the fullest extent possible.” (AR 600-100; FM 6-22)

The Air Force states that, “Mentoring is [the] obligation and responsibility of leadership. Mentoring is perhaps the most powerful method by which we can shape the future.” (AFPAM 36-2241)

“There’s no hereditary strata in leading. They’re not born; they’re made. There has to be an inclination, a commitment, a willingness to command.”

Vincent T. Lombardi, Coach Green Bay Packers
From the Book, Vince Lombardi, Coaching for Teamwork

Mentors should be broad based in the guidance they provide, focusing on growth in the core strategic leader competencies. Mentoring should include the formal aspects of career development including seeking assignments, professional military education and civilian education. Mentors should also focus on professional self-development activities such as professional reading, watching and analyzing world and national events and developing communication skills. It is important that the mentor follow up periodically to keep the lines of communication open. Having the mentor check in demonstrates his/her willingness to maintain the relationship. The chart in figure 5 provides a graphic depiction of various aspects of mentoring, from both the mentor’s and the mentee’s perspective.

Soldiers learn to be good leaders from good leaders.

Richard A. Kidd, Sergeant Major of the Army (1991-1995)
FM 6-22, Army Leadership

Mentorship is critical in developing a strategic perspective in our newest members and employees. It is also critical in ensuring that our leaders seek out and obtain the correct experiences, training and education that will further develop their strategic perspective.

Mentorship exists in multiple relationships. Mentors and mentees must understand that there are both formal and informal mentor relationships. Formal relationships are supervisory in nature. Informal mentor relationships typically have no current supervisory connection. Successful supervisory mentor relationships can also develop into informal relationships after formal supervisory relationships end. Informal relationships are more likely to extend throughout one's career.



“Motivate, Mentor, Recognize.”

Tenets of leadership according to
SGM Michael H. Winstead, Former CSM, California Army
National Guard, May 2009 - March 2012

Supervisors have the responsibility to mentor their service member/employees which creates the formal mentor relationship. Mentees need to reach out on their own to develop informal mentor relationships. Mentees can talk to current or former supervisors or other senior personnel in their organizations about becoming their mentor or recommending a mentor.



Mentorship is critical to the success of the Department. The mentorship relationship is how junior employees and service members become exposed to the opportunities that enable them to meet their potential and provide the greatest level of service to the Department. It is the mentor's responsibility to identify strategic leader potential early in the mentee's career and develop it to the fullest extent possible. The following chart depicts the responsibilities of the Mentor, Mentee and the organization in facilitating the mentor process.

The Center for Creative Leadership conducted a survey of 52 senior military officers. As part of the survey the senior officers were asked about their top developmental experiences. Positive role models and negative role models ranked one and two and mentorship ranked eighth. When reviewing these results, consider that the concept of a role model, good or bad, is key to development of service members and employees. Positive role models are a likely source for personnel to reach to for informal mentoring. The mentoring may take the form of actual meetings and developmental questions, answers and guidance. It may also take place without the senior individual even knowing it. The senior individual may be mentoring simply by being a role model. As our senior leaders develop their strategic thinking and strategic leader competencies, they are acting as a positive role model for junior personnel. The junior personnel may not know that the senior leader is actively seeking to improve his strategic capabilities but the senior leader will be leading from a platform of improved knowledge and capabilities and thereby will demonstrate those attributes to his/her subordinates. As the report states, "Role models also shape officers' impressions of who they might become by continued military service... Self-aware empathetic leaders replicate themselves by their example and through mentoring relationships with promising subordinates."

Center for Creative Leadership, "Learning Leadership in the Military – Key Developmental Events & Lessons from Senior Officers", Van Velsor, Ellen, Criswell, Corey, Puryear, Katie, Hollenbeck, Neil, September 2011

<http://www.ccl.org/leadership/pdf/research/LearningLeadershipMilitary.pdf>

MENTORING RELATIONSHIPS

Participants	Roles	Responsibilities	Major Benefits	Possible Difficulties
Mentor	Trusted counselor Coach Technical advisor Role Model Sponsor	Create and further trust and respect Maintain confidentiality Support supervision Share knowledge and experiences Be available Provide insight, feedback, perspective	Achieve personal satisfaction Receive new ideas and information Receive respect from organization Develop networks and allies Enhance skills Develop potential successors	Increased time and energy demands Risks - if protégé does not perform; if protégé or mentor violates trust Potential for conflict with supervisor
Mentee	Apprentice Competent professional Learner Assistant	Create and further trust and respect Maintain confidentiality Demonstrate professional competence Maintain balance - supervisor and mentor Be receptive/proactive	Learn organization culture Develop technical and professional skills Receive guidance in career decisions Increase visibility Develop networks and sponsors	Increased time and energy demands Risks - mentor may not succeed; protégé may become dependent Supervisor/peers may feel alienated
Organization	Supporter Enabler Facilitator	Allow time for meetings Provide awareness and skills training Reward/recognize mentors Create opportunities	Improve socialization and integration Create greater commitment Increase communication Increase morale Improve retention of valued employees Increase overall productivity	Takes time and energy away from other tasks May increase personnel needs May create unrealistic expectations Time/funds for training

Figure 5. Mentoring Relationships

<http://www.rdecom.army.mil/DACP16/AppenFIG2.html>

CHAPTER 6 PERFORMANCE ASSESSMENT

This chapter discusses the need and requirements for identifying strategic leader potential, the methods used for capturing this information and how and when the information will be used.

Identifying leaders with the potential to serve at the strategic level is the responsibility of the senior raters/evaluators for every Department employee or member regardless of status. Senior raters should evaluate strategic leader potential based on the rated individual's experience and knowledge within the six Core Competencies.

If the senior rater determines the rated individual has developed the knowledge and/or experience in one or more of the six core competencies and the rated individual is receiving an acceptable evaluation than the senior rater may include a senior rater comment in the evaluation report or provide a memorandum of recommendation. The terms senior rater and rated individual applies to all Department members and employees regardless of component or status. Strategic leader bullets will be required on evaluation reports to consider rated individuals for strategic leader positions in the future.

It is the responsibility of the rated individual to notify their raters/evaluators of their interest in pursuing strategic development and strategic leader opportunities during their initial and quarterly counselings/interim review periods. Raters/evaluators will then incorporate appropriate goals in their performance objectives.



Appendix A (Reading Lists)

- National Defense University

<http://www.ndu.edu/Library/index.cfm?secID=217&pageID=126&type=section>

Includes links to several military reading lists including the Chiefs of Staff for the Army and Air Force as well as the reading list from the Joint Forces Staff College Commandant.

- USAF Chief of Staff

<http://static.dma.mil/usaf/csafreadinglist/>

Includes both military and civilian subject matter and authors.

- U.S. Army Combined Arms Center <http://usacac.army.mil/CAC2/CAL/readinglist.asp>

Includes primarily civilian authors and subject matter.

- U.S. Army War College

<http://www.carlisle.army.mil/library/RecReadList11.pdf>

Includes a list of several military reading lists. The War College reading list includes both military and civilian authors and subject matter.



Appendix B (Career Development Models)

Appendix B contains generic career development charts for officers, NCOs and civilians. The charts are included to provide a basis for readers to compare basic career development training, education and experiences with those that develop strategic perspective. Members and employees should consult their specific career development documents and work with mentors to chart their specific career paths.

Below is a list of Component Specific Career Development Documents.

Air Force Personal Development Guide

AFPAM 36-2241

http://static.e-publishing.af.mil/production/1/af_a1/publication/afpam36-2241/afpam36-2241.pdf

Army Medical Department Officer Development and Career Management

DA PAM 600-4

http://www.apd.army.mil/pdf/files/p600_4.pdf

Army National Guard Leader Development Strategy, 6 November 2012

<http://www.ngbpdc.ngb.army.mil/pubs/ARNG%20Leader%20Development%20Strategy.pdf>

California Department of Human Resources

<http://www.calhr.ca.gov/Training/Pages/leadership-competency.aspx>

California Army National Guard Officer and Warrant Officer Personnel Actions

CNG Pam 600-1

<https://ngcportal.ng.army.mil/sites/G1/off/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2FG1%2Foff%2FShared%20Documents%2FRegulations&FolderCTID=0x012000353609792F24ED43A43D83BACD343BFE&View={C72D5FE6-85A8-4281-8DE3-5910AFD1EE36}>

Commissioned Officer Professional Development and Career Management

DA PAM 600-3

http://www.apd.army.mil/pdf/files/p600_3.pdf

Enlisted Personnel Management

CSMR Regulation 600-1

<http://www.calguard.ca.gov/casmr/Pages/Publications.aspx>

Leadership and Force Development

AFDD 1-1

<http://www.peterson.af.mil/shared/media/document/AFD-081124-060.pdf>

Officer Personnel Management

CSMR Regulation 600-2

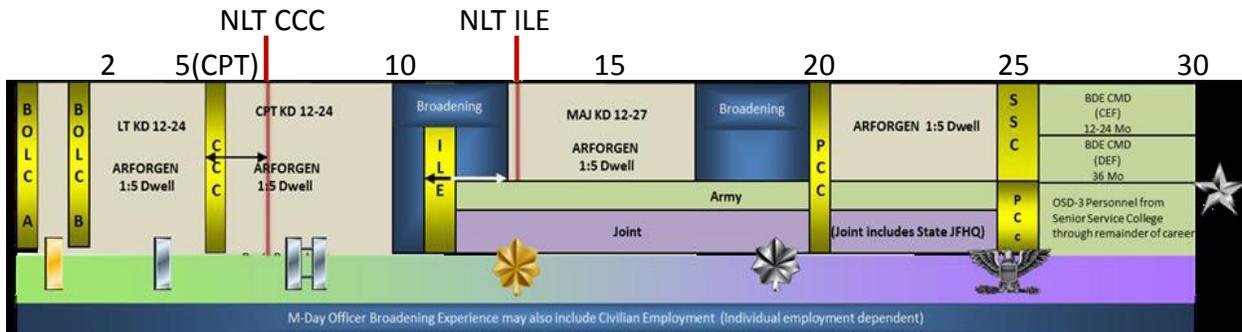
<http://www.calguard.ca.gov/casmr/Pages/Publications.aspx>

U.S. Army Noncommissioned Officer Professional Development Guide

DA PAM 600-25

http://www.apd.army.mil/pdf/files/p600_25.pdf

Army Guard Officer Career Development



The ARNG Leader Development Strategy ARNG Officer Career Timeline

	BOLCA (Cadet / Candidate)	BOLCB (O-1 - O-2)	Functional Training (O-1 - O-3)	CCC (O2 - O-3)	ILE CC (O-4)	AOC (O-4 - O-5)	SCP - PCC (O-5 - O-6)	SSC (O-5 - O-6)	JPME II (O-4 - O-6)
Resident	Commissioning Source: - West Point - ROTC (2-4yrs)	9-19 wks (Branch Dependent)	Airborne, Ranger, Air Assault...	24 wks (CC 12 wks) (BR 12 wks)	10 mos 4 mos*	FLVN	PH1: 1 wk PH2: 2-3 wks PH3: 2 wks PH4: 1 wk	11 mos (War Colleges) Fellows 10 mo	10 wks
DL	- Fed OCS - State OCS - Direct for select Branches / Specialties			2 Wks / 12mos / 2 wks	Up to 18 mos (LD&E requesting ch to 24 mos)	11 mos		25 mos (1 yr / 2wks 1 yr / 2 wks)	1 Wk / 8mos / 2 wks
TASS					2 Wks / 8 mos / 2 wks				

* Students who attend 4mo ILE CC must either attend credentialing FA proponency course or AOC-DL to be MEL4 / JPME I qualified

Figure 6.

The ARNG Leader Development Strategy Officer Career Timeline & Officer Military Education Chart

<http://www.ngbpdc.ngb.army.mil/pubs/ARNG%20Leader%20Development%20Strategy.pdf>

Army Guard Warrant Officer Career Development

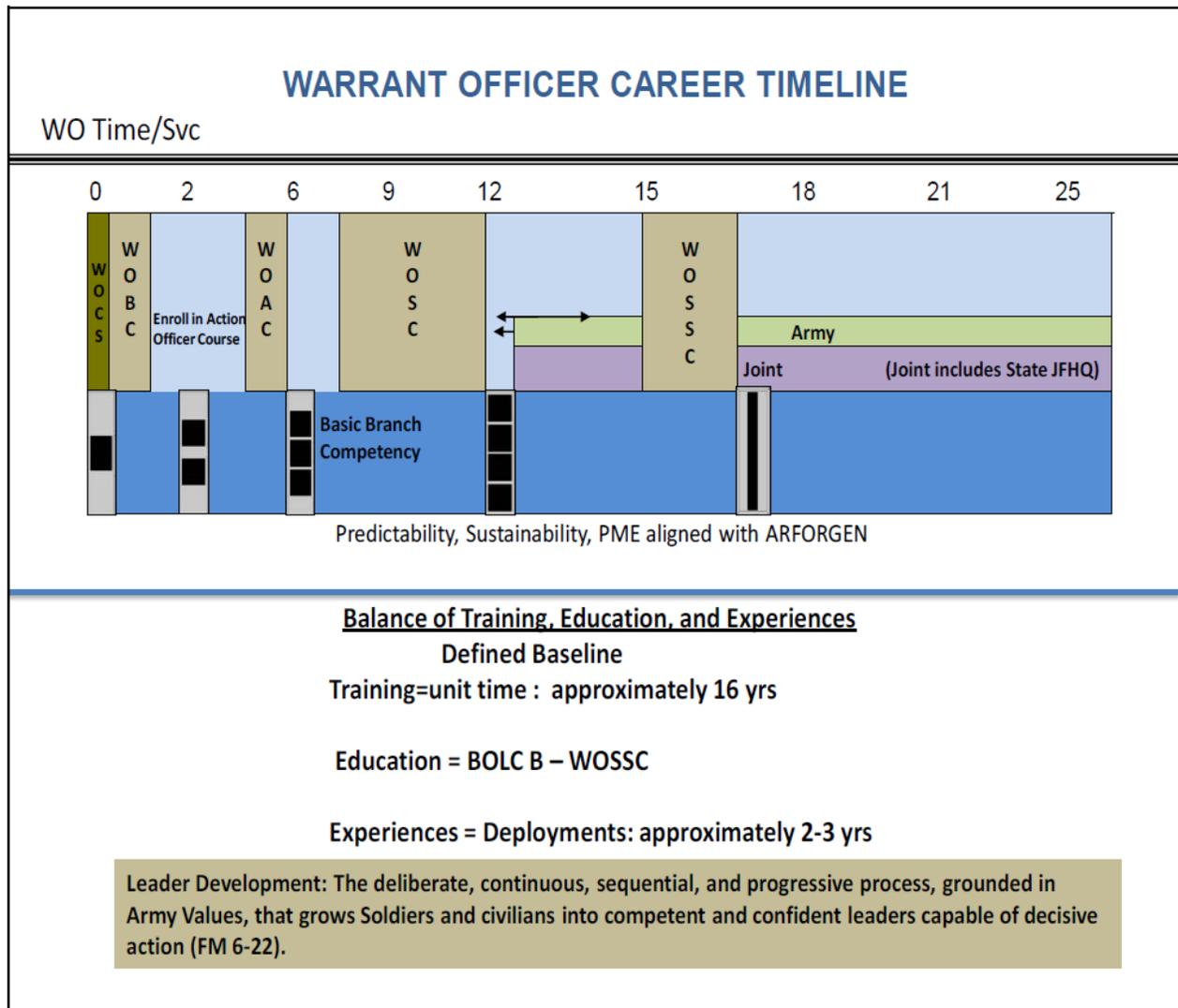
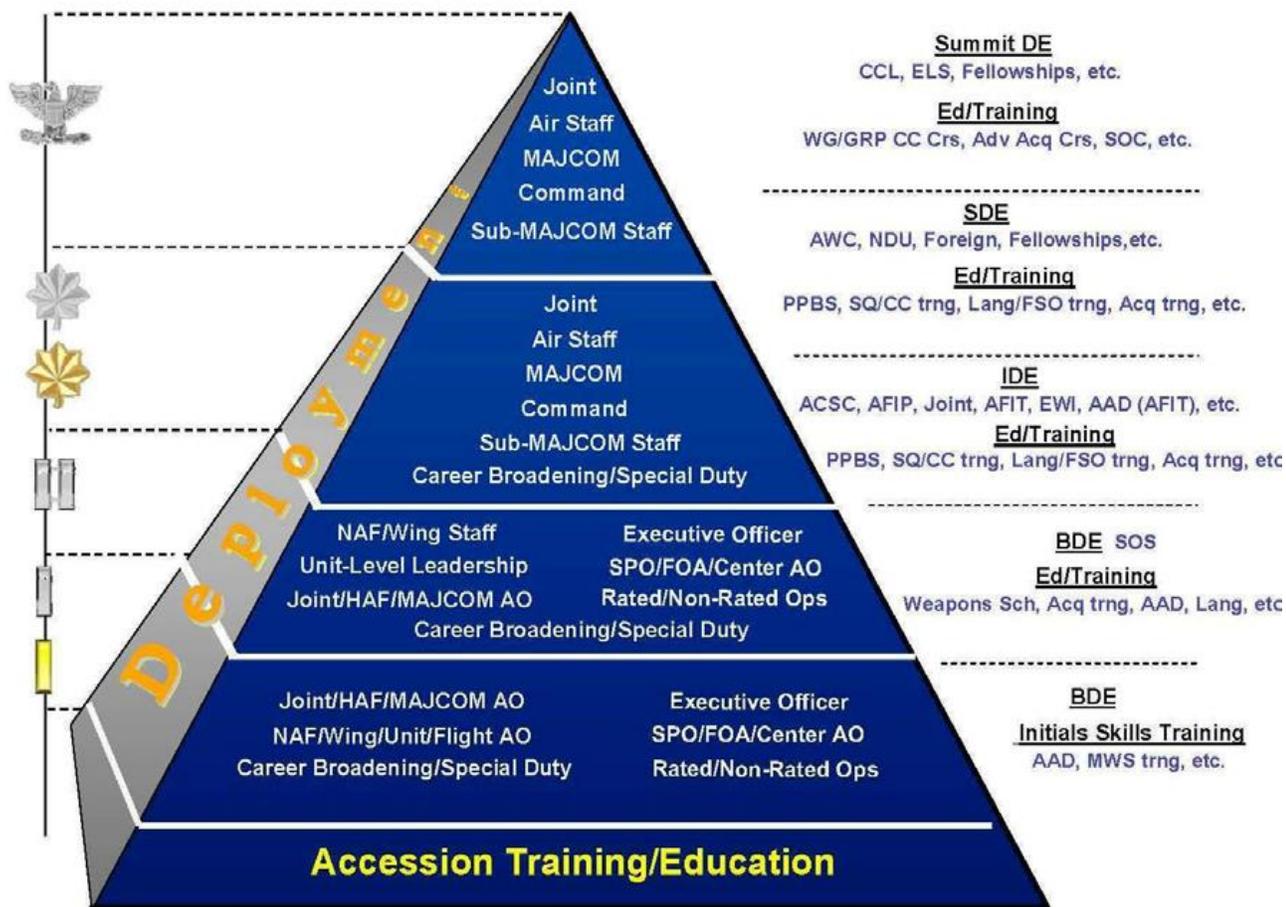


Figure 7. The ARNG Leader Development Strategy. ARNG Warrant Officer Career Timeline <http://www.ngbpcdc.ngb.army.mil/pubs/ARNG%20Leader%20Development%20Strategy.pdf>

Air Guard Officer Career Development



Officer Career Path Guide

Figure 8. Officer Career Development Model, Air National Guard Force Development Concept of Operations

<http://www.ang.af.mil/shared/media/document/AFD-111102-013.pdf>

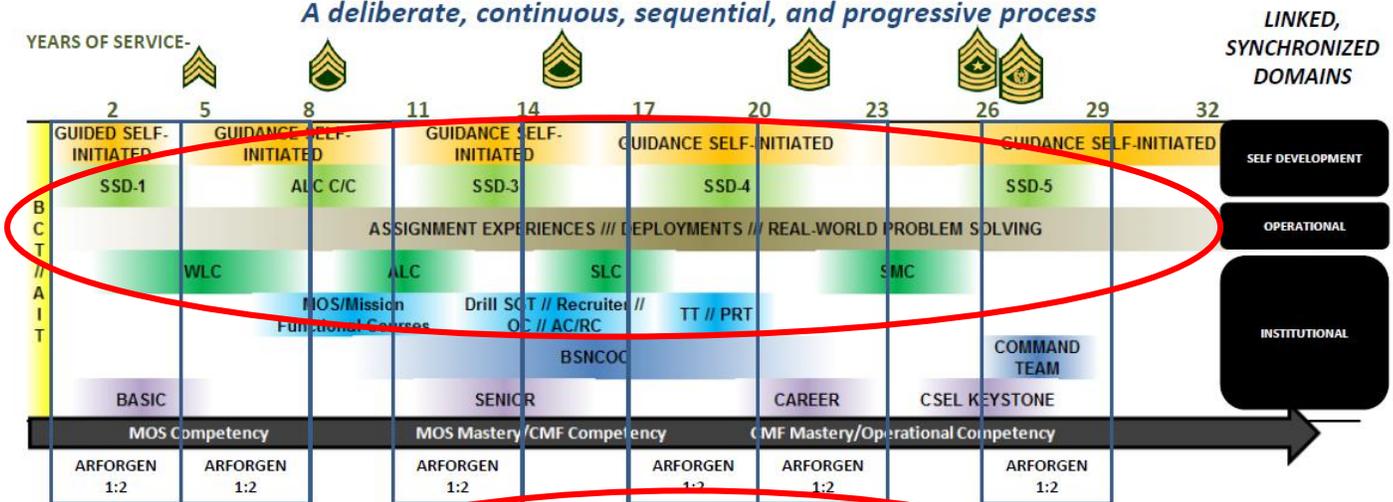


BASIC NCO CAREER TIMELINE

NCO LEADER DEVELOPMENT

2015 Environment

A deliberate, continuous, sequential, and progressive process



Balance of Education, Training, and Experiences

BASELINE

Education = PME: 12-18 months (MOS Specific)

Training = unit time prior to deployment : ~16 years

Experiences = Deployment: ~10 years

The graphic above illustrates the new Basic NCO Career Timeline, a deliberate, continuous, sequential and progressive process aimed at fostering enlisted leadership development by fiscal year 2015.

Figure 9. Basic NCO Career Timeline

<http://www.army.mil/article/54856/>

Air Guard NCO Career Development

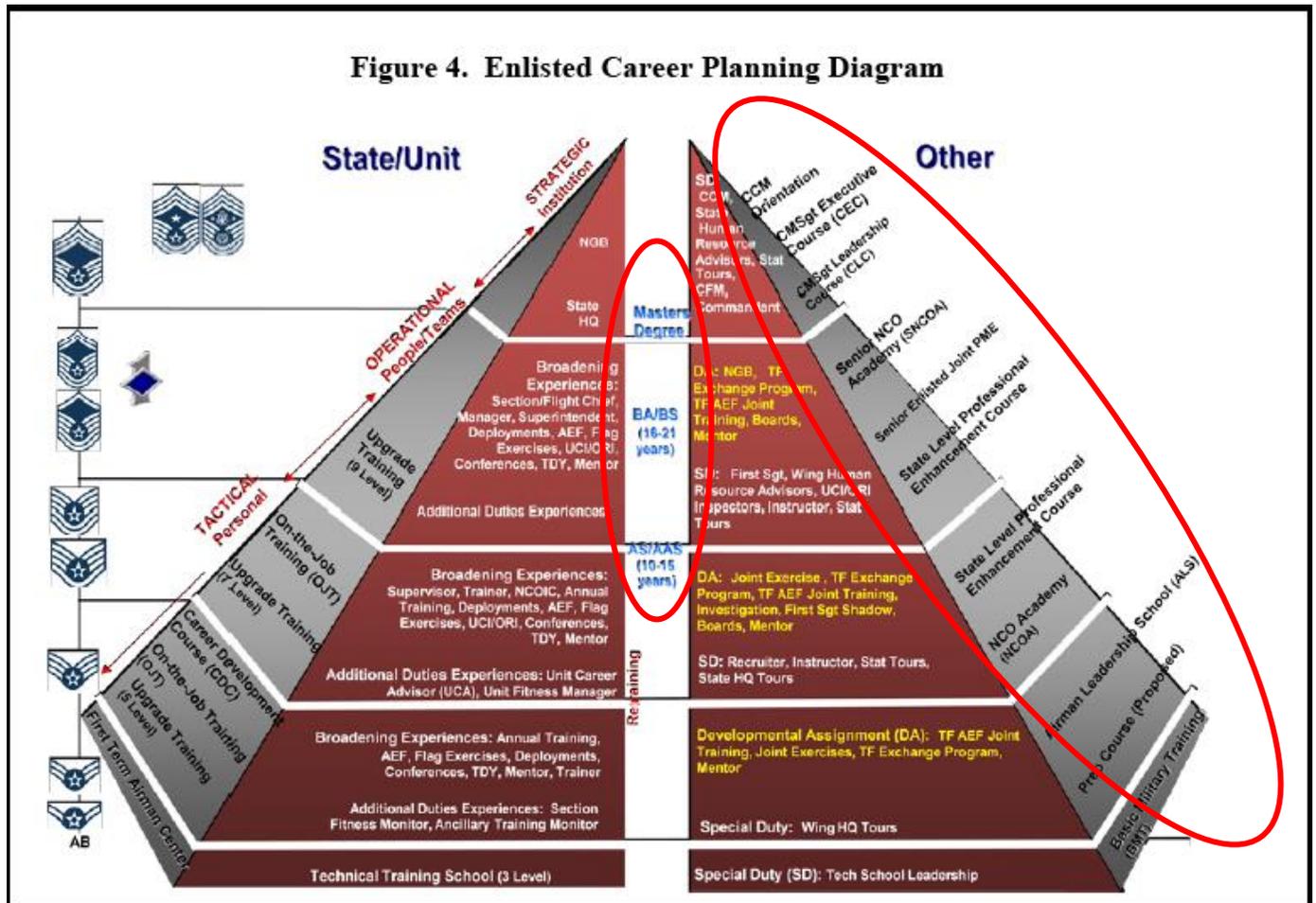


Figure 10. Enlisted Career Planning Diagram, Air National Guard Force Development Concept of Operations

<http://www.ang.af.mil/shared/media/document/AFD-111102-013.pdf>

Joint Enlisted Qualification

The future of the military is in joint operations. The California Military Department is leading the way by fielding a comprehensive Joint Qualification Program for enlisted personnel. Officers currently have a formal joint qualification program to develop and certify education, training and experience in the joint environment. It is imperative for the success of our organization that our NCOs obtain the same knowledge and experience in joint operations.

Pursuing Joint Qualification will help all enlisted personnel improve their contributions to the California Military Department as well improve their individual capabilities. In addition, the Joint Qualification system will enable the CMD to select the best qualified NCOs to fill the nominative senior enlisted positions in the department including Command Chief Master Sergeant, CANG, Command Sergeant Major, CAARNG and Senior Enlisted Advisor to the Adjutant General.

The Chart below and list of courses on the following page provide recommended training and education to best prepare NCOs to operate in the joint environment.

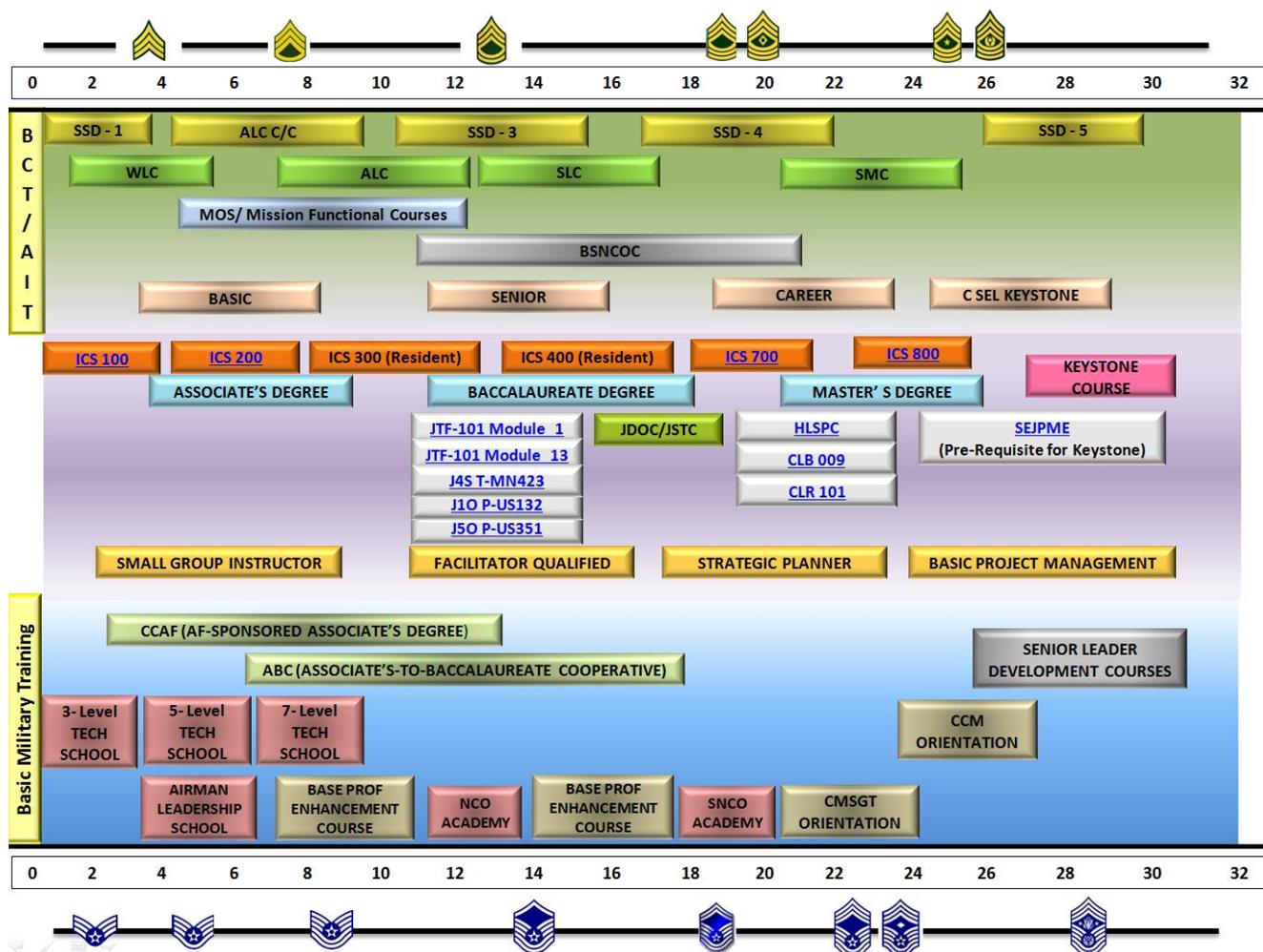


Figure 11. Joint Enlisted Qualification (Also includes descriptions on the next page).

Joint Enlisted Qualification Training Descriptions

FEMA- Emergency Management Institute

- ICS 100 (IS-100.b): Introduction to Incident Command System
- ICS 200-(IS-200.b): ICS for Single Resources and initial Action Incidents
- ICS 300- (Resident) Intermediate ICS for Expanding Incidents
- ICS 400- (Resident) Advance ICS for Command and General Staff, Complex Incidents and MACS for Operational First Responders (H-467)
- ICS 700: National Incident Management System (NIMS)
- ICS 800- National Response Framework, An Introduction

<https://training.fema.gov/IS/crslist.aspx>

Joint Knowledge Online (JKO)

- Joint Task Force Fundamentals Course 101 (JTF-101)
 - Module 1: The Operational Environment (J2O P-US013-01)
- Joint Task Force Fundamentals Course 101 JTF-101
 - Module 13 Joint Task Force Joint Intelligence Fundamentals Course (J2O P-US013-13)
- Introduction to NATO School Logistics and Movement Operational Planning Course
 - (J4S T-MN423)
- Understand Legal Authorities and Limitations Required in Support of JFHQ
 - JTF State Operations Course (J1O P- US132)
- Joint Planning and Execution system (JOPES) Overview Course
 - (J5O P-US351) <http://jko.jten.mil/>

Defense Acquisition University (DAU)

- Introduction to the Joint Capabilities Integration & Development System (CLR 101)
- Planning, Programming, Budgeting, and Execution and Budget (PPBE) Exhibits (CLB 009)

<http://www.dau.mil/default.aspx>

Joint Forces Staff College

- Homeland Security Planner's Course (HLSPC)
- Senior Enlisted Joint Professional Military Education (SEJPME) Course

<http://www.jfsc.ndu.edu/>

CSMR Officer Career Development

Task	O1	O2	O3	O4	O5	O6	O7
TIG (min)	18 mos	3 yrs	4 yrs	4 yrs	3 yrs	2 yrs	
PME	BOLC		CCC or Part 1 AOTP	100% AOTP	100% ILE	WC Desired	
Civ Ed	High School Diploma or GED		Bachelor's Degree or higher				

CSMR Regulation 600-2

CSMR Enlisted Career Development

Task	E1	E2	E3	E4	E5	E6	E7	E8	E9
TIG (min)	6 mos	6 mos	12 mos	18 mos	24 mos	24 mos	24 mos	12 mos	
PME						BNCOC	ANCOC	SNCO	
Civ Ed	High School Diploma or GED								

CSMR Regulation 600-1

Figure 12. CSMR Officer and Enlisted Career Development Model

Civil Service Career Development Model

	Office Asst/Tech	Analyst	Manager I,II,III	CEA 1 through 5
Skills	Basic office/clerical skills, modern office methods	Develop/evaluate alternatives, analyze data, present ideas	Analyst skills & review/edit reports, manage complex pgm, estab/maintain project priorities, effectively utilize resources	Plan, organize, & direct multidisciplinary staff; analyze adm policies, organizations, procedures & practices; integrate activities to attain common goal
Experience	Time in state service/2 yrs clerical experience	Time in state service/professional analytical experience	Time in state service or increasingly responsible analytical experience	Spvry/admin experience in line/staff activity; substantial participation in areas of pgm policies; extensive managerial experience
Education	12 th grade or business school completion, clerical work exp. trng pgm	Bachelor's degree from 4 yr college/univ or CA state service on a year-for-year basis	Equiv to college graduation	

Figure 13. Civil Service Career Development Model

California Department of Human Resources

<http://www.calhr.ca.gov/Training/Pages/leadership-competency.aspx>

Appendix C (Abbreviations and Terms)

ADRP – Army Doctrinal Reference Publication
 AFDD – Air Force Doctrine Document
 AGR – Active Guard and Reserve
 AOC – Advance Operation Course
 ARFORGEN – Army Force Generation Model
 BCP – Budget Change Proposal
 BDE – Brigade
 BOLC – Basic Officer Leader Course
 CANG – California National Guard
 CAANG - California Air National Guard
 CAARNG - California Army National Guard
 CAL FIRE – California Department of Forestry and Fire Protection
 CAL – OES – California Office of Emergency Services
 CCC – Captains Career Course
 CCIR – Commander’s Critical Information Requirement
 CGSOC – Command and General Staff Officers Course.
 • Formerly ILE – Intermediate Level Education
 CHP – California Highway Patrol
 CMD – California Military Department. See “Department” below.
 Department
 • Refers to the California Military Department (CMD)
 DIV – Division
 DSCA – Defense Support of Civil Authorities
 EO – Equal Opportunity
 FA – Functional Area
 FEMA – Federal Emergency Management Agency
 FM – Field Manual
 ICS – Incident Command System
 IG – Inspector General
 ILE – Intermediate Level Education.
 • Now Called CGSOC – Command and General Staff Officers Course
 JFHQ – Joint Forces Headquarters
 JPME – Joint Professional Military Education
 JQO – Joint Qualified Officer
 JTF – Joint Task Force
 KSA – Knowledge, Skills and Abilities
 LNO – Liaison Officer
 M-Day Soldier – Man-Day
 MEL – Military Education Level
 MILCON – Military Construction
 MTOE – Modified Table of Organization and Equipment (Army)
 • There are two MTOE’s in each MTOE unit, one for equipment, another for personnel
 NDAA – National Defense Authorization Act
 NGB – National Guard Bureau

NORTHCOM – United States Northern Command
O&M – Operations and Maintenance
OSHA – Occupational Safety and Health Administration
P&A – Personnel and Administration
PAO – Public Affairs Officer
PBAC – Program Budget Advisory Committee
PIR – Priority Information Requirement
PPBE – Planning, Programming, Budgeting and Execution
QDR – Quadrennial Defense Review
SAD – State Active Duty
SMR – State Military Reserve
SSC – Senior Service College
SSD – Structured Self Development
TAG – The Adjutant General
TDA – Table of Distribution and Allowances (Army)

- There are two TDA's in each TDA unit, one for equipment, another for personnel

UMD – Unit Manning Document (Air Force)

Appendix D (List of Figures)

Figure 1 Army Leadership Levels, ADRP 6-22

Figure 2 Air Force Leadership Force Development AFDD 1-1

Figure 3 Strategic Leader Paradigm

Figure 4 Career Pathway

Figure 5 Mentoring Relationships

Figure 6 The ARNG Leader Development Strategy Officer Career Timeline & Officer Military Education Chart

Figure 7 The ARNG Leader Development Strategy ARNG Warrant Officer Career Timeline

Figure 8 Officer Career Development Model, Air National Guard Force Development Concept of Operations

Figure 9 Basic NCO Career Timeline

Figure 10 Enlisted Career Planning Diagram, Air National Guard Force Development concept of Operations

Figure 11 Joint Enlisted Qualification

Figure 12 CSMR Officer and Enlisted Career Development

Figure 13 Civil Service Career Development Model

Appendix E (References)

Air National Guard Force Development Concept of Operations

October 2011

<http://www.ang.af.mil/shared/media/document/AFD-111102-013.pdf>

Army Leadership

ADRP 6-22

http://www.chapnet.army.mil/pdf/ADRP%206_22_new.pdf

Army Leadership

FM 6-22

<http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

Army Medical Department Officer Development and Career Management

DA PAM 600-4

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Army National Guard Leadership Development Program Strategy

November 2012

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California Army National Guard Officer and Warrant Officer Personnel Actions

CNG Pam 600-1

1 December 2000

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California Department of Human Resources

<http://www.calhr.ca.gov/Training/Pages/leadership-competency.aspx>

Civilian Engineers and Scientists (Non-Construction) Career Program CP 16 Mentoring Relationships

<http://www.rdecom.army.mil/DACP16/AppenFIG2.html>

Commissioned Officer Professional Development and Career Management

DA PAM 600-3

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CSMR Reg 600-2

<http://www.calquard.ca.gov/casmr/Pages/Publications.aspx>

Official Homepage of the United States Army

“New Codes to identify right talent for Senior-Enlisted Positions”

Jasmine Chopra

13 APR 2011

<http://www.army.mil/article/54856/>

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