

Identification of Brigade Command Competencies

Heather M. K. Wolters
U.S. Army Research Institute

**Patrick Gavan O'Shea, Laura A. Ford,
Matthew S. Fleisher, Mary A. Adeniyi, and
Clair E. Conzelman**
Human Resources Research Organization

Russell J. Webster
Kansas State University
Consortium Research Fellows Program



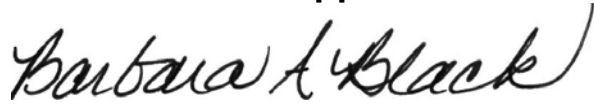
**United States Army Research Institute
for the Behavioral and Social Sciences**

June 2011

**U.S. Army Research Institute
for the Behavioral and Social Sciences**

**Department of the Army
Deputy Chief of Staff, G1**

Authorized and approved for distribution:



**BARBARA A. BLACK, Ph.D.
Research Program Manager
Training and Leader Development
Division**



**MICHELLE SAMS, PhD.
Director**

Research accomplished under contract
for the Department of the Army

Human Resources Research Organization

Technical review by

Melinda Roberts, U.S. Army Research Institute
Mark C. Young, U.S. Army Research Institute

NOTICES

DISTRIBUTION: Primary distribution of this Study Report has been made by ARI. Please address correspondence concerning distribution of reports to: U.S. Army Research Institute for the Behavioral and Social Sciences, Attn: DAPE-ARI-ZXM, 2511 Jefferson Davis Highway, Arlington, Virginia 22202-3926.

FINAL DISPOSITION: This Study Report may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: The findings in this Study Report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

REPORT DOCUMENTATION PAGE

1. REPORT DATE (dd-mm-yy) June 2011			2. REPORT TYPE Final Report			3. DATES COVERED (from. . . to) May 2010 to December 2010		
4. TITLE AND SUBTITLE Identification of Brigade Command Competencies						5a. CONTRACT OR GRANT NUMBER W91WAS-09-D-0013, DO 0009		
						5b. PROGRAM ELEMENT NUMBER 665803		
6. AUTHOR(S) Heather M.K. Wolters (U.S. Army Research Institute); Patrick Gavan O'Shea, Laura A. Ford, Matthew S. Fleisher, Mary A. Adeniyi, & Clair E. Conzelman (Human Resources Research Organization); Russell J. Webster (Kansas State University)						5c. PROJECT NUMBER D730		
						5d. TASK NUMBER 391		
						5e. WORK UNIT NUMBER		
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Human Resources Research Organization 66 Canal Center Plaza, Suite 400 Alexandria, Virginia 22314						8. PERFORMING ORGANIZATION REPORT NUMBER		
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral and Social Sciences -- Fort Leavenworth Research Unit 851 McClellan Ave., Building 90 Fort Leavenworth, Kansas 66027-1360						10. MONITOR ACRONYM ARI		
						11. MONITOR REPORT NUMBER Study Report 2011-02		
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.								
13. SUPPLEMENTARY NOTES Contracting Officer's Representative and Subject Matter POC: Heather M. K. Wolters								
14. ABSTRACT (<i>Maximum 200 words</i>): The nature of leadership at the Brigade Command level has transformed in recent years, as many of the functions that were Division-level responsibilities have been pushed down to the Brigade. This research identified the competencies required for successful performance in this transformed environment. Twenty-one interviews with current and former Brigade Commanders, Brigade Staff, Brigade Command Sergeants Major, and former Division Commanders helped refine a preliminary competency list. Subsequent survey results from 64 current Brigade Commanders provided data addressing (a) the proficiency level needed for each competency, (b) the extent to which each competency differentiated among superior and less effective Brigade Commanders, and (c) the extent to which each competency is fostered in pre-command training education. Ultimately, this research identified 39 competencies that could be categorized in four competency training clusters: leadership skills, operational skills, personal capabilities, and knowledge base. The survey also identified optimal methods to train each competency type. The Brigade Command Competency Model clarifies the leadership and command competencies required at this command level and can be used to help assess training effectiveness and identify training gaps that may exist.								
15. SUBJECT TERMS Brigade Command, competency model, army leadership, leadership development, leadership training, command training								
SECURITY CLASSIFICATION OF						19. LIMITATION OF ABSTRACT Unlimited	20. NUMBER OF PAGES 108	21. RESPONSIBLE PERSON Ellen Kinzer Technical Publications Specialist (703) 545-4225
16. REPORT Unclassified	17. ABSTRACT Unclassified	18. THIS PAGE Unclassified						

Standard Form 298

Study Report 2011-02

Identification of Brigade Command Competencies

Heather M. K. Wolters
U.S. Army Research Institute

**Patrick Gavan O'Shea, Laura A. Ford,
Matthew S. Fleisher, Mary A. Adeniyi, and
Clair E. Conzelman**
Human Resources Research Organization

Russell J. Webster
Kansas State University
Consortium Research Fellows Program

**Fort leavenworth Research Unit
James W. Lussier, Chief**

**U.S. Army Research Institute for the Behavioral and Social Sciences
2511 Jefferson Davis Highway, Arlington, Virginia 22202-3926**

June 2011

**Army Project Number
665803D730**

**Personnel and Training
Analysis Activities**

Approved for public release; distribution is unlimited.

ACKNOWLEDGEMENTS

This project was sponsored by the School for Command Preparation (SCP) as part of a larger effort to determine command competencies at multiple levels within the Army. Extensive project direction, resources, and feedback were provided throughout the project by Kim Summers and Todd Ebel of the SCP. Special thanks to Linda Suttlehan of the SCP for her assistance coordinating data collection. Additional thanks to Dr. Michelle Ramsden Zbylut and Dr. Melinda Roberts for their input and assistance throughout the project.

IDENTIFICATION OF BRIGADE COMMAND COMPETENCIES

EXECUTIVE SUMMARY

Research Requirement:

This project's research requirement involved identifying the competencies required to command a Brigade in the Army's contemporary operational environment (COE), quantifying the extent to which officers' pre-command courses and military education foster the development of these competencies, and identifying any associated training gaps. Along with developing a detailed competency model for Brigade-level command, fulfilling this requirement involved examining the perceived efficacy of various training methods to develop specific types of competencies so that recommendations could be offered to the School of Command Preparation (SCP) regarding optimal training strategies for Brigade Commanders.

Procedure:

This research was completed in three research phases taking place between January 2010 and August 2010. In the first phase, a review of the military and business literatures that focused on leadership, commandship, competency modeling, and training was completed. To support this research base with experiential knowledge, the lead author of this report also attended two pre-command courses offered through the School for Command Preparation: the Pre-Command Course (PCC) Chief's Week and the Brigade Combat Team Commander's Development Program (BCTCDP). These activities resulted in the development of a preliminary Brigade Command Competency Model, which was further refined in two later project stages.

In the second research phase, 17 interviews and 4 focus groups were conducted with a variety of individuals who could provide a 360-degree view of Brigade-level command, including current and former Brigade Commanders, Brigade Staff, Brigade Command Sergeants Major (CSMs), and two former Division Commanders. During these interviews and focus groups, interviewees discussed the competencies required for Brigade-level command, their reactions to the preliminary competency model, and, as appropriate, the training they received to prepare for Brigade-level command. Each interview was audio recorded, transcribed, and content coded to identify common themes that generalized across interviews. While the preliminary competency model was generally well-received, a number of minor revisions and several additions were made on the basis of the interview findings.

The central goals of the third research phase were to generate quantitative ratings associated with each competency and to determine how different types of competencies could be optimally trained. Sixty-four Brigade Commanders completed a survey that addressed 39 potential competencies. Brigade Commanders rated the competencies on three separate scales: (a) the level of proficiency required to command a Brigade, (b) the extent to which the competency distinguishes superior from less effective Brigade Commanders (also referred to as the differentiation scale in this report), and (c) the extent to which pre-command training/professional military education (PME) fosters the development of each competency.

Brigade Commanders also ranked the perceived efficacy of nine different training methods (e.g., lessons learned discussion groups, working with peers to solve practical problems, classroom instruction, distance learning) as ways to develop the four training clusters of Brigade command competencies (i.e., operational skills, leadership skills, personal capabilities, and knowledge base).

Findings:

Interview Findings

The interview and survey findings provide convergent evidence for a number of competencies that are critically important for Brigade-level command. During the interviews, the most commonly mentioned competencies critical for Brigade Command were the ability to develop a positive command climate, the ability to build teams, critical thinking skills, the ability to create a culture of open communication, the ability to take another person's perspective, the ability to influence outside the formation, and the ability to thrive in change. Interviewees also discussed the importance of indirect leadership, where Brigade Commanders must "learn to let go" and trust their staff and subordinate Battalion Commanders. Less effective Brigade Commanders were seen as authoritative, poor listeners, and overly competitive. Among interviewees who saw a distinction between leadership and commandership, most viewed commandership as rooted in position power and being accountable to subordinates. In turn, leadership was cast more as the ability to execute personal power, build relationships, and influence others.

With regard to training, several interviewees indicated the Army should not lose the connection between the Brigade and Battalion training courses. The value is not just for the Battalion Commanders who benefit from the experiences of the Brigade Commanders; Brigade Commanders also gain experience providing indirect leadership to a group of near-peers and begin to learn how to interact with these subordinate leaders. Interviewees also indicated training should incorporate instruction on negotiation skills and solving complex and ill-defined problems. To prepare for Brigade command, several interviewees noted that they sought mentors and relied on their former command experiences (e.g., Battalion or task force command).

Survey Findings

A similar picture regarding critical competencies emerged from the survey findings. The highest-rated competencies for successful Brigade Command included developing a positive command climate, creating an ethical climate, modeling the Army Values and Warrior Ethos, decision making ability, managing risk, critical thinking skills, gathering and interpreting necessary information, building teams, influencing inside and outside the formation, and formulating Commander's intent and vision.

With respect to the extent to which competencies were perceived to be trained, all competencies were rated as being trained from some extent to a moderate extent. Competencies with the largest gap between the level of proficiency required for Brigade Command and the extent trained included developing positive command climate, influencing inside and outside the

formation, thriving in change, and recognizing strengths in a Commander's team. Each of these competencies was rated fairly high on level of proficiency required to command a Brigade and relatively low on the extent to which pre-command training/PME fosters their development. One explanation for these findings may be that certain competencies are very difficult to train, and Brigade Commanders may expect to learn many of these competencies through experiential means rather than through formal pre-command courses.

Regarding how well different instructional methods help Brigade Commanders develop proficiency with respect to different types of competencies, the highest-ranked methods were lessons learned conversations with current or former Brigade Commanders and discussion groups with peers addressing practical exercises or problems. These instructional methods were ranked as being especially important for developing operational and leadership skills, but also important for developing personal capabilities and knowledge-based competencies. Additionally, the methods of individual coaching, mentoring, and/or feedback sessions were ranked highly for developing both personal capabilities and leadership skills. Finally, classroom presentation by qualified instructors (i.e., SCP staff or topical experts) was the highest-ranked method for teaching knowledge based competencies, but was not ranked highly for training other types of competencies. Distance learning received relatively low rankings across all competency groups.

In addition to results from the full sample, survey responses were examined separately for BCTCDP attendees and non-BCTCDP attendees, and for Brigade Combat Team (BCT) Commanders and non-BCT Commanders. Although some minor differences were found, in general these differences were neither large nor pervasive.

Utilization and Dissemination of Findings:

Results from this research effort were presented to Kim Summers and Todd Ebel at the School for Command Preparation (SCP) on 26 October 2010 and BG MacFarland (Deputy Commanding General, U.S. Army Combined Arms Center - Leader Development and Education) on 10 December 2010. Instructors and curriculum developers at SCP can use the Brigade Command Competency Model as a model for their pre-command curriculum. Further, the training suggestions provided by survey participants highlight methods that are well received by the students in the pre-command courses.

IDENTIFICATION OF BRIGADE COMMAND COMPETENCIES

CONTENTS

	Page
BACKGROUND	1
BRIGADE-LEVEL PRELIMINARY COMPETENCY MODEL DEVELOPMENT	3
The Nature of Brigade-level Command in the U.S. Military.....	3
Developing Competency Models.....	4
Leadership Competency Modeling in the U.S. Military	4
INTERVIEWS WITH CURRENT AND FORMER BRIGADE COMMANDERS AND STAFF	10
Interview Methodology.....	10
Interview Sample	10
Interview Results	11
Competencies Important for Brigade Command	11
Interviewee Reactions to the Preliminary Competency Model.....	15
Reactions to and Comments about Training	19
Summary	22
SURVEY OF CURRENT BRIGADE COMMANDERS.....	22
Survey Development.....	22
Survey Revision and Launch	25
Survey Data Cleaning	25
Demographics Summary.....	26
Survey Results	31
Additional Survey Analysis with Sub-sets of the Sample	43
FINAL BRIGADE COMMAND COMPETENCY MODEL.....	43
CONCLUSIONS.....	48
RECOMMENDATIONS	50
REFERENCES	53
APPENDIX A: PRELIMINARY BRIGADE COMMAND COMPETENCY MODEL (JUNE 2010)	A-1
APPENDIX B: INTERVIEW QUESTIONS.....	B-1
APPENDIX C: BRIGADE COMMAND COMPETENCY SURVEY	C-1

APPENDIX D: SURVEY RESULTS FOR BCTCDP ATTENDEES AND NON-BCTCDP ATTENDEES	D-1
--	-----

APPENDIX E: SURVEY RESULTS FOR BCT COMMANDERS AND NON-BCT COMMANDERS	E-1
--	-----

LIST OF TABLES

TABLE 1: COMPARISON BETWEEN ORGANIZATIONAL AND STRATEGIC LEADERS BASED ON U.S. ARMY LEADERSHIP FIELD MANUAL (U.S. DEPARTMENT OF THE ARMY, 2006)	7
TABLE 2: DEMOGRAPHIC DATA FOR THE INTERVIEW SAMPLE	11
TABLE 3: NUMBER OF INTERVIEWS IDENTIFYING COMMON THEMES FOR SUCCESSFUL BRIGADE COMMAND	13
TABLE 4: NUMBER OF INTERVIEWS IDENTIFYING COMMON THEMES FOR LESS SUCCESSFUL BRIGADE COMMAND	14
TABLE 5: NUMBER OF INTERVIEWS IDENTIFYING LESS IMPORTANT COMPETENCIES FOR BRIGADE COMMAND	17
TABLE 6: NUMBER OF INTERVIEWS IDENTIFYING MOST IMPORTANT COMPETENCIES FOR BRIGADE COMMAND	18
TABLE 7: SUGGESTED REWORDING OF COMPETENCY LABELS	18
TABLE 8: SUGGESTIONS REGARDING METHODS TO TRAIN SPECIFIC COMPETENCIES	21
TABLE 9: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY BRANCH	27
TABLE 10: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY TYPE OF BRIGADE COMMANDED	27
TABLE 11: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY OTHER TYPE OF BRIGADE COMMANDED ($N = 20$)	28
TABLE 12: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY TYPE OF BATTALION COMMANDED	28
TABLE 13: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY OTHER TYPE OF BATTALION COMMANDED ($N = 7$)	29
TABLE 14: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY SENIOR SERVICE COLLEGE (SSC) ATTENDED ($N = 55$)	29
TABLE 15: NUMBER OF BRIGADE COMMANDERS IN THE SAMPLE BY YEAR BEGAN ATTENDING RESIDENT SSC ($N = 55$)	29

TABLE 16: NUMBER OF BRIGADE COMMANDERS WHO COMPLETED PRE-COMMAND COURSES (PCC)	30
TABLE 17: NUMBER OF BRIGADE COMMANDERS WHO COMPLETED OTHER PRE-COMMAND COURSES (PCC) (<i>N</i> = 6)	30
TABLE 18: NUMBER OF BRIGADE COMMANDERS BY YEAR THEY BEGAN ATTENDING PRE-COMMAND COURSES (PCC)	30
TABLE 19: DESCRIPTIVE STATISTICS AND FREQUENCIES OF PROFICIENCY RATINGS OF COMPETENCIES (SORTED IN ORDER OF DESCENDING PROFICIENCY)	32
TABLE 20: DESCRIPTIVE STATISTICS AND FREQUENCIES OF DIFFERENTIATION RATINGS OF COMPETENCIES (SORTED IN ORDER OF DESCENDING DIFFERENTIATION)	33
TABLE 21: DESCRIPTIVE STATISTICS AND FREQUENCIES OF EXTENT TRAINED RATINGS OF COMPETENCIES (SORTED IN DESCENDING ORDER)	35
TABLE 22: FREQUENCIES OF RANKINGS OF TRAINING METHODS FOR THE OPERATIONAL SKILLS COMPETENCY CLUSTER	37
TABLE 23: FREQUENCIES OF RANKINGS OF TRAINING METHODS FOR THE LEADERSHIP SKILLS COMPETENCY CLUSTER.....	38
TABLE 24: FREQUENCIES OF RANKINGS OF TRAINING METHODS FOR THE PERSONAL CAPABILITIES CLUSTER	40
TABLE 25: FREQUENCIES OF RANKINGS OF TRAINING METHODS FOR THE KNOWLEDGE BASE CLUSTER.....	41
TABLE 26: BRIGADE COMMAND COMPETENCY MODEL	43
TABLE D.1: TYPE OF BRIGADE COMMANDED BY BCTCDP ATTENDANCE	D-1
TABLE D.2: AVERAGE COMPETENCY PROFICIENCY RATINGS BY BCTCDP ATTENDANCE.....	D-2
TABLE D.3: AVERAGE COMPETENCY DIFFERENTIATION RATINGS BY BCTCDP ATTENDANCE	D-3
TABLE D.4: AVERAGE COMPETENCY EXTENT TRAINED RATINGS BY BCTCDP ATTENDANCE.....	D-4
TABLE D.5: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR OPERATIONAL SKILLS BY BCTCDP ATTENDANCE	D-5

TABLE D.6: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR LEADERSHIP SKILLS BY BCTCDP ATTENDANCE	D-6
TABLE D.7: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR PERSONAL CAPABILITIES BY BCTCDP ATTENDANCE	D-7
TABLE D.8: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR KNOWLEDGE BASE BY BCTCDP ATTENDANCE	D-8
TABLE E.1: AVERAGE COMPETENCY PROFICIENCY RATINGS BY BCT OR NON-BCT COMMAND	E-2
TABLE E.2: AVERAGE COMPETENCY DIFFERENTIATION RATINGS BY BCT OR NON-BCT COMMAND	E-3
TABLE E.3: AVERAGE COMPETENCY EXTENT TRAINED RATINGS BY BCT OR NON-BCT COMMAND	E-4
TABLE E.4: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR OPERATIONAL SKILLS BY BCT OR NON-BCT COMMAND	E-5
TABLE E.5: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR LEADERSHIP SKILLS BY BCT OR NON-BCT COMMAND	E-6
TABLE E.6: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR PERSONAL CAPABILITIES BY BCT OR NON-BCT COMMAND ..	E-7
TABLE E.7: PERCENTAGE OF RANKINGS FOR TOP 3 AND WORST TRAINING METHODS FOR KNOWLEDGE BASE BY BCT OR NON-BCT COMMAND	E-8

IDENTIFICATION OF BRIGADE COMMAND COMPETENCIES

Background

The multitude of challenges associated with commanding a Brigade have always required leaders with highly developed strategic, operational, and tactical competencies. However, the Army's contemporary operational environment (COE) is characterized by threats ranging from smaller, asymmetric lower-technology opponents to larger, modernized forces able to engage deployed U.S. forces in more conventional, symmetrical ways (Farrington, 2007). As such, the COE demands a particularly broad set of competencies from Brigade Commanders including adaptability, diplomacy, interpersonal skill, situational awareness, and sensemaking (Jensen, 2005; Tucker & Gunther, 2009). Moreover, Brigade Combat Teams (BCTs) have become the Army's major maneuver element in recent years (Norris, 2008). Thus, identifying the competencies required to successfully lead a Brigade within this evolving military environment and determining optimal methods to develop and train such competencies are critical goals for the Army. This report describes research to (a) identify the competencies required to command an Army Brigade, (b) evaluate the extent to which such competencies are targeted and developed in the pre-command courses (PCCs) offered to Brigade Commanders, and (c) identify training and leadership development methodologies that can help rectify any training gaps. Results of this study will inform the School for Command Preparation's (SCP) curriculum assessment and revision.

Two assessments previously examined the SCP curriculum (Frame & Lussier, 1997; Norris, 2008). Frame and Lussier (1997) focused their assessment on the SCP course content rather than on the competencies necessary for Brigade command. However, the competencies addressed by the curriculum can be derived from the course material covered. The purpose of their study was to solicit feedback from former participants in the three courses offered at the time: the PCC, the Tactical Commanders' Development Course (TCDC), and the Battle Commanders' Development Course (BCDC). The content areas in the courses were assessed for their appropriateness and effectiveness. Overall, the feedback from former students was positive, and SCP's instructional methods were considered appropriate. The feedback from Frame and Lussier's (1997) study was incorporated into the SCP curriculum.

In a monograph that examined multiple venues of professional military education (PME), Norris (2008) evaluated the courses at SCP based on 21 Strategic Leader Competencies outlined in the U.S. Army Leadership Field Manual (U.S. Department of the Army, 2006). A group of subject matter experts (SMEs) examined all of the elements of the PCCs that Brigade Commanders participated in: Chief's Week, Intellectual Foundations, Immersive Commanders Environment, and War Fighting Function Update (refer to Norris, 2008 for a thorough explanation of these courses) and determined that there was considerable overlap between the Strategic Leader Competencies and the content of the courses. All but one of the 21 competencies was addressed in at least two of the courses, and 10 competencies were addressed in three or more courses. The results of this study provide evidence that the curriculum currently in place to prepare Brigade Commanders is highly relevant to the model of strategic leadership outlined by the U.S. Army. However, it remains possible that there are competencies unique to Brigade-level command that have not been included in the strategic leadership model, particularly in light of the COE.

In 2007, the U.S. Army War College was asked by General Wallace (then Commander of TRADOC) to identify any gaps in current PME in the preparation of Brigade Commanders. The task force of SMEs assigned to this project generated an initial competency model for Brigade Commanders by identifying conceptual, interpersonal, and technical leadership skills affected by the changing environment, structure, and processes within the Army and the COE. From this initial list, SMEs determined ten gaps in the PME concerning Brigade Commander development (Gerras, Eshelman, Reed, Woods, DeRemer, Johnson, Martin, & McCaffrey, 2007). The ten gaps reported in Norris (p. 24, 2008) include:

- Ability to move from direct to indirect leadership
- Running a battle staff
- Integrating capabilities in the battle space
- Knowledge about how to man, organize, train and equip in ARFORGEN
- Remaining current with the COE
- Ability to do campaign planning at BCT level
- Knowledge about strategic communications/IO, non-lethal enablers/targeting
- Training management and leader development of enabling forces
- Knowledge of counterinsurgency (COIN) doctrine
- Familiarization with BCT technology enablers

Based on the results of this inquiry, General Wallace instructed SCP to address the gaps. To accomplish this, SCP created a new course designed for Brigade Combat Team Commanders (i.e., BCTCDP). SCP commissioned the current study to specify the competencies required to command an Army Brigade, and to ensure that courses such as the new BCTCDP course target such competencies to the fullest extent possible.

The current research was completed in three phases. In Phase 1, the primary goals were to develop a preliminary Brigade command competency model and become familiar with the Army's PCCs. Phase 1 included gathering background data on the current curriculum by attending the PCC Chief's Week course and the Brigade Combat Team Commanders' Development Program (BCTCDP) course. The PCC Chief's Week is a week-long course for Brigade and Battalion Commanders that involves presentations by Army leaders to provide updates on the current status of important issues in the Army. The BCTCDP course was a two-and-a-half week course for Colonels selected to command a BCT. This course involved classroom seminar discussions with presenters on a variety of topics, a senior mentor to guide discussions, practical exercises, and, in most cases, a trip to a Combat Training Center (CTC) to meet with a current Brigade Commander prior to deployment. Additionally, Phase 1 involved a thorough review of the military and business literatures focused on leadership competencies, military commandship, and related topics. This review also examined the current schoolhouse mechanisms to prepare selectees for Brigade command, as well as options that are appropriate for developing command and leadership competencies.

Phases 2 and 3 reflect different, yet complementary, ways to address the three research objectives noted previously. In Phase 2, interviews were conducted with current and former Brigade Commanders, former Brigade staff and Command Sergeants Major (CSMs), and former Division Commanders to generate content-rich, qualitative data from individuals who may view

Brigade command from a variety of vantage points. The primary goals at this phase were to have participants reflect upon the competencies required of Brigade-level command, review and comment on the preliminary competency model, discuss and evaluate the training they had received in preparation for Brigade command (if applicable), and describe the ways that such training could be enhanced (if applicable). Not all participants could provide training feedback, because not all participant groups participated in Brigade-level pre-command training (i.e., Brigade staff and CSMs). In Phase 3, the primary goals were to generate quantitative ratings that would help clarify the criticality of the competencies developed and refined in Phases 1 and 2, evaluate the extent to which each competency was being developed in participants' PCCs, and determine which training methods were perceived as optimal ways to develop the various competencies.

Each of these project phases are described in the remainder of this report, followed by a description of the Brigade command competencies that emerge when the outputs of the interview and survey project phases are viewed collectively.

Brigade-level Preliminary Competency Model Development

The Nature of Brigade-level Command in the U. S. Military

Each level of military command has unique developmental challenges and opportunities. However, the transition from Battalion to Brigade command is one of the hardest command transitions in the Army, as it involves the transition from direct to indirect leadership (Norris, 2008). The commander of a Battalion has an opportunity to get to know most of his or her subordinate commanders and has multiple opportunities to interact with Soldiers in the formation. As a result, the commander can pass on his or her vision directly and informally to Soldiers. Conversely, Brigade Commanders do not have the same opportunities to interact with Soldiers and must rely on subordinate commanders to communicate their intent and vision to Soldiers within the formation. Thus, the leadership competencies required for successful Brigade command may differ from those required for successful Battalion command.

For BCT commanders, Brigade command also represents a point where the commander becomes responsible for many of the enablers that are necessary in theater. Previously, those enablers (e.g., fire assets, engineers, military intelligence) were part of a division, and the Division Commander would allocate those resources to specific Brigades. However, to better meet the challenges in the COE, the Army has modularized Brigades. This change means that Brigades are now equipped with support functions that had not previously been inherent to a Brigade. Thus, today's Brigade Commanders have assets directly at their disposal that they did not have eight to ten years ago. These evolving Brigade Commander responsibilities, along with the changing nature of warfare, have created a need to re-examine leadership competencies at the Brigade Commander level (Norris, 2008).

The increase in responsibilities at the Brigade level has prompted discussions about the type of leadership necessary at this command level. One view posits that Colonels who command Brigades need operational but not strategic leadership skills, because they are not involved in the high level strategic leadership activities that take place at the Army and Corps leadership levels (U.S. Department of the Army, 2006). However, there are those who argue,

particularly in light of the demands placed on Brigade Commanders by the COE, that strategic leadership begins at the Colonel level (Farrington, 2007). This may be especially true if strategic leadership is conceptualized not as a particular leadership *level* (i.e., the Army's traditional distinction among the tactical, operational, and strategic leadership levels), but as a *way of thinking* that involves engaging and enacting internal and external spheres of influence in a complex and ambiguous environment (Wong, Gerras, Kidd, Pricone, & Swengros, 2003). Regardless of the debate concerning whether Brigade Commanders are strategic leaders, the new Brigade command responsibilities and the changing nature of warfare have created a need to examine leadership competencies at the Brigade Commander level (Norris, 2008).

Developing Competency Models

Briscoe and Hall (1999) described three common approaches for developing a competency model: research-based, value-based, and strategy-based. Each of the three competency model development methods can be appropriate, given the needs of the organization. Research-based approaches are adaptable to the current environment, and provide information about successful past and present leader competencies (U.S. Department of the Army, 2001). This is most valuable when behavior and situations from the past and present are relevant to the future environment. Although specific elements of the future environment might change, if there is at least a moderate degree of stability, a research-based method is appropriate. Additionally, one clear benefit of the research-based approach is its rigor, which can enhance acceptance of the resulting framework. Research-based methods involve SMEs generating behavioral or situational competency examples, which are then systematically analyzed and validated. Nobel and Fallesen's (2000) conceptual competency model (described in the following section) is a good example of a research-based model. The researchers conducted three data collection stages aimed at generating and refining a list of competencies, which were then rated by SMEs to determine their importance and ultimately combined to make up the S3 Internal Processes Model. The U. S. Army Leadership Field Manual (U.S. Department of the Army, 2006) also incorporates research-based methodology in the creation of its competency model. The Brigade Command Competency Model was developed using a research-based methodology.

Leadership Competency Modeling in the U. S. Military

Competency modeling typically involves creating a detailed list of all the knowledge, skills, abilities, and other attributes that are needed to perform a given job or job family. Some researchers argue that traditional competency modeling is too static and bureaucratic to be useful, especially for jobs involving strategic leadership (Reed, Bullis, Collins, & Paparone, 2004). Additionally, it is difficult to fully capture every relevant competency when creating a competency model, and lists often become very detailed. At any given level of leadership, there seems to be an endless list of competencies that a leader should possess, and this can create a developmental challenge for aspiring leaders (Norris, 2008; Reed, et. al., 2004; Wong, et. al., 2003). Reed and colleagues (2004) argued that an overdependence on highly detailed competency lists to drive training can create a self-perpetuating cycle that may inhibit necessary changes. For example, if a specific competency model is used to focus training efforts, then there is a risk that those become the competencies that Soldiers possess, and that might lead people to conclude that those are the *only* competencies required. This could lead to a static competency model that does not adequately and accurately reflect current leadership requirements.

One solution to the drawbacks associated with the static, detailed competency listings noted above is to create meta-competencies, which are broader reflections of more specific competencies. Additionally, meta-competencies can be thought of as capabilities that affect a person's ability to learn new, more specific competencies. For example, learning how to read enables one to potentially learn an endless amount of additional information (Briscoe & Hall, 1999). The Army Training and Leader Development Panel Officer Study (ATLDP; U.S. Department of the Army, 2001) conducted research with more than 13,500 Soldiers and determined that the enduring leadership meta-competencies for the Army are self-awareness and adaptability. These two competencies can impact a person's ability to learn new competencies, as that person is likely to question their own assumptions and be open to new ways of thinking that exposes them to unique solutions and new courses of action.

Reed and colleagues (2004) argued that meta-competencies allow training and development efforts to be more fluid and adaptable, as they can direct development without being overly prescriptive (see also Wong et. al., 2003). As the environment changes, a development strategy based on broad and enduring meta-competencies can be altered without the need to expend effort creating a new competency taxonomy. However, there are drawbacks to using a meta-competency framework to drive training and leadership development efforts. Meta-competencies often act as umbrellas for more specific competencies, which may not be explicitly included into the meta-competency definition (Wong et. al., 2003). The lack of explicit mention of sub-competencies could lead a person to overlook important elements of the competency framework. Similarly, if meta-competencies do not include detailed and inclusive definitions, misunderstandings regarding what is included in the competency model may result (Wong et. al., 2003). Therefore, it is important to include definitions and explanations with the meta-competencies so that those who use the framework to develop leaders can do so with a complete understanding of the concepts included.

One example of a meta-competency framework relevant to Brigade command is the framework presented in the U.S. Army Leadership Field Manual (U.S. Department of the Army, 2006). Specifically, the manual (FM 6-22) outlines a meta-competency framework that focuses on three core leader competencies (leads, develops, achieves). *Leads* involves elements of leading others, extending influence beyond the chain of command, leading by example, and communicating. *Develops* involves creating a positive environment, preparing self and developing others. Finally, *achieves* involves getting results. This framework is successful because it encompasses meta-competencies that facilitate learning new competencies. For example, if a leader excels at developing others who are empowered and take initiative, that leader has the opportunity to learn new information and new ways of thinking from the empowered subordinate. Although this meta-competency model is broad and on the surface may appear to overlook many important elements of leadership (i.e., building teams and creating a vision), it can be elaborated to include specific competencies that are important for various types of leaders. Therefore, the model is broad and flexible, yet can be elaborated to provide specific guidance for training and assessment.

After describing the Core Leader Competencies, the U.S. Army Leadership Field Manual (U.S. Department of the Army, 2006) describes how the meta-competency framework can be applied to direct, organizational, and strategic Army leaders. In the chapters that elaborate on these competencies, specific sub-competencies relevant to each level are discussed in detail. Brigade-level command likely involves elements of both organizational and strategic leadership.

Using the leads, develops, and achieves framework, examination of FM 6-22's description of these two leadership levels shows considerable overlap; many common behaviors and attributes apply to both leadership levels. Table 1 demonstrates this overlap. Furthermore, although the descriptions of each leadership element are not exactly the same, they do convey similar information. For example, influence is described as "extended beyond the chain of command" for both organizational and strategic leaders. This overlap reinforces the idea that the attributes and behaviors needed for organizational and strategic leaders might be similar at the two levels. Brigade-level command might be the leadership level that encompasses elements of both direct and organizational levels of leadership.

Horey and his colleagues (Horey, Fallesen, Morath, Cronin, Cassella, Franks, & Smith, 2004) created a meta-competency framework called LEVERAGE after reviewing 35 competency models. The purpose of their meta-competency framework is to define enduring leadership competencies that will remain relevant regardless of future leadership requirements. Many of these competencies are conceptually similar to the Core Competencies in the U.S. Army Leadership Field Manual (U.S. Department of the Army, 2006) because this work was used as a basis to develop the U.S. Leadership Field Manual. The competencies that constitute the LEVERAGE model include (Horey, et. al., 2004):

- Leading others to succeed: motivating and influencing others towards a common goal
- Exemplifying sound values and behaviors: maintaining standards and Army values and modeling desired behaviors
- Vitalizing a positive climate: establishing and maintaining expectations for the work environment
- Ensuring a shared understanding: using communication techniques to translate goals into actions because "communication is essential to all other leadership competencies" (p. 42)
- Reinforcing growth in others: helping others grow as individuals and teams
- Arming self to lead: self and situational awareness and career-long learning/development
- Guiding successful outcomes: providing guidance and maintaining control over the work environment
- Extending influence: influencing beyond the chain of command, including cross-cultural influence

Several other meta-competency leadership frameworks are likely relevant to Brigade command competencies. For example, Briscoe and Hall (1999) argued that meta-competences related to career development are adaptability and identity. In their model, adaptability referred to preparing for future environments and included the following sub-competencies: flexibility, exploration, openness to people and ideas, conversation skills in unexplored territory, and comfort with turbulent change (Briscoe & Hall, 1999). Identity referred to an understanding of the self and how that is related to change and included the following sub-competencies: self-assessment, seeking and responding to feedback, exploring and acting on personal values, engaging in and modeling personal development, rewarding subordinates for personal development, actively seeking relationships with people who are different, and being willing to modify self-perceptions as needed (Briscoe & Hall, 1999).

Table 1

Comparison between Organizational and Strategic Leaders Based on U.S. Army Leadership Field Manual (U.S. Department of the Army, 2006)

Organizational Leaders	Strategic Leaders
Leading	
Leads others	Leads others • Providing vision, motivation, and inspiration
Extends influence beyond the chain of command • Leveraging joint, interagency, and multinational capabilities • Negotiating, building consensus and resolving conflicts	Extends influence • Negotiating within and beyond national boundaries • Building strategic consensus
Leads by example	Leads by example • Leading and inspiring institutional change • Displaying confidence in adverse conditions – dealing with uncertainty and ambiguity
Communicates • Ensuring shared understanding	Communicates
Developing	
Creates a positive environment	Creates a positive environment to position the institution for the future
Prepares self	Prepares self with strategic orientation • Expanding knowledge in cultural and geopolitical areas; mastering strategic art • Self-awareness and recognition of impact on others; drawing on conceptual abilities
Develops others • Building team skills and processes	Develops leaders • Counseling, coaching, and mentoring • Building team skills and processes • Assessing developmental needs and fostering job development
Achieving	
Providing direction, guidance, and clear priorities in timely manner	Providing direction, guidance, and clear vision
Mastering resources and systems	Strategic planning and execution • Allocating the right resources • Leveraging Joint, Interagency, and Multinational assets • Operating and succeeding in a multicultural context • Leveraging technology
Accomplishing missions consistently	Accomplishing missions consistently and ethically

Nobel and Fallesen (2000) created a model of the conceptual competencies important for leadership. Their multi-stage effort involved first creating a detailed competency list and ultimately resulted in a meta-competency framework called the S3 Internal Processes Model. The S3 Internal Processes Model consisted of three meta-competencies: situation understanding, simulation, and self-regulation. Situation understanding is considered an intuitive-based strategy that involves pattern matching, situation awareness, detecting solvability, discriminating cues, problem detection, sensemaking, and recognizing typicality. Simulation is a synthesis-based strategy that involves mental war gaming, battlefield visualization, prediction, story building, information assimilation, analogical reasoning, dynamic/systems thinking, conceptualization, exploration, and diagnosis. Finally, Nobel and Fallesen characterized self-regulation as an enhancing mechanism that involves meta-cognition, decentering, question asking, adversarial reasoning, self-understanding, introspection, concentration of thought, dominance structuring, finding hidden assumptions, and awareness of the implications that flow from different actions. It is likely that elements of each of these meta-competencies are important for Brigade Command.

Another meta-competency framework created by Boal and Hooijberg (2001) identified absorptive capacity, adaptive capacity, and managerial wisdom as critical components of strategic leadership. In their model, absorptive capacity relates to the ability to learn, recognize, and include new information in existing thoughts and courses of action. This competency is not well-represented in the frameworks previously described. Adaptive capacity involves the ability to change, remain flexible, and help an organization maintain flexibility. Finally, managerial wisdom relates to the idea of discernment (ability to perceive change), and the ability to make the right decision at the right time (Boal & Hooijberg, 2001). Pajunen (2006) tested Boal and Hooijberg's model using a historical case study from the early 1900s to demonstrate the importance of each element in the model for leadership success.

The meta-competency framework used in the Strategic Leadership Primer (U. S. Army War College, 2004) is rooted in the work of Wong and his colleagues (2003) and identified six meta-competencies in a framework designed to direct training and facilitate self-assessment:

- Identity: the ability to gather feedback on oneself, form self-perceptions, change self-perceptions as needed, and understand the self-concept as it relates to the Army values and the individual's role in the Army.
- Mental agility: the ability to adjust based on changes in the environment and efficiently gather and apply information in the future; adaptability.
- Cross-cultural savvy: the ability to understand other cultures, interact in a multi-national environment, and understand other perspectives without losing sight of U.S. Army values.
- Interpersonal maturity: the ability to build relationships outside of the formation and empower others and includes skills at consensus building and negotiation; the ability to analyze, challenge, and change an organizational culture; and develop the Army's future strategic leaders.
- World-class warrior: understanding full spectrum operations including Joint, Interagency, Inter-governmental, and Multinational (JIIM) operations; theater and campaign strategy; and the use of all elements available to the leader.

- Professional astuteness: serving the nation; developing future leaders; understanding the Army constituents, compromise, and political savvy; and maintaining the expertise of the Officer Corps.

Wong and colleagues (2003) argued that interpersonal maturity is something qualitatively different at the strategic level of leadership than it is at lower levels of leadership. For example, strategic leaders utilize empowerment of subordinate leaders and encouraging participation from others in decision making in a way that is not suitable to more direct and tactical forms of leadership. Strategic leaders also require interpersonal maturity to manage large-scale change (e.g., culture changes) within an organization. In addition, their framework involves elements not included in the other frameworks discussed. For example, elements of the World-Class Warrior meta-competency are not explicitly included in the other frameworks (Boal & Hooijberg, 2001; Briscoe & Hall, 1999; Nobel and Fallesen, 2000; U.S. Department of the Army, 2006).

To some extent, each of the meta-competency frameworks discussed includes competencies likely relevant for Brigade Commanders. Examining all of the frameworks together, it is clear that two key themes run throughout the different models: self-awareness and adaptability. Self-awareness is one thread common to many of the frameworks, though it is labeled differently (e.g., prepares self, U.S. Department of the Army, 2006; arming self to lead, Horey et.al., 2004; identity, Briscoe & Hall, 2001, Wong, et. al., 2003; and self-regulation, Nobel & Fallesen, 2000). Additionally, multiple frameworks mention concepts related to adaptability (Boal & Hooijberg, 2001; Briscoe & Hall, 1999; Wong et. al, 2003). These are the same two competencies that the Army Training and Leader Development Panel determined were the enduring leadership meta-competencies in the Officer Study (U.S. Department of the Army, 2001).

Many of the concepts outlined in the previous meta-competency frameworks are included in the Brigade Command Competency Model in an explicit effort to create a model that focuses on the specific leadership and command requirements at the Brigade level in the U. S. Army. One key factor driving this need is the fact that general leadership competencies may be expressed differently at various leadership levels. For example, leading others at a squad level likely involves the squad or platoon leader working directly alongside the Soldiers to accomplish the mission. In contrast, leading others at the Brigade level involves indirect leadership and influence, where the Commander's priorities must be communicated through multiple channels before they reach individual Soldiers. To account for such differences, a preliminary Brigade Command Competency Model was developed which focused specifically on the unique command and leadership competencies required for success at the Brigade level.

During the model's development, the SCP curriculum was examined to determine what competencies were covered in the PCC, BCTCDP, and Tactical Commanders' Development Program (TCDP) courses. Competencies were gleaned by noting the knowledge, skills, abilities, and other characteristics that were covered in the pre-command courses attended by one of the researchers. In addition, the syllabus for each course was examined by the authors. This information was combined into a preliminary competency model consisting of 32 competencies. Each of the competencies highlighted in the pre-command courses examined (i.e., PCC, BCTCDP, and TCDP) were also identified in the literature review.

The preliminary competency model was discussed with the instructors of the BCTCDP and TCDP courses at SCP. Instructors provided feedback on the competency labels and whether or not the identified competencies were addressed in the pre-command courses taught at SCP. Changes based on instructor feedback were incorporated into the preliminary model, which appears in Appendix A.

Once the preliminary model was developed, the next project step involved having a group of SMEs review the model and discuss the competencies required of Brigade Commanders, the training required to develop such competencies, and any perceived training gaps. The procedures used to conduct those interviews and the results gleaned from them are described in the next section.

Interviews with Current and Former Brigade Commanders and Staff

The process of evaluating the preliminary competency model developed through the literature and curriculum review began by asking SMEs to examine the model, suggest potential additions, revision, and deletions and provide insight into the nature of Brigade command and the competencies it requires. This section of the report describes the interview methodology, data transcription and analysis procedures, and the themes that emerged from these analyses.

Interview Methodology

Each interview took approximately one hour to complete. Current and former Brigade Commanders and former Division Commanders were interviewed individually; CSMs and other former Brigade staff participated in small groups of four or five.

Each interviewee was e-mailed the model approximately one week before the interview so that he/she would have time to review the preliminary Brigade Command Competency Model. Each interview session began with the interviewer briefly describing the project's purpose. The interview was semi-structured in that a set of questions were common across all interviews and focused directly on key research issues (e.g., What are the most important Brigade command competencies? What competencies are unique to Brigade- versus Battalion-level command? How can pre-command training be improved?). However, follow-up probing questions differed based on the initial responses given by participants.

Each interview transcript was carefully analyzed and content-coded by three researchers independently. Following the independent coding, individual responses were synthesized. The following section describes the interview participants and the results of the interviews.

Interview Sample

Individuals who had experienced Brigade-level command from different vantage points participated in the interview. In essence, this provides a 360-degree examination of the attributes required for Brigade command. It is important to have multiple perspectives because the supervisors (Division Commanders) of the target position have insight into the strategic direction of the organization and how the Brigade Commander fits into that direction. Furthermore, it is important to gather the perspective of subordinates (Brigade Staff and Brigade CSMs) of the

target position, because they provide insight into what is needed for a Brigade Commander to lead subordinates. The perspective of the CSM is especially important to include in this research, because individuals in that position work closely with the Brigade Commander and act as the intermediary between the Brigade Commander and enlisted personnel in the formation. Finally, current and former Brigade Commanders provide a valued perspective as individuals currently occupying the position; in other words, Brigade Commanders know what their job requires on a daily basis. Given these considerations, the interview sample consisted of five different participant types: former Brigade Commanders, current Brigade Commanders, CSMs, former Brigade Staff, and former Division Commanders. The rank, position tenure, and deployment history within the referenced position are presented in Table 2. Brigade types represented in the sample include Aviation, Heavy Brigade Combat Team (HBCT), Infantry Brigade Combat Team (IBCT), Fires, Garrison, Logistics, Medical, Military Intelligence, Military Police, Signal, Training, and U. S. Army Corps of Engineers (USACE). Potential participants were recruited through contacts at the School for Command Preparation. Current and former Brigade Commanders participating in the study were former students of the SCP. Former staff members and Command Sergeants Major were students of the School of Advanced Military Studies and the Command Sergeants Major Development Program respectively.

Table 2
Demographic Data for the Interview Sample

Participant Perspective	<i>N</i>	Interview Format	Range of Years in Position	Deployed in Position?	Rank at Time of Interview
Command Sergeant Major	8	Group	2000-present	4 Yes, 4 No	7 CSM; 1 CSM (R)
Former Brigade Staff	10	Group	1997-2009	9 Yes, 1 No	8 MAJ; 2 LTC
Former Brigade Commander	6	Individual	2003-2009	6 Yes	5 COL; 1 BG
Current Brigade Commander	9	Individual	2008-present	1 Yes, 8 No	9 COL
Former Division Commander	2	Individual	1998-2000	1 Yes, 1 Unknown	2 LTG

Interview Results

Interview questions were designed to probe several areas, including potential differences between commandership and leadership, the factors that differentiate good Brigade Commanders from less effective ones, and the type of competencies that are unique to Brigade command (particularly in comparison to Battalion command). In addition, interviewees were asked to react to the preliminary competency model and to describe their experiences with and suggestions for improving their pre-command training. The interview results are organized around these themes.

Competencies Important for Brigade Command

Commandership versus leadership. One theme that emerged from the interviews was the idea that competencies for leadership may be different from those related to commandership. Participants were asked to discuss this difference for the purpose of gathering a complete picture of the competencies required for both the leadership and the commandership aspects of Brigade command. Although two former Brigade Commanders mentioned that they did not think there was a difference between leadership and commandership, seven participants perceived a difference. For

example, one current Brigade Commander suggested that commandership was “Army-delegated” and potentially related to position power, whereas leadership was more personal. According to one former and two current Brigade Commanders, commandership is exemplified by knowing one has authority, using that authority to carry out one’s objectives, and having to account for the successes and failures of one’s group. Leadership, on the other hand, was described by three Brigade Commanders as more influence-based: having the ability to form working teams, build relationships at different levels of the organization, and using a diplomatic approach to getting people to comply, regardless of rank or formal training. A current Brigade Commander summarized his view of the leadership/commandership distinction in the following way:

“I think it’s mostly legal.... Leadership is a generic function of our rank and status and position and it is even something performed very successfully by people without rank, status or position. Commandership really stems from the position of command, and it brings with it legal authorities and responsibilities that are quite different from leadership....The difference between leadership and commandership is a leader exhorts men to fight; a commander is responsible for whether or not they win.... When commandership is practiced correctly, good leadership is a subset of commandership.”

This definition is similar to the view espoused by Major General Aubrey Newman (U. S. Army War College, 1991, p. 2), a veteran and hero of World War II, who wrote, “Command and leadership are two quite different functions, yet they are *inextricably* interrelated—each supplementing and strengthening the other.” Overall, the theme that emerged was that commandership encompasses fulfilling the legal responsibilities of a Brigade Commander—primarily fulfilling one’s intent, vision, and mission—by using appropriate leadership skills.

Qualities of successful versus less-successful Brigade Commanders. Another theme that emerged from the interviews was a list of qualities successful Brigade Commanders are more likely to possess than less successful ones¹. The most frequently cited competencies of successful Brigade Commanders tended to revolve around the creation of positive relationships, empowering and mentoring subordinates, establishing positive communications, being able to think systematically during planning activities, and creating a positive climate. Table 3 shows the competencies that interviewees most often associated with successful Brigade Commanders. Note that four out of nine current Brigade Commanders cited teambuilding; positive command climate; strategic systems thinking; and interacting, engaging, and communicating with the community as characteristics of successful Brigade Commanders. Similarly, half of the former Brigade Commanders indicated team building, positive command climate, and creating a culture of open communication and feedback were important competencies found in successful Brigade Commanders. Interviewees tended to speak less frequently about the characteristics of less successful Brigade Commanders, but as seen in Table 4, poor listening and communication skills were the characteristics mentioned most frequently in this context.

Competencies unique to Brigade command. The interviews also addressed the issue of whether there are competencies unique to Brigade command (as opposed to Battalion command). One CSM explained the difference this way: “A Battalion is looking at just one slice of the pie,

¹ A definition of success was not provided by the project team; rather, each participant was allowed to define success relative to his/her own experiences and interpretation.

while the Brigade is looking at the entire pie and manipulating each slice.” This quote exemplifies a theme that appeared in 13 of the 21 interviews—one of the key competencies differentiating the two command levels appears to be an ability to engage in long-range strategic thinking at the Brigade command level (e.g., integrating different capabilities, planning ahead, and knowing how the unit fits within the larger organization).

Table 3

Number of Interviews Identifying Common Themes for Successful Brigade Command

Competency	Former DIV CDRs	Former BDE CDRs	Current BDE CDRs	Former Staff Officers*	CSMs*	Total
Ability to develop a positive command climate	2	3	4	1	1	11
Ability to build teams	2	3	4	1	--	10
Ability to create a culture of open communication and feedback	1	3	2	1	2	9
Ability to engage in long-range, strategic systems thinking	--	2	4	1	1	8
Ability to maintain visibility among subordinates and being social with them	--	1	3	2	1	7
Ability to influence people and groups both within and outside of the formation	--	1	3	1	1	6
Interacting with, engaging, and communicating with the community	--	2	4	--	--	6
Ability to create an ethical climate by demonstrating ethical behavior	1	2	1	1	--	5

Note. Dashes indicate that no one at this experience level mentioned the competency. * Former staff officers and CSMs participated in focus group interviews; thus, the maximum number of interviews for each of those columns is two.

Another competency several interviewees viewed as differentiating Brigade from Battalion Commanders involved tactical versus technical competence. Battalion command was seen as primarily involving technical competence, while Brigade Commanders were thought to need a wide array of technical and tactical competencies to be maximally effective (this was mentioned by one former Division Commander, one current Brigade Commander, two former staff officers, and one of the CSM focus groups). Seven current or former Brigade Commanders said that an important differentiator between the two command levels is that Brigade Commanders need to influence outside the formation, given the different levels and types of people they interact with (e.g., community, family members, joint forces, local nationals, etc.).

One former Brigade Commander also specified that as a Brigade Commander, the ability to trust one's subordinates is critically important. Another former Brigade Commander said the following about trust: "As a Battalion Commander I didn't worry about it so much. But, the greatest thing I could give my Battalion Commanders was me trusting them to do the right thing and then backing them up." Similarly, a current Brigade Commander said, "You really got to trust and empower subordinates all the way down to the point where it's almost painful."

Table 4
Number of Interviews Identifying Common Themes for Less Successful Brigade Command

Competency	Former DIV CDRs	Former BDE CDRs	Current BDE CDRs	Former Staff Officers*	CSMs*	Total
Having poor listening and communication skills	--	--	3	--	1	4
Having an authoritative leadership style and micro-managing	--	1	2	--	--	3
Having "personal agendas" and being overly competitive	--	1	2	--	1	3

Note. Dashes indicate that no one at this experience level mentioned the competency. * Former staff officers and CS Ms participated in focus group interviews; thus, the maximum number of interviews for each of those columns is two.

The interview data also suggest that age and experience differences between command levels may impact how much trust commanders need to have in their subordinate commanders, and how this issue evolves as Commanders move from the Battalion to the Brigade command level. One current and three former Brigade Commanders, as well as a former staff officer mentioned that age and experience differences between Commanders and those they command differ significantly for the two command levels. Specifically, they noted that the direct subordinates of a Battalion Commander (Company Commanders) are generally much younger and considerably less experienced in relation to the Battalion Commander. In contrast, Brigade Commanders generally have direct subordinates who are only a few years below them in terms of age and/or experience levels. Brigade and Battalion Commanders are near-peers in terms of experience. As such, Battalion Commanders are likely to expect an increased level of trust than is given to Company Commanders. This may make the role of trust, and the ability to rely on the experience and judgment of one's subordinates, potentially more critical for success at the Brigade command level.

Another differentiator between Battalion and Brigade command competencies appears to be the way Brigade Commanders need to communicate. Specifically, in comparison to Battalion Commanders, several interviewees (one former Brigade Commander and both former Division Commanders) thought that Brigade Commanders need to have a more flexible style of communicating. These three interviewees thought that Brigade Commanders have to communicate using more sophisticated messages and methods, due in large measure to the diversity of their target audiences. For example, a former Division Commander noted that in comparison to Battalion-level command, "The Brigade Commander's focus is much more external to the organization, and so his

ability to communicate intent higher and work with his higher headquarters and his lateral Brigade Commanders is much more pronounced than Battalion commanders working in a defined battle space kind of by himself.” In addition to communicating differently, one former Brigade Commander found that he listened more as a Brigade Commander than he had as a Battalion Commander. Specifically, he said that when he was given particularly challenging missions, “I was clearly outside my level of expertise and experience, so listening to other individuals and getting good ideas from them” helped him lead those missions as a team effort.

Interviewee Reactions to the Preliminary Competency Model

The second general category of interview questions focused on the interviewees’ reaction to the preliminary competency model (presented in Appendix A). Interviewee reactions are organized into five general areas: (a) grouping the competencies into broader categories, (b) adding new competencies, (c) suggesting deletions or identifying competencies of lesser importance, (d) suggesting revisions to the competencies, and (e) identifying the five most important Brigade command competencies.

Grouping the competencies into broader categories. Interviewees generally agreed that the preliminary competency model was a comprehensive representation of the competencies required for Brigade-level command. However, some thought that it could be simplified. Seven interviewees (two former and two current Brigade Commanders, two former Staff Officers, and one participant in a CSM group) either remarked that the list of competencies was quite long, or that the competencies should be grouped into broader categories (i.e., meta-competencies). For example, one interviewee mentioned that the following competencies could fall under a broad category called organizational leadership:

- Ability to develop positive command climate
- Ability to influence outside the formation
- Ability to build consensus
- Ability to engage in joint operations
- Ability to build teams
- Ability to recognize the strength of one’s team
- Ability to leverage the strengths in one’s team
- Ability to take another person’s perspective

Another meta-competency that a current Brigade Commander suggested was the ability to develop a positive command climate; the competencies he saw as comprising this meta-competency were the ability to create an ethical climate, the ability to create a culture of open communication, and the ability to regulate and monitor one’s emotions. In a third example, three current Brigade Commanders remarked that the existing competency, ability to build teams, seemed to encompass many other competencies, including the ability to recognize the strengths in one’s team, the ability to leverage the strengths of one’s team, the ability to build consensus, and the ability to take another person’s perspective.

Three former Brigade Commanders differentiated among the competencies related to communication in terms of whether the Brigade Commander espoused a culture of open

communication with others (e.g., being an effective listener, being receptive during the communication process, and stepping out of one's comfort zone to communicate) versus those who exhibited good communication skills themselves. This distinction also emerged in one of the CSM focus groups.

Additional competencies. The majority of interviewees agreed that the preliminary model appeared to capture most of the important Brigade Commander competencies. However, almost a third of the interviews (two former and two current Brigade Commanders, one former Staff Officer, and one CSM group) suggested an addition to the competency model: strategic systems thinking. For example, three interviewees (two former Brigade Commanders and one current Brigade Commander) suggested that an ability to engage in strategic or systems thinking was important for Brigade command, while noting that commanding a Battalion tended to involve more operational thinking and to be more tactics-focused. This theme also emerged in one CSM focus group and one former Brigade staff focus group. Moreover, one current and one former Brigade Commander framed this theme as an ability to see the bigger picture and think through the second and third order effects associated with decisions. The suggested addition of a strategic thinking competency may stem from Brigade Commanders operating in complex and fluid COEs such as Afghanistan and the resulting emphasis on Operational Design (or simply Design).

Mentoring was also a frequently cited potential addition to the competency list. Though the preliminary list included a competency alluding to mentoring (ability to develop subordinate leaders), it does not appear that the definition for this competency addressed concerns raised by interviewees and how they viewed the importance and centrality of mentorship within the Army. For example, a former Brigade Commander said, "I think if we have some type of identification and then a formal mentorship type program, a force, or something that forces mentorship in our Army, it will help people better prepare for Brigade command, Battalion command, [and] you know, other missions." Although this quote focuses on formal mentoring, interviewees differed with regard to whether they preferred structured versus informal mentoring programs. For example, when asked how he had located mentors during his career, a former Brigade Commander said "I picked 'em myself in most cases. They weren't assigned to me. I don't think you can do it that way."

Other additions were suggested by one or two of the interviewees and were ultimately incorporated in the competency model; these included self-awareness and modeling the Warrior Ethos. A variety of other competencies were suggested as additions. However, upon further examination, they appeared to be covered adequately by the preliminary model.

Less important competencies. Some interviewees had mild objections to certain competencies, either because they felt that the competency was not under the Brigade Commander's control, or because the Brigade Commander's staff (e.g., XO, S1, S3) typically dealt with the issue (e.g., ability to manage your time; ability to plan campaigns). Also, the knowledge-based competencies were generally thought to be less important than the ability-based competencies. Table 5 presents the competencies that were most often mentioned by interviewees when asked which competencies were less important than others. The ability-based competency that was mentioned most often as being less important was the ability to manage personnel issues/actions. Several of the knowledge-based competencies appear in the table, with knowledge of the UCMJ at the top. At the same time, it is important to note that some interviewees regarded

these same knowledge-based competencies as important. For instance, several interviewees emphasized the importance of the following competencies: knowledge of Army doctrine (one former and one current Brigade Commander and a staff officer), knowledge of the OER system (one CSM and four former/current Brigade Commanders), knowledge of the UCMJ (three former/current Brigade Commanders and one former Division Commander), knowledge of the ARFORGEN process (two former Brigade Commanders, former Staff Officer), and knowledge of the COE (one former Division Commander).

Table 5
Number of Interviews Identifying Less Important Competencies for Brigade Command

Competency	Former DIV CDRs	Former BDE CDRs	Current BDE CDRs	Former Staff Officers*	CSMs*	Total
Knowledge of the UCMJ	--	1	5	1	1	8
Ability to manage personnel issues/actions	--	1	2	1	1	5
Knowledge of Army Doctrine	1	--	2	1	--	4
Ability to manage funds/maintain a budget	1	1	2	--	--	4
Knowledge of OER system	1	--	2	--	1	4
Knowledge of resources available to the Brigade	1	1	1	--	--	3
Knowledge of risk management	--	--	2	1	--	3
Ability to plan campaigns	--	1	--	1	--	2
Ability to run a battle staff/integrate capabilities	--	1	1	--	--	2

Note. Dashes indicate that no one at this experience level mentioned the competency in the context of least important. * Former staff officers and CSMs participated in focus group interviews; thus, the maximum number of interviews for each of those columns is two.

One comment may clarify the diverse opinions regarding the knowledge-based competencies. Specifically, an interviewee said these competencies may be seen as insignificant for Brigade Commanders because by that point in their careers, it would be assumed an officer would have that knowledge; therefore, some participants may have felt it unnecessary to include these “given” competencies in a Brigade Commander competency model, even though they are important.

Most important competencies. Some of the interviewees were asked directly about which competencies they saw as most important, while others volunteered their top choices. The following competencies that appear in Table 6 were the ones cited most often during the interviews. Competencies seen as most important involve developing an atmosphere within the formation (i.e., positive command climate and a culture of open communication) along with other leadership skills (i.e., building teams, taking another person’s perspective, and influencing outside the formation), the ability to thrive in change, and critical thinking skills. Although there

are many leadership skills among the most important competencies, there are also elements of personal characteristics and operational skills. Taken together, these most important competencies demonstrate the variety of knowledge, skills, and abilities necessary for Brigade command.

Table 6
Number of Interviews Identifying Most Important Competencies for Brigade Command

	Former DIV CDRs	Former BDE CDRs	Current BDE CDRs	Former Staff Officers*	CSMs*	Total
Ability to develop positive command climate	1	1	4	1	2	9
Ability to build teams	--	1	3	1	1	6
Critical thinking skills	1	--	3	1	1	6
Ability to create a culture of open communication	1	2	--	--	1	4
Ability to take another person's perspective	--	--	1	1	1	3
Ability to influence outside the formation	--	--	1	1	--	2
Ability to thrive in change	--	--	1	--	1	2

Note. Dashes indicate that no one at this experience level mentioned the competency in the context of most important. * Former staff officers and CSMs participated in focus group interviews; thus, the maximum number of interviews for each of those columns is two.

Suggested revisions to the preliminary model. Revisions to the competency model were suggested by a few interviewees. These changes are described in Table 7. These suggested revisions were a primary input into the changes made to the Brigade Command Competency Model following the completion of the interview phase of the project.

Table 7
Suggested Rewording of Competency Labels

Participant Perspective	Former Label	Suggested Revised Label
Current Brigade Commander	Knowledge of risk management	Ability to identify and manage risks inherent to the mission
Former Brigade Commander	Ability to run a battle staff/integrate capabilities	Ability to command a battle staff/integrate capabilities
Former Brigade Commander	Ability to influence outside the formation	Ability to influence inside and outside the formation
Former Staff Officer	Knowledge of the ARFORGEN process	Knowledge of the impacts of the ARFORGEN process

Reactions to and Comments about Training

Another major line of questioning in the interviews addressed how interviewees were trained and educated, what their views were regarding the strengths and weaknesses of that training, how the competencies included in the preliminary model could be trained, and what the best methods might be to train them.

Education and training completed. To prepare for Brigade command, all of the former and current Brigade Commanders ($N = 15$) interviewed said they had attended at least one of the following: Army War College ($N = 5$), PCC ($N = 3$), or Chief's Week ($N = 13$). Eleven Brigade Commanders had attended the TCDP, six Brigade Commanders had participated in BCTCDP, and three had attended the School of Advanced Military Studies (SAMS). Other forms of training and education included graduate schooling at civilian universities, the Industrial College of the Armed Forces (ICAF), Joint Professional Military Education (JPME), the National War College, the Naval War College, the Senior Officers Legal Orientation (SOLO) Course, and the United States Military Academy at West Point.

Success of training in preparation for Brigade command. Opinions varied somewhat regarding the extent to which training and education were seen as helpful for Brigade command. The few interviewees (one CSM group and a current Brigade Commander) who commented on this issue generally viewed the PCC in particular as a good experience and worthwhile. A Brigade Commander summarized his PCC experience in the following way:

"I think the weaknesses of the course are the weaknesses of almost every military course, which is—you cannot recreate the complexity of the environment in which you're trying to conduct your task, in this case, commanding a Brigade. There is no way the course can recreate the complexity of the issues for any given topic: managing training, building a campaign plan, establish a vision, building the teams...so you sort of talk about and get some insights on it, particularly when you're talking with the senior leaders who've been through this, and they provide insights that are very valuable. But, you can't really get at it until you try to go apply those skills to the environment. So, it sort of takes you a step forward, but in many cases these higher-level competencies, you can just sort of get around them a little bit, get a look in a little bit, but you can't really get at the heart of the matter until you are in the environment."

Overall, interviewees provided primarily positive feedback about the training programs:

- For Chief's Week, one former Brigade Commander valued the connection between the Battalion and Brigade courses: "It was invaluable to me, when I was a Squadron Commander to talk to the [Brigade Command selectee] to bounce ideas off of him and just talk my way through some of that."
- Another former Brigade Commander mentioned that attending the war college at a civilian university helped shape his perspective about how to communicate and influence others; he described it as a humbling experience.

- For ICAF, a current Brigade Commander mentioned that it helped to broaden his thinking and make him more open-minded.
- SAMS helped to develop critical thinking, recognize mental models, and conduct theoretical work. A current Brigade Commander said, “SAMS is probably the most significant educational event I’ve ever gone through.”
- Another interviewee, formerly a Brigade Commander, opined that his training seemed “OK, overall,” but wishes there had been more emphasis on mentorship (e.g., “Given the normal school for command prep, outside of that, how can you best prepare for Brigade command? This is where I think mentorship is very, very important, and we just don’t do enough of it.”).

In addition to formal training and education programs, a few interviewees explicitly discussed additional preparation activities they engaged in prior to taking command of a Brigade. Reinforcing how important mentoring is for those preparing for Brigade command, five former or current Brigade Commanders said they had sought their own mentors. For example, a former Brigade Commander felt that he had an advantage in developing an ability to communicate in an appropriate manner because he had worked for a senior Army leader for two years, and thus was able to observe how that person utilized different communication styles to communicate his intent. Additionally, one current and one former Brigade Commander relied on the experience gleaned from being a task force commander; two former Brigade Commanders and one current Brigade Commander participated in other educational activities (e.g., going to graduate school, teaching a PCC course); and two current Brigade Commanders and one former Brigade Commander sought knowledge outside formal education (e.g., researching the organization and history, learning the processes and procedures, reading manuals and documents, etc.). Previous command experience was also seen as important. For example, one current Brigade Commander mentioned that he had kept all his notes and documents (e.g., forms, letters, journals, speeches) from when he was a Battalion Commander to refer back to while he was a Brigade Commander.

Suggestions for how training can be changed or improved. Perhaps because Brigade Commanders’ responsibilities vary greatly depending on their unique command situation, recommendations for improving training varied. Some interviewees (three current Brigade Commanders and one former Division Commander) suggested having focus group discussions along with having more General Officers come and discuss their experiences as former Brigade Commanders. Mentoring also emerged as a frequently cited approach that at least four former and current Brigade Commanders emphasized as important to command preparation. In addition, two former Brigade Commanders, one current Brigade Commander, and one former Division Commander argued that the Army should not “lose the connection” between the Brigade course and the Battalion course. For example, one of the former Brigade Commanders said that “Separating the Brigade and the Battalion, we don’t have the mentorship of the Brigade Commanders with the Battalion Commanders.” Another current Brigade Commander also mentioned that training should emphasize the differences based on the specific type of command. Also, four interviewees (former staff officer, two current Brigade Commanders, and a former Division Commander) suggested incorporating the Commander’s spouse in the social activities of the unit.

Suggestions regarding how to train competencies listed in the preliminary model.

Few interviewees provided specific suggestions regarding how to train the competencies; rather, they tended to reiterate the skills that Brigade Commanders need to have. Those who did provide suggestions, however, seemed to vary in their opinions. The overlap in their suggestions for Brigade Commanders addressed mentoring, learning to be more interactive, and focusing more on soft skills (e.g., interpersonal skills and self-awareness; Table 8).

Table 8

Suggestions Regarding Methods to Train Specific Competencies

Competency	Suggestion	Participant Perspective
Communicate effectively and build relationships with stakeholders	Have a large corporate entity come to the trainings to discuss their good and bad experiences with marketing a new product and to discuss the various communication strategies they used in different situations	Current Brigade Commander
Negotiation	Add training to enhance Brigade Commanders' negotiation skills	Four Brigade Commanders and one former Division Commander
Mediating and negotiating skills	Have group discussions where problem sets are presented that could be applicable to Afghanistan, Iraq, and even Commanders who do not know where they will be deploying to and ask them how to mediate the situation	Former Brigade Commander
Self-awareness and knowledge of personal strengths and skills	Administer a personality test like the Myers Briggs Type Indicator (MBTI) or a 360-degree feedback assessment	Former Division Commander and former Brigade Commander
Build consensus and develop "buy-in"	Have an open session to discuss topics and issues so that everyone feels like they had input into a decision	Former Brigade Commander
Decision making skills	Have them engage in "competitive strategies or look at different angles or red-teaming"	Former Division Commander
Reflection skills	Senior mentors should be utilized	Former Division Commander
Non-standard mission skills	Army should have mission-specific trainings to help Brigade Commanders who are responsible for training their Battalions that have non-standard missions (e.g., fire Brigades that are outside the mission essential tasks for that particular Brigade). Establish effective relationships with training centers that have experience areas outside the scope of the Brigade, and implement/modify training based on the concepts that they employ.	Former Brigade Commander
Running a Brigade Budget	Have classes that focus on budgeting	Current Brigade Commander

Summary

The Army leaders and CSMs who participated in the interviews gave insightful and introspective answers during the interview. In general, minimal changes to the preliminary competency model were suggested. The three competencies cited as most important for Brigade-level command were the ability to develop positive command climate, the ability to build teams, and critical thinking skills. Although interviewees did not identify particular areas of weakness in the training and education they had experienced leading up to Brigade command, they did express interest in gaining additional training in certain areas such as negotiation and critical or strategic thinking (especially in ambiguous and complex environments). Finally, many interviewees stressed that they would value additional mentorship from other experienced senior leaders.

Based on the interview results, a survey was created and administered to current Brigade Commanders. The purpose of this survey was to generate quantitative information about the competency model to determine which competencies were most critical, as well as which were covered in participants' pre-command training. An additional goal was to evaluate the perceived effectiveness of different methods to train the various competencies. The following section details the survey development process, describes the sample of Brigade Commanders who responded to the survey, and presents the survey results.

Survey of Current Brigade Commanders

Survey Development

Section 1: Demographic questions. The first section of the survey contained 14 demographic questions, including current rank, branch, gender, race/ethnicity, beginning and end of Brigade command, type of Brigade commanded, type of Battalion commanded, Senior Service College (SSC) attendance, PCC attendance, and deployment experience as a Brigade Commander.

Section 2: Competency model. As noted previously, the participants in the interview did not suggest many substantive changes to the competency model. However, slight revisions and several additions were made on the basis of the interview results. Some of these revisions were informed by a list of leadership major duties that had been developed for a concurrent ARI/HumRRO project to identify performance requirements for use in officer selection and assignment (Paullin, Sinclair, Moriarty, Vasilopoulos, Campbell, & Russell, 2010). The main source of information for these major duties, which are similar in content to the preliminary Brigade command competencies, was the Army's Leadership Field Manual (U.S. Department of the Army, 2006) and the Army Leadership Development Strategy (ALDS; U.S. Department of the Army, 2009). Information available from research on Army officer requirements conducted in the late 1980s was also reviewed (Steinberg & Leaman, 1990), as well as research applying stratified systems theory (Jacobs & Jaques, 1990) to the Army leadership framework (Fallesen, 2006; Fallesen & Reichard, 2005). These information sources, along with the interview findings, led to the addition of the following seven competencies: self-awareness, models the Army Values and Warrior Ethos, engages in self-development, ability to establish training

priorities/plans for the formation, ability to create a learning organization, ability to trust others within the formation, and ability to engage in strategic-level thinking. These revisions were reviewed and approved by representatives from SCP.

Rating scales for the competency model. The purpose of the second section of the survey was to determine the significance of each competency for Brigade command and determine the extent to which each competency is currently addressed in pre-command courses. In many competency modeling efforts, this step involves having participants rate the importance of each competency (e.g., each competency is rated on a Likert-type scale ranging from very important to unimportant). However, in an effort to generate rating data that could directly inform training-related decisions, different scales were employed in the present research. Through the interview process, 39 competencies were included in the model because participants deemed them important. Thus, asking participants to rate the importance of the competency was likely to result in minimally useful information. Instead scales were used that would better allow for distinctions in significance between competencies for Brigade command. Two scales were used to quantify competency criticality: a proficiency-based scale (adapted from Pearlman, 2001), and a measure of the extent to which a competency distinguished between superior and less effective Brigade Commanders. A scale that measured the extent to which each of the competencies were developed in participants' formal training and military education courses was also included. The first and second scales address the first research objective by identifying the competencies required to command an Army Brigade in the COE, while the third scale addresses the second research objective by evaluating the extent the competencies are targeted and developed in pre-command education. Finally, this section of the survey also included an open-ended question that asked participants to "record and describe any additional competencies that you think are required for Brigade command, yet are not currently included in the list." The three rating scales described above were worded as follows:

1. For this competency, what **level of proficiency** is required to be a fully successful Brigade Commander in your Brigade?

- 1—**No proficiency required.** (Not required of fully successful Brigade Commanders)
- 2—**Basic level.** General familiarity with the competency; able to make limited use of it
- 3—**Intermediate level.** Working or functional level of proficiency; able to effectively use the competency in most commonly experienced Command situations
- 4—**Advanced level.** High level of proficiency; able to use it effectively in complex and non-routine situations
- 5—**Expert level.** In-depth proficiency; could serve as a leader or mentor to others who need to develop this competency

2. To what extent do different levels of this competency **distinguish superior Brigade Commanders from less effective Brigade Commanders?**

- 1—**Very little** or not at all
- 2—To **some** extent
- 3—To a **moderate** extent
- 4—To a **considerable** extent
- 5—To a **very great** extent

3. To what extent did the **formal training and military education courses** you received in your pre-command courses (i.e., Senior Service College, SCP Resident, branch specific, and UCMJ courses) foster the development of this competency?

- 1—**Very little** or not at all
- 2—To **some** extent
- 3—To a **moderate** extent
- 4—To a **considerable** extent
- 5—To a **very great** extent

The final section of the survey asked respondents to select the best and worst methods to develop various types of competencies. This section addresses the third research objective by identifying training and leadership development methodologies that can help rectify any training gaps. Having participants respond to this type of question for each of the 39 competencies was not feasible, given the potential for participant fatigue/drop-out and the desired survey length and administration time. Therefore, four competency training clusters were derived, and respondents rated the effectiveness of various training methods for developing each competency type. The training clusters serve to group together competencies that could potentially be trained using common methods. The research team developed a draft competency training cluster framework in the context of creating the survey, and the training cluster framework was reviewed and approved by representatives from SCP.

The four competency training clusters are (a) operational skills, which included competencies such as decision making, campaign planning, risk management, and commanding battle staffs; (b) leadership skills, which included competencies such as communicating to diverse audiences, building teams, developing a positive command climate, and developing subordinate leaders; (c) personal capabilities, which included competencies such as ability to manage time, ability to understand and control own emotions, and self-awareness; and (d) knowledge base, which included knowledge of the UCMJ, knowledge of the contemporary operational environment, and understanding of evolving Army doctrine.

The 39 Brigade Command Competencies were sorted into the four competency training clusters. As a first step, three project team members independently sorted the competencies into the four clusters. On the basis of this initial sort, the training competency clusters appeared to be conceptually distinct and potentially useful. Thirty of the competencies (77%) were placed in the same cluster by all three sorters, and 38 (98%) were placed in the same cluster by at least two of the sorters (the one competency that was placed in different clusters by all three sorters was ability to model the Army values and Warrior Ethos). All sorting disagreements were resolved through discussion.

Training-related questions. For each of the four competency training clusters, participants ranked nine training/development methods by indicating the top three methods and the one worst method to develop the referent training competency cluster. The methods were:

- 1. Classroom presentation by qualified instructors (SCP staff or topical experts)
- 2. Discussion group with peers addressing practical exercises or problems
- 3. Distance learning with Interactive Multimedia Instruction (IMI)
- 4. Gaming scenarios, situational exercises, command post exercises

5. Individual coaching/mentoring/feedback sessions
6. “Lessons learned” conversation with current or former Brigade Commanders
7. Professional reading on own time
8. Role-play leading subordinates or peers (e.g., deliver Commander’s Intent)
9. Structured self-development tool (e.g., 360-degree feedback, structured-self assessment)

The modalities chosen are an amalgamation from a review of the existing training literature and comments from interview participants. Approximately a dozen standard texts and major articles were reviewed, but two were directly referenced in the nine training methods (Clark & Mayer, 2002; Danziger & Dunkle, 2005) because they most appropriately addressed the topic of Army senior leadership training. Army doctrine was also reviewed, especially the Army’s Training Field Manual (U.S. Department of the Army, 2008). The final list of training methods was a militarized application of the structure presented in Clark and Mayer (2002) to fit to the Army education system. This final list was reviewed and approved by representatives from SCP.

For each of the four overarching groups of competency training clusters, participants indicated the best method, second-best method, third-best method, and worst method. Participants were also given the opportunity to add additional training/development methods not covered by the choices given. Answers to these questions provide information that can be used immediately to update the SCP curriculum based on the finalized competency model. Additionally, this information can be used to determine how to best train/develop competencies that become relevant in the future if the new competency is similar to the competency training clusters queried in this survey.

Survey Revision and Launch

A paper and pencil version of the survey was revised with assistance from ten Colonels participating in the BCTCDP course. The ten Colonels were provided with copies of the survey and allowed time to review it. Following this review, their feedback was solicited. Nearly all of the changes suggested by the BCTCDP attendees focused on the demographic questions. For example, the participants revised options on the list of Brigades and Battalions that Colonels commanded, and suggested changes that would streamline the questions focused on SSC and PCC attendance. Very minor edits to the competency model were offered at this phase; for example, the competency “ability to function as the formation training leader” was changed to “ability to establish training priorities/plans for the formation.” The final version of the survey appears in Appendix C. The survey was administered online on a secure military server.

Survey Data Cleaning

Of the 298 active duty and non-deployed Brigade Commanders who received the survey, 77 logged in to the survey, resulting in an initial response rate of 25.8%. However, 10 participants only completed the demographic questions. Thus, responses from these 10 participants were dropped from all analyses. Additionally, surveys from three participants were missing more than 50% of the competency rating data. Specifically, for one participant, 92% of the competency rating data were missing, and for two participants, 69% of the competency rating

data were missing. Further, none of these participants completed the training-related questions at the end of the survey. Due to the large number of missing data, responses from these three participants were dropped from all analyses. The remaining data were examined for out-of-range values, flat responding (i.e., the respondent assigned a “3” to every competency rating on the survey), and time taken to complete the survey. None of these diagnostic procedures resulted in any excluded cases. Thus, the final sample consisted of survey data from 64 Brigade Commanders, resulting in a usable response rate of 21.5% of current Brigade Commanders on active duty and not deployed at the time of the survey.

Demographics Summary

At the time of the survey, all participants were on active duty, were not deployed, and reported their rank as Army Colonel (O6). Fifty-six (87.5%) participants were male, six (9.4%) were female, and two (3.1%) did not report their sex. With respect to race/ethnicity, 54 (84.4%) participants were White, four (6.3%) were Black/African American, three (4.7%) were Hispanic, two (3.1%) were Asian, and one (1.6%) did not provide race/ethnicity data. The years in which Brigade Commanders began their command were 2008 ($N = 4$, 6.3%), 2009 ($N = 36$, 56.3%), and 2010 ($N = 24$, 37.5%). The years in which Brigade Commanders will end their command were 2010 ($N = 5$, 7.8%), 2011 ($N = 28$, 43.8%), 2012 ($N = 26$, 40.6%), and 2013 ($N = 4$, 6.3%). One participant did not answer this question.

Fifty-five (85.9%) survey participants attended a resident SSC, while nine (14.1%) had not; of these nine, none completed the U.S. Army War College Distance Education Course. Fifteen (23.4%) participants reported deploying as a Brigade Commander, while forty-eight (75.0%) had not, and one participant did not answer this question. All other demographic information for the sample is presented in Tables 9 through 18. Table 9 presents the branches of the Army in which the participants belong. Tables 10 and 11 report the types of Brigades participants have commanded; Table 11 presents responses other than the listed options. With regard to Table 10, it should be noted that BCTs may be under-sampled because the survey could not be administered to currently deployed Brigade Commanders.

Tables 12 and 13 present the Battalions previously commanded by participants (Table 13 presents responses other than the listed options). Tables 14 and 15 present the SSCs that participants attended and their year of attendance, respectively. Table 16 lists the PCCs included on the survey completed by participants. It shows that most participants had completed PCC Chief’s Week, a branch-specific PCC, and the Tactical Commander’s Development Program (TCDP). Just under half of the participants had completed the Senior Officer’s Legal Orientation (SOLO) course. Only 21 out of the 64 participants completed the Brigade Combat Team Commander’s Development Program (BCTCDP). All participants completed at least one of the PCCs included on the survey. Table 17 provides a list of other PCCs completed (i.e., those not listed on the survey). Finally, Table 18 presents years in which participants began attending PCCs.

Table 9
Number of Brigade Commanders in the Sample by Branch

	<i>N</i>	%
Air Defense Artillery (ADA)	2	3.1
Armor	8	12.5
Aviation	6	9.4
Chemical	1	1.6
Engineer	8	12.5
Field Artillery (FA)	3	4.7
Infantry	10	15.6
Logistics	10	15.6
Military Intelligence	5	7.8
Military Police	4	6.3
Ordnance	1	1.6
Psychological Operations	1	1.6
Signal Corps	4	6.3
Special Forces	1	1.6
Total	64	100

Note. *N* = number of participants.

Table 10
Number of Brigade Commanders in the Sample by Type of Brigade Commanded

	<i>N</i>	%
Heavy BCT	4	6.3
Infantry BCT	5	7.8
Stryker BCT	2	3.1
Functional	7	10.9
Multifunctional	1	1.6
Initial Military Training (IMT)	14	21.9
Garrison	2	3.1
US Army Corps of Engineers	6	9.4
Acquisition	17	26.6
Recruiting	5	7.8
No Answer	1	1.6
Total	64	100

Note. *N* = number of participants.

Table 11

Number of Brigade Commanders in the Sample by Other Type of Brigade Commanded (N = 20)

	<i>N</i>	%
Army Materiel Command (AMC) Depot	1	1.6
Arsenal	1	1.6
Aviation Brigade	1	1.6
Aviation Training	1	1.6
Battlefield Coordination Detachment (BCD)	1	1.6
Combat Aviation Brigade (CAB)	1	1.6
Defense Agency	1	1.6
Joint Task Force	1	1.6
Maneuver Enhancement Brigade	1	1.6
Psychological Operations	1	1.6
Special Forces Group Command	1	1.6
TF Multinational Force and Observers	1	1.6
Training Support Brigade	5	7.8
US Army Accessions Support Brigade	1	1.6
US Army Corps of Engineers	1	1.6
US Army Corrections Brigade	1	1.6
Total	20	31.2

Note. *N* = number of participants. Forty-four (68.8%) BDE CDRs indicated that they did not command another type of BDE.

Table 12

Number of Brigade Commanders in the Sample by Type of Battalion Commanded

	<i>N</i>	%
Air Assault	1	1.6
Air Defense	2	3.1
Airborne	3	4.7
Armored Reconnaissance	3	4.7
Army Aviation	6	9.4
Brigade Special Troops Battalion (BSTB)	3	1.6
Brigade Support Battalion (BSB)	1	4.7
Chemical	1	1.6
Combined Arms Battalion	3	4.7
Engineer	4	6.3
Fires (Field Artillery)	3	4.7
Garrison	1	1.6
Initial Military Training (IMT)	5	7.8
Infantry	4	6.3
Military Intelligence	5	7.8
Military Police	4	6.3
Ordnance	2	3.1
Quartermaster	2	3.1
Ranger/Special Forces	1	1.6
Reconnaissance, Surveillance, & Target Acquisition Squadron	1	1.6
Signal	3	4.7
Stryker	1	1.6
Other	5	7.8
Total	64	100

Note. *N* = number of participants.

Table 13

Number of Brigade Commanders in the Sample by Other Type of Battalion Commanded (N = 7)

	<i>N</i>	%
Infantry Battalion*	1	1.6
Corps of Engineer District	2	3.1
Combat Support Battalion (CSB)	1	1.6
Division Special Troops Battalion	1	1.6
Psychological Operations Battalion	1	1.6
Strategic APS level	1	1.6
Total	7	10.9

Note. *N* = number of participants. Fifty-seven (89.1%) BDE CDRs indicated that they did not command another type of BN. *Transformed into a Light Cavalry Squadron in an Infantry Brigade Combat Team.

Table 14

Number of Brigade Commanders in the Sample by Senior Service College (SSC) Attended (N = 55)

	<i>N</i>	%
Accredited fellowship	10	15.6
Air War College	2	3.1
Army War College	23	35.9
Canadian Forces College	1	1.6
Industrial College of the Armed Forces	6	9.4
Joint Advanced Warfighting School (JAWS)	3	4.7
National War College	5	7.8
Naval War College	5	7.8
Total	55	85.9

Note. *N* = number of participants.

Table 15

Number of Brigade Commanders in the Sample by Year Began Attending Resident SSC (N = 55)

	<i>N</i>	%
2004	1	1.6
2005	3	4.7
2006	7	10.9
2007	12	18.8
2008	20	31.3
2009	10	15.6
2010	2	3.1
Total	55	85.9

Note. *N* = number of participants.

Table 16

Number of Brigade Commanders who Completed Pre-Command Courses (PCC)

	Yes		Type					
			Battalion		Brigade		Both	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
PCC Chief's Week	55	85.9	10	15.6	3	4.7	40	62.5
Tactical Commander's Development Program	42	65.6	22	34.4	3	4.7	14	21.9
Brigade Combat Team Commander's Development Program (BCTCDP)	21	32.8	--	--	--	--	--	--
Branch Specific PCC	54	84.4	17	26.6	6	9.4	30	46.9
Senior Officer's Legal Orientation Course	29	45.3	2	3.1	25	39.1	2	3.1

Note. Percentages are out of 64 participants. Some participants indicated that they had received training but did not indicate which type. *N* = number of participants.

Table 17

Number of Brigade Commanders who Completed Other Pre-Command Courses (PCC) (N = 6)

	<i>N</i>	%
District Commanders Course	1	1.6
Garrison Commander's PCC and AT/FP Level IV	2	3.1
Joint SOF PCC	1	1.6
TRADOC PCC both Battalion and Brigade	1	1.6
USACE PCC as COL	1	1.6
Total	6	9.4

Note. *N* = number of participants.

Table 18

Number of Brigade Commanders by Year They Began Attending Pre-Command Courses (PCC)

	<i>N</i>	%
2003	3	4.7
2004	4	6.3
2005	3	4.7
2006	1	1.6
2007	3	4.7
2008	13	20.3
2009	18	28.1
2010	17	26.6
No Answer	2	3.1
Total	64	100

Note. *N* = number of participants.

Survey Results

This section of the report presents the survey results, and the tables in the body of the report present data for the full sample ($N = 64$). As such, discussion of the results largely focuses on trends across the full sample of Brigade Commanders. However, appendices D and E contain results separated by relevant background variables (i.e., whether or not participants completed the BCTCDP course and whether or not the participants command a BCT), and these appendices are briefly discussed at the end of this section. In general, these various data cuts did not yield results appreciably different from the full-sample results. Descriptive statistics and frequencies for each of the three competency rating scales are presented in Tables 19, 20, and 21.

Proficiency required. Table 19 presents ratings of the level of proficiency required to be a fully successful Brigade Commander. The ten highest-rated competencies include developing a positive command climate, creating an ethical climate, modeling the Army Values and Warrior Ethos, decision making ability, managing risk, critical thinking skills, gathering and interpreting necessary information, building teams, influencing inside and outside the formation, and formulating commander's intent/vision. Each of these competencies requires an advanced level of proficiency. Although the ten highest-rated competencies based on the level of proficiency required are presented in a rank-order, the differences between the ratings are very small. For example, the difference of .19 between the mean rating for highest-rated competency ($M = 4.30$) and the mean rating for the 10th highest-rated competency ($M = 4.11$) equates to less than one-fourth of a scale point. The lowest rated competency, in terms of proficiency required is knowledge of the ARFORGEN process and is rated as requiring an intermediate level of proficiency. As such, the differences in the rank ordering of the competencies are not very meaningful. More meaningful is the fact that, on average, all competencies are required to at least an intermediate level of proficiency.

Differentiation. Table 20 presents ratings of the extent to which each competency distinguishes superior from less effective Brigade Commanders. All of the top ten competencies in terms of level of proficiency required are also in the top ten competencies in terms of the extent to which they distinguish superior from less effective Brigade Commanders (hereafter referred to as the differentiation scale). Similarly, nine of the ten lowest-rated competencies on the differentiation scale are the same as the ten lowest-rated competencies on the proficiency scale. Most of the lowest-rated competencies for both types of ratings relate to knowledge-based competencies, the exception being planning military campaigns, with average ratings of second lowest for both rating scales. Also similar to the proficiency ratings, rating differences between the ten highest-rated competencies on the differentiation scale are not very meaningful. For example, the difference of .24 between the mean rating for highest-rated competency ($M = 4.11$) and the mean rating for the 10th highest-rated competency ($M = 3.87$) equates to less than one-fourth of a scale point.

Table 19

Descriptive Statistics and Frequencies of Proficiency Ratings of Competencies (Sorted in Order of Descending Proficiency)

	Level of Proficiency Required to be a Fully Successful BDE CDR						
	<i>M</i>	<i>SD</i>	<i>Frequency</i>				
			1	2	3	4	5
Develop positive command climate	4.30	0.71	0	0	9	27	28
Create an ethical climate	4.27	0.78	0	2	7	27	28
Model the Army Values and Warrior Ethos	4.27	0.82	0	3	6	26	29
Decision making ability	4.25	0.69	0	1	6	33	24
Manage risk	4.17	0.87	1	1	10	26	26
Critical thinking skills	4.16	0.65	0	0	9	36	19
Gather and interpret necessary information	4.15	0.67	0	0	10	33	19
Build teams	4.14	0.69	0	1	8	36	19
Influence inside and outside the formation	4.13	0.71	0	1	9	34	19
Formulate Commander's intent/vision	4.11	0.83	1	1	9	31	21
Engage in indirect leadership	4.08	0.70	0	1	10	36	17
Thrive in change	4.08	0.80	0	1	15	26	22
Recognize strengths in team	4.06	0.60	0	0	9	40	13
Communicate vision to diverse audiences	4.03	0.75	0	2	10	33	16
Develop subordinate leaders	4.03	0.78	0	3	9	35	17
Regulate and monitor own emotions	4.02	0.92	0	5	11	26	22
Create a culture of open communication	4.02	0.63	0	1	9	42	12
Engage in strategic-level thinking	4.00	0.78	0	2	13	32	17
Build consensus	4.00	0.75	0	1	14	31	16
Articulate decisions to diverse audiences	3.98	0.73	0	1	14	33	15
Manage time	3.97	0.78	0	1	17	28	17
Create a learning organization	3.95	0.65	0	1	12	40	11
Trust others within the formation	3.95	0.65	0	1	12	40	11
Leverage strengths of team	3.89	0.65	0	1	14	40	9
Command a battle staff/integrate capabilities	3.89	0.86	2	1	12	35	13
Self-awareness and self-understanding	3.84	0.79	0	4	13	35	11
Knowledge of resources available to BDE	3.83	0.81	0	4	15	33	12
Manage personnel issues/actions	3.80	0.76	0	3	17	34	10
Take another person's perspective	3.77	0.77	0	2	22	29	11
Manage funds/maintain a budget	3.72	0.81	0	3	23	27	11
Knowledge of the OER system	3.67	0.84	1	4	18	33	8
Establish training priorities/plans for formation	3.65	0.85	1	5	16	34	7
Engage in JIIM operations	3.52	1.23	7	3	20	18	16
Engage in self-development activities	3.52	0.85	1	5	25	26	7
Knowledge of the UCMJ	3.52	0.92	1	7	20	25	8
Knowledge of Army Doctrine	3.48	0.98	3	8	13	34	5
Knowledge of the COE	3.37	1.09	3	11	17	22	9
Plan military campaigns	3.19	1.19	8	6	24	16	9
Knowledge of the ARFORGEN process	3.00	1.04	5	14	26	14	5

Notes. *N* = 61 - 64. Response Options: 1 - *No proficiency*, 2 - *Basic level*, 3 - *Intermediate level*, 4 - *Advanced level*, 5 - *Expert level*.

Table 20

Descriptive Statistics and Frequencies of Differentiation Ratings of Competencies (Sorted in Order of Descending Differentiation)

	Distinguishes Superior BDE CDRs from Less Effective BDE CDRs						
	<i>M</i>	<i>SD</i>	<i>Frequency</i>				
			1	2	3	4	5
Decision making ability	4.11	0.91	0	5	8	26	25
Create an ethical climate	4.09	0.85	0	4	8	30	22
Develop positive command climate	4.05	1.13	0	10	9	13	32
Model the Army Values and Warrior Ethos	4.05	0.97	0	5	13	20	26
Build teams	4.00	0.94	0	6	10	26	22
Gather and interpret necessary information	3.95	0.82	0	4	10	33	15
Formulate Commander's intent/vision	3.95	0.96	1	5	9	29	19
Critical thinking skills	3.94	0.75	1	1	11	39	12
Manage risk	3.94	0.99	1	6	9	28	20
Influence inside and outside the formation	3.87	0.98	1	5	13	26	18
Engage in indirect leadership	3.83	0.92	0	6	15	27	16
Engage in strategic-level thinking	3.80	0.95	0	6	18	23	17
Thrive in change	3.79	0.99	1	7	11	29	15
Command a battle staff/integrate capabilities	3.75	0.86	1	4	15	33	10
Regulate and monitor own emotions	3.72	1.09	1	9	16	19	19
Leverage strengths of team	3.70	0.94	0	8	16	27	13
Communicate vision to diverse audiences	3.70	1.05	2	5	18	20	16
Create a culture of open communication	3.69	0.87	0	7	16	31	10
Build consensus	3.66	1.01	1	7	18	22	14
Develop subordinate leaders	3.66	1.01	1	7	20	21	15
Recognize strengths in team	3.65	0.98	2	5	17	27	11
Create a learning organization	3.58	1.01	1	8	21	21	13
Take another person's perspective	3.56	0.95	1	7	21	24	10
Articulate decisions to diverse audiences	3.56	1.04	3	5	21	22	12
Trust others within the formation	3.55	1.01	1	10	17	25	11
Self-awareness and self-understanding	3.49	1.11	1	14	14	21	13
Knowledge of resources available to BDE	3.41	1.07	1	14	18	20	11
Manage time	3.40	1.14	3	13	14	22	11
Engage in JIIM operations	3.38	1.25	7	7	19	17	14
Establish training priorities/plans for formation	3.37	0.99	3	8	21	25	6
Manage funds/maintain a budget	3.33	0.94	1	11	25	20	7
Manage personnel issues/actions	3.30	1.00	2	11	25	18	8
Engage in self-development activities	3.23	1.24	7	10	20	15	12
Knowledge of the COE	3.11	1.18	7	12	18	19	7
Knowledge of Army Doctrine	3.08	1.02	4	14	22	19	4
Knowledge of the OER system	3.00	1.12	7	13	21	17	5
Knowledge of the UCMJ	2.95	1.13	6	16	20	13	6
Plan military campaigns	2.78	1.26	12	15	18	11	7
Knowledge of the ARFORGEN process	2.56	1.15	12	20	22	4	6

Notes. *N* = 61 - 64. Response Options: 1 - *Very little or not at all*, 2 - *To some extent*, 3 - *To a moderate extent*, 4 - *To a considerable extent*, 5 - *To a very great extent*.

Extent competency is trained in pre-command courses. Table 21 presents ratings of the extent to which the development of each competency is fostered in formal training and military education received in pre-command courses (i.e., SSC, SCP resident course, branch-specific, and UCMJ courses). In general, the average ratings of the extent to which a competency is trained are not high. The highest average rating is 3.10, which corresponds to a rating of “trained to a moderate extent.” In contrast, the lowest mean rating of proficiency required for any competency is 3.00, which corresponds to a rating of intermediate level of proficiency required. Among the ten competencies that garnered the highest extent trained ratings, six are also in the top ten for proficiency required and differentiation between superior and less effective Brigade Commanders (these six competencies are formulate Commander’s intent/vision, model the Army Values and Warrior Ethos, create an ethical climate, critical thinking skills, decision making ability, and gather and interpret necessary information).

Comparing Table 21 to Tables 19 and 20, it is important to note that the top ten average extent trained ratings ranged from 2.53 to 3.10, while the top ten average proficiency ratings (Table 19) ranged from 4.11 to 4.30, and the top ten average differentiation ratings (Table 20) range from 3.87 to 4.11. The implication is that competencies requiring proficiency at an advanced to expert level and that distinguish superior from less effective Commanders to a modest or considerable extent are trained to some or a moderate extent. Further, 12 out of 19 competencies requiring advanced levels of proficiency or higher are reportedly trained at or below the midpoint of the extent trained scale (i.e., 2.50). For example, the competency labeled ability to influence inside and outside the formation was ranked 9th ($M = 4.13$) and 10th ($M = 3.87$) on the proficiency and differentiation rating scales, respectively, but 22nd ($M = 2.33$) on the extent trained scale. In addition, the ability to thrive in change was ranked 12th ($M = 4.08$) and 13th ($M = 3.79$) for the proficiency and differentiation rating scales, respectively, but rated 33rd ($M = 2.23$) for extent trained. Another relatively large disparity between proficiency required and the extent to which a competency was trained involves the ability to recognize the strengths in one’s team, which was ranked 13th ($M = 4.06$) for proficiency required and 34th ($M = 2.18$) for extent trained. These results indicate that although these competencies are (a) required at an advanced level or higher and (b) distinguish superior from less effective Brigade Commanders, survey respondents generally see them as trained only to some extent in their pre-command training and PME. These patterns may be of particular interest to SCP, because they reflect cases where critical competencies are not receiving extensive focus in PCCs and PME. However, some of these competencies may be more amenable to formal training than others, while some may be developed primarily through experience. Additionally, it should be noted that a lack of training emphasis in PCCs and PMEs on certain competencies should not be interpreted to mean that current Brigade Commanders are not adequately prepared to do their jobs. Many of these proficiencies represent complex skill sets and abilities that may take a career or other experiences to develop.

Table 21
Descriptive Statistics and Frequencies of Extent Trained Ratings of Competencies (Sorted in Descending Order)

	Training/Military Education Pre-command Courses Fostered Development of Competency						
	<i>M</i>	<i>SD</i>	<i>Frequency</i>				
			1	2	3	4	5
Formulate Commander's intent/vision	3.10	1.01	4	13	23	19	4
Engage in strategic-level thinking	2.95	1.17	8	15	19	16	6
Self-awareness and self-understanding	2.73	1.27	11	21	10	14	6
Model the Army Values and Warrior Ethos	2.73	1.20	8	26	11	13	6
Create an ethical climate	2.70	1.06	7	23	20	10	4
Knowledge of the UCMJ	2.69	1.20	13	14	17	15	3
Knowledge of Army Doctrine	2.63	1.08	13	13	21	16	0
Critical thinking skills	2.58	1.19	13	21	14	12	4
Decision making ability	2.55	1.05	12	19	20	12	1
Gather and interpret necessary information	2.53	1.11	11	25	9	16	1
Knowledge of resources available to BDE	2.51	1.11	14	17	20	10	2
Manage risk	2.50	1.20	15	21	12	13	3
Communicate vision to diverse audiences	2.46	1.04	12	21	17	10	1
Build teams	2.44	1.18	18	16	16	12	2
Take another person's perspective	2.39	1.00	13	22	22	5	2
Create a culture of open communication	2.39	1.05	12	28	13	9	2
Knowledge of the COE	2.39	1.09	13	25	14	7	3
Engage in JIIM operations	2.38	1.27	21	16	13	10	4
Engage in indirect leadership	2.38	1.02	14	22	16	11	0
Create a learning organization	2.36	1.09	15	23	17	6	3
Plan military campaigns	2.33	1.26	22	15	12	11	3
Influence inside and outside the formation	2.33	1.08	16	21	17	7	2
Engage in self-development activities	2.33	1.15	17	22	13	8	3
Build consensus	2.32	1.13	19	16	16	10	1
Command a battle staff/integrate capabilities	2.32	1.00	14	25	14	10	0
Articulate decisions to diverse audiences	2.32	1.05	16	20	20	5	2
Develop positive command climate	2.31	1.07	15	25	16	5	3
Develop subordinate leaders	2.30	1.03	15	26	13	9	1
Establish training priorities/plans for formation	2.29	1.02	18	16	23	5	1
Knowledge of the ARFORGEN process	2.27	1.10	16	28	10	7	3
Trust others within the formation	2.24	1.01	18	20	17	8	0
Leverage strengths of team	2.23	1.14	22	17	14	10	1
Thrive in change	2.23	1.07	18	23	15	6	2
Recognize strengths in team	2.18	1.17	24	15	12	10	1
Manage time	2.13	0.99	18	26	14	3	2
Manage personnel issues/actions	2.09	1.04	22	22	13	6	1
Knowledge of the OER system	2.03	0.92	21	23	15	4	0
Regulate and monitor own emotions	1.89	0.88	24	27	9	4	0
Manage funds/maintain a budget	1.86	0.97	29	18	13	2	1

Notes. *N* = 61 - 64. Response Options: 1 - *Very little or not at all*, 2 - *To some extent*, 3 - *To a moderate extent*, 4 - *To a considerable extent*, 5 - *To a very great extent*.

Additional competencies. At the end of the second section of the survey, participants were asked to record and describe any additional competencies required for Brigade command that were not included in the list. Thirty participants provided comments (47%). When comments were analyzed, most appeared to be addressed by competencies included in the model. Some of the

suggested additions also reflected competencies that may only be relevant for a specific type of Brigade (e.g., architecture), while others focused on competencies that were more specific than those included in the existing model (e.g., Knowledge of the Military Management Decision Packages; MDEP). As a result, no revisions were made to the competency model in light of these comments.

Perceptions of training effectiveness. The third section of the survey required participants to evaluate the extent to which various training methods would help Brigade Commanders develop different types of competencies. Specifically, for each of the four competency training clusters (operational skills, leadership skills, personal capabilities, and knowledge base), participants reviewed nine training methods and identified the methods that would be the top three ways to train that type of competency, as well as the method that would be the worst way to train that type of competency. For each of the nine training methods, Tables 22 through 25 present the percentage of all survey participants who included the method (a) within in their top three choices, (b) as their top choice, (c) as their second choice, (d) as their third choice, and (e) as the method that they viewed as the worst way to train that specific type of competency.

Table 22 displays the perceptions of effectiveness of the nine training methods for operational skills. The operational skills cluster includes competencies such as decision making, campaign planning, risk management, and commanding battle staffs. Lessons learned conversations with current or former Brigade Commander was the highest-rated training method with 87.5% of participants indicating it was one of the top 3 methods, while no participants indicated it was the worst method to use. Another interactive training method, discussion groups with peers addressing practical exercises, was the second highest-rated training method for operational skills with 68.8% of participants indicating it is one of the top 3 methods, while no participants indicated it was the worst method. Distance learning with Interactive Multimedia Instruction was the lowest-rated training method with 42.2% of participants indicating it was the worst training method for operational skills and no participants indicated it was among the top 3 methods.

Table 23 displays the perceptions of effectiveness of the nine training methods for leadership skills. The leadership skills cluster includes competencies such as communicating to diverse audiences, building teams, developing a positive command climate, and developing subordinate leaders. Similar to the findings for operational skills, discussion groups with peers addressing practical exercises or problems and lessons learned conversations with current or former Brigade Commanders were the two highest-rated training methods. Discussion groups with peers addressing practical exercises rated higher than lessons learned conversations with current or former Brigade Commanders. Discussion groups had 73.4% of participants indicating it was among the top 3 methods, while lessons learned conversations had 65.6% of participants indicating it was among the top 3 methods. For both training methods, no participants reported either method as the worst training method for leadership skills. Distance learning with Interactive Multimedia Instruction was the lowest rated training method with 37.5% of participants indicating it was the worst training method for leadership skills and 1.6% of participants indicating it was among the top 3 methods.

Table 22

Frequencies of Rankings of Training Methods for the Operational Skills Competency Cluster

	Top 3	Best		Second Best		Third Best		Worst Method	
Type of Training	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
1. Lessons learned conversation with current or former Brigade Commanders	87.5	36	56.3	15	23.4	5	7.8	0	0
2. Discussion group with peers addressing practical exercises or problems	68.8	11	17.2	25	39.1	8	12.5	0	0
3. Gaming scenarios, situational exercises, command post exercises	43.8	8	12.5	11	17.2	9	14.1	3	4.7
4. Individual coaching/mentoring/feedback sessions	31.3	4	6.3	6	9.4	10	15.6	1	1.6
5. Classroom presentation by qualified instructors (SCP staff or topical experts)	23.4	1	1.6	2	3.1	12	18.8	5	7.8
6. Role-play leading subordinates or peers (e.g., deliver Commander’s Intent)	23.4	1	1.6	2	3.1	12	18.8	5	7.8
7. Professional reading on own time	14.1	2	3.1	2	3.1	5	7.8	6	9.4
8. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	7.8	1	1.6	1	1.6	3	4.7	12	18.8
9. Distance learning with Interactive Multimedia Instruction	0	0	0	0	0	0	0	27	42.2

Notes. Percentages are based on 64 participants. *Operational skills* include decision making, campaign planning, risk management, and commanding battle staffs. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position. *N* = number of participants.

Table 23

Frequencies of Rankings of Training Methods for the Leadership Skills Competency Cluster

	Top 3		Best		Second Best		Third Best		Worst Method	
Type of Training	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
1. Discussion group with peers addressing practical exercises or problems	73.4	10	15.6	27	42.2	10	15.6	0	0	
2. Lessons learned conversation with current or former Brigade Commanders	65.6	25	39.1	8	12.5	9	14.1	0	0	
3. Individual coaching/mentoring/feedback sessions	56.3	13	20.3	14	21.9	9	14.1	1	1.6	
4. Role-play leading subordinates or peers (e.g., deliver Commander’s Intent)	25.0	4	6.3	3	4.7	9	14.1	7	10.9	
5. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	23.4	5	7.8	1	1.6	9	14.1	2	3.1	
6. Classroom presentation by qualified instructors (SCP staff or topical experts)	20.3	2	3.1	5	7.8	6	9.4	12	18.8	
7. Professional reading on own time	18.8	2	3.1	2	3.1	8	12.5	5	7.8	
8. Gaming scenarios, situational exercises, command post exercises	10.9	2	3.1	3	4.7	2	3.1	8	12.5	
9. Distance learning with Interactive Multimedia Instruction	1.6	0	0	0	0	1	1.6	24	37.5	

Notes. Percentages are based on 64 participants. *Leadership skills* include communicating to diverse audiences, building teams, developing a positive command climate, and developing subordinate leaders. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position. *N* = number of participants.

Table 24 displays the perceptions of effectiveness of the nine training methods for personal capabilities. The personal capabilities cluster includes competencies such as the ability to manage time, the ability to understand and control one's own emotions, and self-awareness. Participants reported individual coaching/mentoring/feedback sessions as the highest-rated method for training personal capabilities with 68.8% of participants indicating it was among the top 3 methods and 4.7% indicating it was the worst method. Lessons learned conversations with current and former Brigade Commanders and discussion groups with peers addressing practical exercises were also highly rated for training personal capabilities with 53.1% and 51.6% of participants respectively rating the method among the top 3 and no participants rating the method as the worst method to train personal capabilities. Similar to the previous two training clusters, distance learning with Interactive Multimedia Instruction was the lowest rated training method with 34.4% of participants indicating it was the worst training method for personal capabilities and no participant indicated it was among the top 3 methods.

Finally, Table 25 displays the perceptions of effectiveness of the nine training methods for knowledge base. The knowledge base cluster includes competencies such as knowledge of the UCMJ, knowledge of the contemporary operational environment, and understanding of evolving Army doctrine. Classroom presentations by qualified instructors (SCP staff or topical experts) was the highest-rated method to train knowledge base with 76.6% of participants rating it among the top 3 methods and 1.6% rating it the worst method. Similar to personal capabilities, discussion groups with peers addressing practical exercises or problems and lessons learned conversations with current or former Brigade Commanders were the second and third-best methods to train knowledge base with 68.8% and 54.7% of participants respectively rating the method among the top 3 and no participants rating the method as the worst method to train knowledge base. Unlike the previous three training clusters, distance learning with Interactive Multimedia Instruction was *not* the lowest rated competency. For training knowledge base, distance learning ranked 6th out of nine methods with 14.1% of participants rating it among the top 3 methods and 26.6% rating it the worst method. For training knowledge base, the lowest-rated method is role-play leading subordinates or peers (e.g., delivering commander's intent) with 23.4% of participants indicating it was the worst training method for personal capabilities and 3.1% indicating it was among the top 3 methods.

The training methods consistently ranked first, second, and third-best across all the competency training clusters are lessons learned conversations with current or former Brigade Commanders and discussion groups with peers addressing practical exercises or problems. Specifically, these are the top two highest-ranked training methods for both the operational and leadership skills training clusters, and are ranked either second or third highest for the personal capabilities and knowledge base clusters. These results indicate that regardless of the type of competency being trained, lessons learned conversations with current and former Brigade Commanders and discussion groups that involve peers and focus on solving practical exercises and problems are viewed by the survey participants as very effective.

Table 24

Frequencies of Rankings of Training Methods for the Personal Capabilities Cluster

	Top 3		Best		Second Best		Third Best		Worst Method	
Type of Training	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
1. Individual coaching/mentoring/feedback sessions	68.8	19	29.7	15	23.4	10	15.6	3	4.7	
2. Lessons learned conversation with current or former Brigade Commanders	53.1	13	20.3	7	10.9	14	21.9	0	0	
3. Discussion group with peers addressing practical exercises or problems	51.6	5	7.8	21	32.8	7	10.9	0	0	
4. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	43.8	11	17.2	8	12.5	9	14.1	3	4.7	
5. Professional reading on own time	34.4	5	7.8	7	10.9	10	15.6	5	7.8	
6. Classroom presentation by qualified instructors (SCP staff or topical experts)	17.2	6	9.4	1	1.6	4	6.3	9	14.1	
7. Gaming scenarios, situational exercises, command post exercises	17.2	3	4.7	4	6.3	4	6.3	8	12.5	
8. Role-play leading subordinates or peers (e.g., deliver Commander’s Intent)	9.4	1	1.6	0	0	5	7.8	8	12.5	
9. Distance learning with Interactive Multimedia Instruction	0	0	0	0	0	0	0	22	34.4	

Notes. Percentages are based on 64 participants. *Personal capabilities* include ability to manage time, ability to understand and control own emotions, and self-awareness. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position. *N* = number of participants.

Table 25

Frequencies of Rankings of Training Methods for the Knowledge Base Cluster

Type of Training	Top 3		Best		Second Best		Third Best		Worst Method	
	%	<i>N</i>	%		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
1. Classroom presentation by qualified instructors (SCP staff or topical experts)	76.6	38	59.4		6	9.4	5	7.8	1	1.6
2. Discussion group with peers addressing practical exercises or problems	68.8	4	6.3		24	37.5	16	25.0	0	0
3. Lessons learned conversation with current or former Brigade Commanders	54.7	11	17.2		14	21.9	10	15.6	0	0
4. Professional reading on own time	50.0	8	12.5		8	12.5	16	25.0	5	7.8
5. Gaming scenarios, situational exercises, command post exercises	18.8	1	1.6		5	7.8	6	9.4	9	14.1
6. Distance learning with Interactive Multimedia Instruction	14.1	0	0		3	4.7	6	9.4	17	26.6
7. Individual coaching/mentoring/feedback sessions	6.3	1	1.6		1	1.6	2	3.1	2	3.1
8. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	3.1	0	0		1	1.6	1	1.6	9	14.1
9. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	3.1	0	0		1	1.6	1	1.6	15	23.4

Notes. Percentages are based on 64 participants. *Knowledge base* includes knowledge of the UCMJ, knowledge of the contemporary operational environment, and understanding of evolving Army doctrine. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position. *N* = number of participants.

Some of the methods viewed as effective for training some types of competencies were viewed as less effective for training other competencies. For example, classroom presentations by qualified instructors was the highest-ranked method for training knowledge-based information, but was ranked fifth or sixth out of the nine methods for training competencies within the remaining three training clusters. In addition, distance learning with interactive multimedia instruction was ranked as the worst method to train operational skills, leadership skills, and personal capabilities, but was ranked sixth out of the nine methods for training the knowledge-based cluster. Furthermore, individual coaching/ mentoring/ feedback sessions was the highest-ranked method for training personal capabilities, but ranked seventh out of the nine methods for training knowledge based competencies. These findings indicate that Brigade Commanders believe some training methods are more applicable than others, depending on the competency to be trained, and a variety of methods may be required to address the many types of competencies required for Brigade-level command. While interactive methods such as lessons learned discussions and practical exercises with peers are seen as the best way to develop leadership and operational skills, traditional classroom presentations by knowledgeable instructors may be the best way to develop competencies that are more knowledge focused.

In addition to variability in the effectiveness of training methods based on competency training cluster, there was also some variability in the preferred methods reported by the participants. For example, 20.3% of the respondents believed classroom presentations by qualified instructors is among the top three methods for training leadership skills while 18.8% of the respondents believed that it is the worst method (of the options listed) to develop the same skill. This variability is important to note and take into consideration when developing a curriculum to train the competency clusters. The variability in perception of effectiveness of the training methods indicates that participants have different preferences for the delivery method of the material. Where considerable variability exists, curriculum designers could consider using multiple delivery methods for the information in order to maximize the receptivity of the students. For example, when training leadership skills, curriculum designers could incorporate elements of classroom instruction in addition to more interactive methods like discussion groups or lessons learned conversations (the two highest-rated methods).

As noted previously, an open-ended question followed each of the four training questions on the survey, and allowed participants to list additional training methods (beyond the nine presented) that could help develop the competencies within a given training cluster. In some cases, comments focus on very specific elements of the training participants either received or would like to receive (e.g., “right seat ride with current Garrison Commander before taking command”). In other cases, though this was not specifically solicited, the comments center on methods that participants thought were ineffective (e.g., “Digital Training Management System (DTMS) isn’t worth our time... until we spend the sort of money that must be spent to bring us into the 21st century” and “Cut out the Medical Service Corps section”). Finally, many comments elaborated on participants’ ranking selections (“By classroom, I mean senior General Officers who spent time with us” and “Practice and repetitions are required, with [after action review] AAR feedback”).

Additional Survey Analysis with Sub-sets of the Sample

Appendix D presents the survey results based on whether or not the participants attended BCTCDP. Appendix E presents the survey results based on whether or not the participants command a BCT. A discussion of the results is also provided in the appendices. It is important to note that due to a small sample size, any differences found between the groups should be interpreted with caution, as they may be artifacts of the sample and not true differences in the population.

Final Brigade Command Competency Model

Prior to discussing conclusions and recommendations, the final Brigade Command Competency Model is presented in Table 26. This model also appears embedded within the survey in Appendix C. Table 26, however, also includes the competency training cluster with which each competency is associated.

Table 26
Brigade Command Competency Model

Competency	Definition/Actions
	Operational Skills
Critical thinking skills	• Critically questions own and others' assumptions • Identifies issues to use as guides when making decisions and taking advantage of opportunities • Relates and compares information from different sources to identify potential cause-and-effect relations
Ability to gather and interpret necessary information	• Collects and analyzes information from multiple sources • Leverages information and communication to improve individual and group effectiveness
Ability to formulate Commander's intent/vision	• Synthesizes information to create a comprehensible guide for subordinate commanders to follow • Forecasts probable situations and outcomes, and develops strategies to prepare for them
Decision making ability	• Carefully considers options • Makes choices based on logic and reasoning • Assesses the potential for interference or resistance among parties involved in missions, assignments, and situations
Ability to engage in strategic-level thinking	• Considers the long and short-term effects of decisions • Demonstrates awareness of second and third order effects associated with decisions • Maintains awareness of the Army's strategic focus

Competency	Definition/Actions
Ability to establish training priorities/plans for the formation	• Sets training priorities • Enables Battalion Commanders to train their formation • Assumes and communicates responsibility for the formation meeting training standards
Ability to plan military campaigns	• Organizes military actions, thinking through the steps and outcomes of multiple facets of an engagement
Ability to command a battle staff/integrate capabilities	• Coordinates and organizes a group of people with varied expertise to accomplish a mission

Table 26
Brigade Command Competency Model (Continued)

Competency	Definition/Actions
Ability to manage personnel issues/ actions	• Ensures that appropriate action is taken regarding personnel issues (e.g., separation, deployment readiness) • Appropriately places Soldiers in key development positions • Ensures that Soldiers and their families are provided for
Ability to manage funds/ maintain a budget	• Allocates financial resources appropriately so that all elements receive the required amount of support
Ability to manage risk	• Balances mission success and Soldier welfare while maintaining safety standards • Assesses the impact of mission fulfillment on the mental, physical, and emotional welfare of subordinates • Provides appropriate relief when conditions jeopardize mission success or present an overwhelming risk to personnel
Leadership Skills	
Ability to take another person's perspective	• Understands others' perspectives, feelings, and motives
Ability to build teams	• Cultivates groups of individuals to work together toward common goals
Ability to recognize the strengths in one's team	• Recognizes where members of one's team are likely to excel and where they will experience challenges • Recognizes the difference between good, poor, and exceptional performance
Ability to leverage the strengths of one's team	• Utilizes the strengths of the team such that the appropriate people are given tasks for which they are well suited • Recognizes and rewards effective performance
Ability to build consensus	• Influences a group of people to support a common method of behavior or way of thinking
Ability to communicate vision to diverse audiences	• Builds understanding using language and examples that are relevant to many different groups of people (e.g., Soldiers, officers, host nationals) • Uses multiple channels to communicate messages (e.g., oral, written, visual)
Ability to articulate decisions to diverse audiences	• Explains rationale for decisions in a way that is understandable to a variety of people (e.g., Soldiers, officers, host nationals)
Ability to influence inside and outside the formation	• Convinces people inside and outside of the chain of command to adopt a position or course of action • Uses a variety of influence strategies to persuade others
Ability to engage in Joint, Inter-agency, Inter-governmental, and Multi-National (JIIM) operations	• Works effectively with people from other agencies on common goals

Table 26
Brigade Command Competency Model (Continued)

Competency	Definition/Actions
Ability to develop subordinate leaders	• Encourages, challenges, coaches, mentors and educates subordinate leaders to prepare them for future assignments • Monitors the career progression and key development requirements for subordinate leaders
Ability to engage in indirect leadership	• Provide guidance to and influence people that one does not have an opportunity to directly or personally interact with • Ensure that one's message and vision are transmitted throughout the formation • Embed Commander's priorities within the staff
Ability to develop positive command climate	• Cultivates a climate where subordinate leaders can learn from their superiors while also being empowered to make decisions • Displays a positive approach to Soldiers • Cultivates a sense of pride within the formation
Ability to create an ethical climate	• Cultivates a shared understanding of ethical conduct at all levels of the formation • Demonstrates a belief in the value of equal opportunity • Encourages learning about and leveraging diversity • Communicates that harassment will not be tolerated, and takes action to address it when it occurs
Ability to create a culture of open communication	• Creates a culture where asking for clarification is encouraged by the chain of command • Encourages subordinates and others to candidly share their opinions and concerns • Guards against "groupthink" by encouraging the expression of new ideas and alternate/minority viewpoints • Shares information with all relevant parties
Ability to create a learning organization	• Encourages subordinates and others within the formation to seek new knowledge and develop their skills • Promotes continuing Professional Military Education • Uses new knowledge to encourage purposeful changes and improvements within the formation
Ability to trust others within the formation	• Recognizes and relies on the experience and knowledge of subordinates • Given the situation, provides the right mix of structure/command and latitude/decision making freedom to others within the formation • Honors commitments made
Models the Army Values and Warrior Ethos	• Displays behaviors consistent with Army Values and the Warrior Ethos • Communicates to others how the Warrior Ethos is demonstrated • Maintains and promotes physical fitness standards

Table 26
Brigade Command Competency Model (Continued)

Competency	Definition/Actions
Personal Capabilities	
Ability to thrive in change	• Gathers and analyzes relevant information about changing situations • Anticipates environmental changes • Initiates change when it is needed • Makes on-the-spot adjustments to plans when required
Ability to manage one's time	• Maintains a schedule that allows for accomplishment of necessary tasks without becoming overwhelmed
Ability to regulate and monitor one's emotions	• Remains calm under pressure • Displays stable emotions when confronted with challenges • Identifies sources of stress, and takes steps to address them and cope effectively • Stays focused on life priorities and values
Self-awareness and self-understanding	• Uses critical self-observation to evaluate strengths and limitations • Learns from mistakes and makes corrections whenever possible • Seeks feedback on how one's actions affect others • Demonstrates an understanding of how one personally processes information
Engages in self-development activities	• Sets aside time for self-development, reflection, and personal growth • Sets personal goals and evaluates progress toward them • Seeks out opportunities where new capabilities can be developed
Knowledge Base	
Knowledge of resources available to the Brigade	• Knowledge of the assets and enablers available and how to best use them
Knowledge of the UCMJ	• Knowledge of Brigade Commander's role in executing the UCMJ, including appropriate penalties and offenses to withhold to the Brigade-level
Knowledge of the ARFORGEN process	• Knowledge of the goals and appropriate action of each phase in the ARFORGEN model and knowledge of where Soldiers are in that process
Knowledge of the Officer Efficiency Report (OER) system	• Knowledge of one's role as a rater or senior rater for Officers and knowledge of the appropriate key development positions needed by those Officers
Knowledge of the Contemporary Operational Environment (COE)	• Knowledge of the demands of the COE including full spectrum operations
Knowledge of Army Doctrine	• Knowledge of the Army Doctrine most relevant to Brigade Commanders (e.g., FM 3-0, FM 6-22, FM 3-24, FM 7-0, etc).

Conclusions

The purpose of this project was to (a) identify the competencies required to command an Army Brigade in the operational environment, (b) evaluate the extent to which such competencies are being targeted and developed in the pre-command courses offered to Brigade Commanders, and (c) identify training and leadership development methodologies that can help rectify any training gaps. These objectives were addressed through interviews and focus groups with current and former Brigade Commanders, former Division Commanders, former Brigade staff, and Brigade CSMs, as well as through a survey of current Brigade Commanders.

Results of the research indicated that Brigade Commanders must demonstrate at least 39 Brigade Command Competencies with an intermediate to expert level of proficiency. The top ten competencies in the model centered on thinking skills, creating and maintaining climate, influence within and outside the formation, and modeling Army Values. The top ten Brigade Command Competencies are reasonably stable with respect to the level of proficiency required and the extent to which the competency differentiates between superior and less effective Brigade Commanders. Further, the 39 Brigade Command Competencies can be grouped into four competency training clusters: operational skills, leadership skills, personal capabilities, and knowledge base.

The interview and survey findings provide convergent evidence for a number of competencies critical for Brigade-level command. Both interview and survey results indicate that the ability to develop a positive command climate, the ability to build teams, critical thinking skills, and the ability to influence inside and outside the formation are important competencies for Brigade command. Other critical Brigade command competencies include the ability to create an ethical climate, the ability to make effective decisions, the ability to Model the Army Values and Warrior Ethos, the ability to manage risk, the ability to gather and interpret necessary information, and the ability to formulate Commander's intent/vision. According to the survey results, Brigade Commanders should be at an advanced level or higher on the top ten competencies reported in this study.

In addition to focusing on the top 10 competencies, results indicate that all 39 competencies are clearly important. The lowest-rated competency, knowledge of the ARFORGEN process, still requires an intermediate level of proficiency. With respect to training received in their PCCs, Commanders in the sample reported being trained between some extent to a moderate extent across the various competencies. While Commanders reported that none of the competencies were trained more than to a moderate extent, every competency was addressed in instruction at least to some extent. The competency ratings for proficiency required and extent trained can inform curriculum designers of possible revisions. For example, if a competency requires expert proficiency, the curriculum might be bolstered to incorporate more instruction regarding that competency. Further, the results regarding PCC training emphasis can help curriculum developers determine if a competency should receive additional emphasis.

Although no competency was trained more than to a moderate extent, this does not mean that Brigade Commanders are not prepared for command. Based on feedback from current and former Brigade Commanders, it is likely that participants gained proficiency in the competencies

through various sources and experiences and did not solely rely on pre-command courses for that training. Curriculum developers need to balance the results of this study with the amount of time available for SCP to train Commanders, taking into consideration the competencies that can (and are) being developed elsewhere during a person's career. A thorough understanding of the experience possessed by board-selected Brigade Commanders and a knowledge of competencies developed outside pre-command courses can allow SCP to hone the Command Competencies by building on the knowledge and experience already present in the force.

Some competencies will be difficult to develop fully in SCP's pre-command courses and are likely better developed elsewhere. As a Brigade Commander noted during an interview, "There is no way the course can recreate the complexity of the issues for any given topic." Given this situation, he suggested that instruction for Brigade command "takes you a step forward, but in many cases [with] these higher-level competencies, you can just sort of get around them a little bit, get a look in a little bit, but you can't really get at the heart of the matter until you are in the environment." One example of this type of competency may be modeling the Army Values and Warrior Ethos, as this is a competency that an Officer develops across his or her career. SCP does not need to train Commanders from a basic level of that skill to an advanced level of proficiency because Brigade Command Selectees likely have high proficiency on that competency prior to Brigade command. SCP's contribution to the development of this competency may be to highlight how it applies to a Brigade Commander and provide suggestions (e.g., lessons learned) about how others have successfully (or unsuccessfully) demonstrated the competency while in command. In addition, some Brigade command competencies reflect more character-based aspects of leadership (e.g., the ability to thrive in change), which may be harder to train than skill- or knowledge-based aspects of military command.

In contrast, some competencies may be most appropriately addressed at the SCP. One example might be the ability to develop a positive command climate. That ability requires a high level of proficiency, but it was rated relatively low in the extent to which it is trained. Although this competency is something commanders gain familiarity with through their Army career, SCP might be an appropriate place to further develop this skill. Brigade Commanders, as well as other Officers, can easily articulate what a positive versus a negative command climate looks like, but the social mechanics of developing a positive command climate are substantively more complex. Group discussions with former and current Commanders about how to build a command climate could be utilized to help incoming Brigade Commanders learn about specific behaviors and attitudes that they can display to contribute positively to the command climate they are trying to cultivate.

To address the competencies most appropriate for development at the SCP, this research examined methods for training Brigade Command Competencies based on four competency training clusters (operational skills, leadership skills, personal capabilities, and knowledge base). Each competency training cluster is associated with training-related best practices. Interactive methods such as individual coaching, mentoring, and feedback sessions; lessons learned conversations with current and former Commanders; and discussions with peers addressing practical exercises were the top three methods for training competencies within the leadership skills and personal capabilities clusters. Two out of three interactive methods (lessons learned conversations and discussion groups) were in the top three methods for training competencies

associated with the operational skills and knowledge-base clusters. For developing knowledge-based competencies, classroom presentation by qualified instructors was rated in the top three training methods by 77% of survey participants. While it was not the lowest rated for any category, it seems that classroom presentations are most appropriate for developing knowledge-based competencies and are less optimal for developing leadership skills, operational skills, and personal capabilities. Self-development tools were rated as more helpful for developing personal capabilities than for any other competency training cluster; 44% of Brigade Commanders rated it among the top three training methods for this competency training cluster.

Although interactive methods (i.e., individual coaching, discussion groups, and lessons learned conversations) were rated higher than self-development tools with respect to personal capabilities, self-development tools might be best applied to develop personal capabilities such as the ability to manage time, the ability to regulate and monitor one's emotions, and self-awareness. Additionally, results indicated that distance learning was the least favored method for training operational skills, leadership skills, and personal capabilities. It was rated somewhat higher for training knowledge-based competencies, but was not among the most preferred methods. Although distance learning is often a cost- and time-effective training method, it is not the preferred method for competency development at the Brigade command level.

Best practices of training methods as gathered in this project are applicable beyond the scope of the Brigade Command Competency Model. Examining the best methods for training clusters of competencies (as opposed to individual competencies) allows the results to be applied to currently unidentified competencies. Thus, as other competencies become relevant, classifying the new competencies into the competency training clusters can provide a guide for training new competencies in the future.

Recommendations

Overall, the pre-command courses are training all relevant competencies to some extent. From that standpoint, there are no gaps in Brigade Commander training. However, SCP can use the results of this research to focus on specific competencies, such as those requiring the most proficiency or those currently receiving the least instruction, and incorporate those competencies in the curriculum to a greater degree. Thirty-nine Brigade Command competencies were identified through this research, and Brigade Commanders should possess at least an intermediate level of proficiency on each competency. In order to organize the 39 competencies and to better facilitate training, the competencies can be grouped together into four competency training clusters: operational skills, leadership skills, personal capabilities, and knowledge-base. In general, Brigade Commanders view training methods that emphasize interaction between students and mentors as the best way to train most Brigade Command competencies.

Going forward, there are three recommendations for instructing Brigade Commanders. First, the course design should retain and expand interaction between peers and mentors. Training methods that involved peer and mentor interactions were rated as the best practices for operational skills, leadership skills, and personal capabilities. Second, course designers should consider expanding the purposeful overlap among Battalion and Brigade Commanders during the courses. Throughout the interviews, participants emphasized the value of interaction between

Brigade and Battalion Commanders during pre-command training. The value is not just for the Battalion Commanders who benefit from the experiences of the Brigade Commanders; Brigade Commanders also gain experience providing indirect leadership to a group of near-peers and begin to learn how to interact with these subordinate leaders. Third, course designers should consider expanding the curriculum to emphasize elements of the Brigade Command Competency Model that were missing from the preliminary model (e.g., self-awareness, modeling Army Values and Warrior Ethos, ability to create a learning organization, and ability to trust others within the formation). The preliminary model relied heavily on elements of the SCP curriculum to derive competencies. One explanation for the exclusion of some relevant competencies from the preliminary model is that they were not emphasized in the curriculum. Elements of the competencies may have been implicit in the curriculum, but they may not have been explicitly emphasized. However, as not all PME addressed in the question was thoroughly reviewed prior to drafting the preliminary competency model, it is possible that the overlooked competencies are explicitly addressed in other PME outside the SCP curriculum.

Finally, the preferred training methods can provide guidance to curriculum designers for a cross-walk of current curricula and suggested methods to train the Brigade Command competencies. However, it is important to consider the opportunities and limitations that exist within the SCP framework when examining the results of a cross-walk between training methods and competencies. Consideration should be given to what SCP can accomplish given time and resource constraints. Special attention should be given to Brigade Command Competencies that are difficult to develop elsewhere in the Army or are uniquely suited for development in the SCP pre-command training program and are seen as most important to Brigade Command.

References

- Boal, K.B. & Hooijberg, R. (2001). Strategic leadership research: Moving on. *Leadership Quarterly*, 11, 515-549.
- Briscoe, J.P., & Hall, D.T. (1999). Grooming and picking leaders using competency frameworks: Do they work? An alternative approach and new guidelines for practice. *Organizational Dynamics*, 28, 37-52.
- Clark, R. C., & Mayer, R. E. (2002). *e-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. San Francisco: Pfeiffer.
- Danziger, J., & Dunkle, D. (2005). *Methods of training in the workplace*. Irvine, CA: University of California.
- Doty, J. & Sowden, W. (2009). Competency vs. character? It must be both! *Military Review*, November-December, 69.
- Fallesen, J. J. (2006, August). *Army leader characteristics for full-range operations: Comment on FM 6-22, Army Leadership*. Paper presented at the Science of Learning Workshop, sponsored by Training and Doctrine Command and the U.S. Army Research Institute for the Behavioral and Social Sciences; Hampton, VA.
- Fallesen, J. J., & Reichard, R. (2005). *Leadership competencies: Building a foundation for Army leader development*. Paper presented at the 20th Annual Society for Industrial and Organizational Psychology Conference, Los Angeles, CA.
- Farrington, J. (2007). *Developing strategic leaders while maintaining a warfighting edge*. Carlisle Barracks, PA: U. S. Army War College.
- Frame, A. A., & Lussier, J. W. (1997). *Commander's survey: School for command preparation feedback* (Research Report 1707). Arlington, VA: U. S. Army Research Institute for the Behavioral and Social Sciences.
- Gerras, S., Eshelman, M., Reed, G., Woods, G., DeRemer, L., Johnson, P., Martin, T., & McCaffrey, T., (2007). *Brigade combat team (BCT) Commander preparation: Observations and recommendations*. Unpublished briefing to the TRADOC Commander.
- Horey, J. D., Fallesen, J. J., Morath, R., Cronin, B., Cassella, R., Franks, W., & Smith, J. (2004). *Competency based future leadership requirements* (Technical Report 1148). U.S. Army Research Institute for the Behavioral and Social Sciences.
- Jacobs, T. O., & Jaques, E. (1990). Military executive leadership. In K. E. Clark and M. B. Clark (Eds.), *Measures of leadership*, 281-295. West Orange, NJ: Leadership Library of America.

- Jensen, E. (2009). Sensemaking in military planning: A methodological study of command teams. *Cognition, Technology, & Work, 11*, 103-118.
- Nobel, S. A., & Fallesen, J. J. (2000). *Identifying conceptual skills of future battle commanders* (Technical Report 1099). U.S. Army Research Institute for the Behavioral and Social Sciences.
- Norris, J. G. (2008). *Is professional military education preparing Brigade combat team commanders for command in the 21st century?* (Report AY 07-08). Fort Leavenworth, KS: Advanced Operational Arts Studies Fellowship, United States Army Command and General Staff College.
- Paullin, C., Sinclair, A. L., Moriarty, K. O., Vasilopoulos, N. L., Campbell, R. C., & Russell, T. R. (2010). *Performance requirements for use in Officer selection and assignment* (FR-10-61). Alexandria, VA: Human Resources Research Organization.
- Pajunen, K. (2006). The more things change, the more they remain the same? Evaluating strategic leadership in organizational transformations. *Leadership, 2*, 341-366.
- Pearlman, K. (2001). *Possible approach for rating occupational/technical knowledge and skill level requirements in National Skill Standards Board skill standards development*. Unpublished memorandum.
- Reed, G., Bullis, C., Collins, R., & Paparone, C. (2004). Mapping the route of leadership education: Caution ahead. *Parameters, 34*, 46-60.
- Steinberg, A. G., & Leaman, J. A. (1990). *Dimensions of Army commissioned and non-commissioned Officer leadership* (Technical Report 879). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences.
- Tucker, J. S., & Gunther, K. M. (2009). The application of a model of adaptive performance to Army leader behaviors. *Military Psychology, 21*, 315-333.
- United States Army War College. (1991). *Senior Level Leadership and Command: A Selected Biography*. Carlisle Barracks, PA: Public Services
- United States Army War College. (2004). *Strategic leadership primer* (2nd Edition). Department of Command, Leadership and Management. Carlisle Barracks, PA: Public Services.
- United States Department of the Army (2001). *The Army training and leader development panel Officer study: Report to the Army*. (<http://www.army.mil/atldp>)
- United States Department of the Army. (2006). *Army leadership* (Field Manual 6-22). Washington, DC: Author.

United States Department of the Army. (2008). *Training for full spectrum operations* (Field Manual 7-0). Washington, DC: Author.

United States Department of the Army. (2009, November 25). *A leader development strategy for the 21st century Army*. Strategy paper approved by General George Casey, Chief of Staff of the Army. Retrieved November 26, 2009, from http://cgsc.edu/ALDS/ArmyLdrDevStrategy_20091125.pdf

United States Department of the Army. (2010). *The operations process* (Field Manual 5-0). Washington DC: Author.

Wong, L., Gerras, S., Kidd, W., Pricone, R., & Swengros, R. (2003). *Strategic leadership competencies*. U.S. Army War College, Carlisle Barracks, PA: Strategic Studies Institute.

Appendix A

Preliminary Brigade Command Competency Model (June 2010)

Competency	Definition	Source
Critical thinking skills	Ability to examine information including the ability to question one's own and others' assumptions.	Nobel & Fallesen, 2000; Wong, et. al, 2003
Ability to take another person's perspective	Ability to understand where another person is coming from and what their needs are.	Nobel & Fallesen, 2000; FM 6-22, 2006
Ability to gather and interpret necessary information	Ability to collect and analyze information from multiple sources.	Nobel & Fallesen, 2000; Norris 2008
Ability to formulate Commander's Intent/Vision	Ability to synthesize information to create a comprehensible guide for subordinate commanders to follow.	Frame & Lussier, 1997; AWC Strategic Leadership Primer, 2004
Decision making ability	Ability to carefully consider options and make choices based on logic and reasoning.	Frame & Lussier, 1997; Farrington, 2007; FM 6-22, 2006
Ability to plan campaigns	Ability to organize military actions, thinking through the steps and outcomes of multiple facets of an engagement.	Norris, 2008
Ability to build teams	Ability to cultivate groups of individuals to work together toward common goals.	Army War College Strategic Leadership Primer, 2004; FM 6-22, 2006
Ability to recognize the strengths in one's team	Ability to recognize where members of one's team are likely to excel and where they will have more challenges.	Norris 2008; FM 6-22, 2006
Ability to leverage the strengths of one's team	Ability to utilize the strengths of one's team such that the appropriate people are given tasks for which they are well suited.	Norris 2008; FM 6-22, 2006
Ability to build consensus	Ability to influence a group of people to support a common method of behavior or way of thinking.	AWC Strategic Leadership Primer, 2004; FM 6-22, 2006
Ability to run a battle staff/ integrate capabilities	Ability to coordinate and organize a group of people with varied expertise to accomplish a mission.	Frame & Lussier, 1997; Norris, 2008

Competency	Definition	Source
Ability to communicate vision to diverse audiences	Ability to build understanding using language and examples that are relevant to many different groups of people (e.g., Soldiers, Officers, Host Nationals).	Farrington, 2007; FM 6-22, 2006
Ability to articulate decisions to diverse audiences	Ability to explain rational for decisions in a way that is understandable to a variety of people (e.g., Soldiers, Officers, Host Nationals).	Farrington, 2007; FM 6-22, 2006
Ability to influence outside the formation	Ability to convince people outside of the chain of command to adopt a position or course of action.	AWC Strategic Leadership Primer, 2004; Doty & Sowden, 2009; Farrington, 2007; FM 6-22, 2006
Ability to engage in joint operations	Ability to work with people from other agencies on common goals.	AWC Strategic Leadership Primer, 2004; Farrington, 2007
Ability to develop subordinate leaders	Ability to encourage, challenge, coach, mentor and educate subordinate leaders to prepare them for future assignments.	Norris, 2008; Wong, et. al, 2003; FM 6-22, 2006
Ability to engage in indirect leadership	Ability to provide guidance to and influence people that one does not have an opportunity to interact with.	Norris, 2008; Wong, et. al, 2003;
Ability to thrive in change	Ability to manage change and work in an ambiguous environment.	Nobel & Fallesen, 2000; Wong, et. al, 2003; AWC Strategic Leadership Primer, 2004
Ability to manage one's time	Ability to maintain a schedule that allows for accomplishment of necessary tasks without becoming overwhelmed.	FM 6-22, 2006
Ability to regulate and monitor own emotions	Ability to remain calm under pressure and display stable emotions when confronted with challenges.	Nobel & Fallesen, 2000; Wong, et. al, 2003
Ability to develop positive command climate	Ability to cultivate a climate where subordinate leaders can learn from their superiors while also being empowered to make decisions.	Frame & Lussier, 1997; FM 6-22, 2006
Ability to create an ethical climate	Ability to cultivate a shared understanding of moral and appropriate conduct at all levels of a formation.	FM 6-22, 2006; Wong, et. al., 2003;

Competency	Definition	Source
Ability to create a culture of open communication	Ability to create a culture where speaking out about personal welfare and asking for clarification is encouraged by the chain of command.	FM 6-22, 2006; Wong, et. al., 2003;
Ability to manage personnel issues/actions	Ability to ensure that action is taken appropriately regarding personnel issues (e.g., separation, deployment readiness, assignment within a Brigade).	Frame & Lussier, 1997
Ability to manage funds/maintain a budget	Ability to allocate financial resources appropriately so that all elements have the required support.	Frame & Lussier, 1997
Knowledge of resources available to the Brigade	Knowledge of the assets and enablers available to Brigade Commanders and how to best use them.	Norris, 2008; FM 6-22, 2006
Knowledge of the UCMJ	Knowledge of Brigade Commander's role in executing the UCMJ including appropriate penalties and offenses to withhold to the Brigade level.	Frame & Lussier, 1997
Knowledge of risk management	Knowledge of safety standards and the appropriate balance between mission success and welfare of Soldiers.	FM 6-22, 2006
Knowledge of the ARFORGEN process	Knowledge of the goals and appropriate action of each phase in the ARFORGEN model and knowledge of where Soldiers are in that process.	Norris, 2008; Wong, et. al, 2003
Knowledge of the OER system	Knowledge of the Brigade Commander's role as a rater or senior rater for Officers and knowledge of the appropriate key development positions needed by Officers.	Frame & Lussier, 1997
Knowledge of the COE	Knowledge of the demands of the COE including full spectrum operations.	Norris, 2008
Knowledge of Army Doctrine	Knowledge of the Army Doctrine most relevant to Brigade Commanders (e.g., FM 3-0, FM 6-22, FM 3-24, FM 7-0, etc.).	Norris, 2008

Appendix B

Interview Questions

Current or Former BDE Commander Interview: (single interview)

Competencies necessary for BDE command:

1. Based on your experience, what are the competencies (knowledge, skills, and abilities) that are needed to be a BDE CDR?
2. Please describe the competencies of a good BDE CDR.
3. What competencies encompass the idea of Commandership at the BDE level?
4. What competencies encompass the idea of Leadership at the BDE level?
5. What differentiates a good BDE commander from a poor one?

Competencies unique to BDE command:

1. What elements of Brigade Command are different than other levels of command?
2. What competencies are uniquely required at the BDE level (as opposed to BN level)?
3. What competencies are important at both BDE and BN level, but are needed to a greater extent at the BDE level?

Assess current competency model:

Please take a look at the preliminary competency model.

1. What competencies do you see that are important to continue to include in this competency model?
2. What would you change concerning this competency model?
 - a. What would you add?
 - b. What would you delete?
3. Which of these competencies are unique to the BDE level?
4. What would you say are the 5 most important competencies for a BDE commander to possess?

SCP curriculum:

1. Did you go through any training at SCP?
 - a. When?
 - b. What courses?
2. How well prepared for command were you when you left those courses?
3. To what extent were the competencies in the preliminary competency model covered in the SCP curriculum?
4. What else did you do to prepare for command?
5. Knowing what you do about BDE command, what would you do differently now to prepare?
6. What could/should SCP do to prepare Brigade Commanders?
7. How do you think the competencies necessary for Brigade Command can best be trained/developed?

Former BDE Staff Interview: (focus group or single interview)

Competencies necessary for BDE command:

1. Based on your experience, what are the competencies (knowledge, skills, and abilities) that are needed to be a BDE CDR?
2. Please describe the competencies of a good BDE CDR.
3. What competencies encompass the idea of Commandership at the BDE level?
4. What competencies encompass the idea of Leadership at the BDE level?
5. What differentiates a good BDE commander from a poor one?

Competencies unique to BDE command:

1. What competencies are uniquely required at the BDE level (as opposed to BN level)?
2. What competencies are important at both BDE and BN level, but are needed to a greater extent at the BDE level?

Assess current competency model:

Please take a look at the preliminary competency model.

1. What competencies do you see that are important to continue to include in this competency model?
2. What would you change concerning this competency model?
 - a. What would you add?
 - b. What would you delete?
3. What would you say are the 5 most important competencies for a BDE commander to possess?

CSM interview: (focus group)

Competencies necessary for BDE command:

1. Based on your experience, what are the competencies (knowledge, skills, and abilities) that are needed to be a BDE CDR?
2. Please describe the competencies of a good BDE CDR.
3. What competencies encompass the idea of Commandership at the BDE level?
4. What competencies encompass the idea of Leadership at the BDE level?
5. What differentiates a good BDE commander from a poor one?

Competencies unique to BDE command:

1. What competencies are uniquely required at the BDE level (as opposed to BN level)?
2. What competencies are important at both BDE and BN level, but are needed to a greater extent at the BDE level?

Assess current competency model:

Please take a look at the preliminary competency model.

1. What competencies do you see that are important to continue to include in this competency model?
2. What would you change concerning this competency model?
 - a. What would you add?

- b. What would you delete?
3. What would you say are the 5 most important competencies for a BDE commander to possess?

Division Commanders (single interview):

Competencies necessary for BDE command:

1. Based on your experience, what are the competencies (knowledge, skills, and abilities) that are needed to be a BDE CDR?
2. Please describe the competencies of a good BDE CDR.
3. What competencies encompass the idea of Commandership at the BDE level?
4. What competencies encompass the idea of Leadership at the BDE level?
5. What differentiates a good BDE commander from a poor one?

Competencies unique to BDE command:

1. What competencies are uniquely required at the BDE level (as opposed to BN level)?
2. What elements of Brigade Command are different than other levels of command?
3. What competencies are important at both BDE and BN level, but are needed to a greater extent at the BDE level?

Assess current competency model:

Please take a look at the preliminary competency model.

1. What competencies do you see that are important to continue to include in this competency model?
2. What would you change concerning this competency model?
 - a. What would you add?
 - b. What would you delete?
3. Which of these competencies are unique to the BDE level?
4. What would you say are the 5 most important competencies for a BDE commander to possess?

Brigade Training:

1. What do you see as the major gaps in BDE CDR development?
2. What methods do you think are most effective for training BDE CDRs?
3. Knowing what you do about BDE command, what would you do to prepare if you were to take BDE Command?
4. What could/should SCP do to prepare Brigade Commanders?
 - a. What could/should be taught outside of SCP? And where/how?

Appendix C

Brigade Command Competency Survey

Section 1: Demographic questions

1. What is your current rank?

☐ O5
☐ O6
☐ O7

2. What is your branch?

--

3. What is your gender?

☐ Male
☐ Female

4. What is your race/ethnicity? (***SELECT ALL THAT APPLY***)

☐ American Indian or Alaskan Native
☐ Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
☐ Black or African American
☐ Hispanic, Latino, or Spanish origin
☐ Native Hawaiian or other Pacific Islander (e.g., Samoan, Guamanian, Chamorro)
☐ White
☐ Other _____

5. What year did your Brigade Command begin?

☐ 2006
☐ 2007
☐ 2008
☐ 2009
☐ 2010
☐ Other _____

6. What year will your Brigade Command end?

☐ 2010
☐ 2011
☐ 2012
☐ 2013
☐ 2014
☐ Other _____

7. What type of Brigade do you command?

☐ Heavy BCT	☐ Garrison
☐ Infantry BCT	☐ US Corp of Engineers
☐ Stryker BCT	☐ Acquisition
☐ Functional	☐ Recruiting
☐ Multifunctional	☐ Other _____
☐ Initial Military Training (IMT)	

8. What type of Battalion did you command?

☐ Air Assault	☐ Infantry
☐ Air Defense	☐ Military Intelligence
☐ Airborne	☐ Military Police
☐ Armor/mechanized	☐ Ordnance
☐ Armored reconnaissance	☐ Quartermaster
☐ Army Aviation	☐ Ranger/Special Forces
☐ Brigade special troops Battalion (BSTB)	☐ Reconnaissance, surveillance, & target acquisition squadron
☐ Brigade support Battalion (BSB)	☐ Recruiting
☐ Chemical	☐ Signal
☐ Combined arms Battalion	☐ Special troops Battalion (STB)
☐ Engineer	☐ Stryker
☐ Fires (field artillery)	☐ Transportation
☐ Garrison	☐ Other _____
☐ Initial Military Training (IMT)	

9. Have you attended a resident Senior Service College (SSC)?

☐ Yes
☐ No

10. If you answered “Yes” to Q.10, please answer the following 2 questions.

10a. What SSC did you attend?

☐ Army War College
☐ Naval War College
☐ Marine War College
☐ Industrial College of the Armed Forces
☐ National War College
☐ Air War College
☐ Inter-American Defense College
☐ Accredited fellowship
☐ Accredited international senior military service college
☐ Other _____

10b. What year did you begin attending a resident SSC?

☐ 2000	☐ 2004	☐ 2008
☐ 2001	☐ 2005	☐ 2009
☐ 2002	☐ 2006	☐ 2010
☐ 2003	☐ 2007	

11. If you did not attend a resident SSC, have you completed the U.S. Army War College Distance Education Course?

☐ Yes
☐ No

12. What pre-command courses (PCC) have you completed for current or previous commands? **Note:** For all options except for BCTCDP and Other, please note whether the course was associated with Battalion Command or Brigade Command (**SELECT ALL THAT APPLY**)

Phase I
☐ Branch immaterial PCC
☐ Associated with Battalion Command
☐ Associated with Brigade Command
☐ Associated with Both
Phase II
☐ Tactical Commander's Development Program (TCDP)
☐ Associated with Battalion Command
☐ Associated with Brigade Command
☐ Associated with Both
☐ Brigade Combat Team Commander's Development Program (BCTCDP)
Phase III
☐ Branch Specific PCC
☐ Associated with Battalion Command
☐ Associated with Brigade Command
☐ Associated with Both
Phase IV
☐ Senior Officer's Legal Orientation Course
☐ Associated with Battalion Command
☐ Associated with Brigade Command
☐ Associated with Both
☐ Other _____

13. Preceding your Brigade Command, what year did you begin attending PCCs?

☐ 2000	☐ 2004	☐ 2008
☐ 2001	☐ 2005	☐ 2009
☐ 2002	☐ 2006	☐ 2010
☐ 2003	☐ 2007	

14. Have you deployed as a Brigade Commander?

☐ Yes
☐ No

Section 2: Competency Ratings

This section presents a list of 39 potential competencies required for effective Brigade Command. For each competency listed, we are asking you to provide 3 ratings:

*For this competency, what **level of proficiency** is required to be a fully successful Brigade Commander in your Brigade?*

- 1—**No proficiency** required. (Not required of fully successful Brigade Commanders)
- 2—**Basic level**. General familiarity with the competency; able to make limited use of it
- 3—**Intermediate level**. Working or functional level of proficiency; able to effectively use the competency in most commonly experienced Command situations
- 4—**Advanced level**. High level of proficiency; able to use it effectively in complex and non-routine situations
- 5—**Expert level**. In-depth proficiency; could serve as a leader or mentor to others who need to develop this competency

*To what extent do different levels of this competency **distinguish superior Brigade Commanders from less effective Brigade Commanders**?*

- 1—**Very little** or not at all
- 2—To **some** extent
- 3—To a **moderate** extent
- 4—To a **considerable** extent
- 5—To a **very great** extent

*To what extent did the **formal training and military education courses** you received in your pre-command courses (i.e., Senior Service College, SCP Resident, branch specific, and UCMJ courses) foster the development of this competency?*

- 1—**Very little** or not at all
- 2—To **some** extent
- 3—To a **moderate** extent
- 4—To a **considerable** extent
- 5—To a **very great** extent

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
1. Critical thinking skills	• Critically questions own and others' assumptions • Identifies issues to use as guides when making decisions and taking advantage of opportunities • Relates and compares information from different sources to identify potential cause-and-effect relations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Ability to take another person's perspective	• Understands others' perspectives, feelings, and motives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Ability to gather and interpret necessary information	• Collects and analyzes information from multiple sources • Leverages information and communication to improve individual and group effectiveness	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Ability to formulate Commander's intent/vision	• Synthesizes information to create a comprehensible guide for subordinate commanders to follow • Forecasts probable situations and outcomes, and develops strategies to prepare for them	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
5. Decision making ability	- Carefully considers options - Makes choices based on logic and reasoning - Assesses the potential for interference or resistance among parties involved in missions, assignments, and situations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Ability to engage in strategic-level thinking	- Considers the long and short-term effects of decisions - Demonstrates awareness of second and third order effects associated with decisions - Maintains awareness of the Army's strategic focus	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Ability to establish training priorities/plans for the formation	- Sets training priorities - Enables Battalion Commanders to train their formation - Assumes and communicates responsibility for the formation meeting training standards	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Ability to plan military campaigns	Organizes military actions, thinking through the steps and outcomes of multiple facets of an engagement	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
9. Ability to build teams	• Cultivates groups of individuals to work together toward common goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Ability to recognize the strengths in your team	• Recognizes where members of your team are likely to excel and where they will experience challenges • Recognizes the difference between good, poor, and exceptional performance	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. Ability to leverage the strengths of your team	• Utilizes the strengths of your team such that the appropriate people are given tasks for which they are well suited • Recognizes and rewards effective performance	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12. Ability to build consensus	• Influences a group of people to support a common method of behavior or way of thinking	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13. Ability to command a battle staff/ integrate capabilities	• Coordinates and organizes a group of people with varied expertise to accomplish a mission	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
14. Ability to communicate vision to diverse audiences	- Builds understanding using language and examples that are relevant to many different groups of people (e.g., Soldiers, officers, host nationals) - Uses multiple channels to communicate messages (e.g., oral, written, visual)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. Ability to articulate decisions to diverse audiences	Explains rationale for decisions in a way that is understandable to a variety of people (e.g., Soldiers, officers, host nationals)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16. Ability to influence inside and outside the formation	- Convinces people inside and outside of the chain of command to adopt a position or course of action - Uses a variety of influence strategies to persuade others	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17. Ability to engage in Joint, Inter-agency, Inter-governmental, and Multi-National (JIIM) operations	Works effectively with people from other agencies on common goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
18. Ability to develop subordinate leaders	- Encourages, challenges, coaches, mentors and educates subordinate leaders to prepare them for future assignments - Monitors the career progression and key development requirements for subordinate leaders	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19. Ability to engage in indirect leadership	- Provide guidance to and influence people that you do not have an opportunity to directly or personally interact with - Ensure that your message and vision are transmitted throughout the formation - Imbed Commander's priorities within the staff	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20. Ability to thrive in change	- Gathers and analyzes relevant information about changing situations - Anticipates environmental changes - Initiates change when it is needed - Makes on-the-spot adjustments to plans when required	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21. Ability to manage your time	Maintains a schedule that allows for accomplishment of necessary tasks without becoming overwhelmed	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
22. Ability to regulate and monitor own emotions	- Remains calm under pressure - Displays stable emotions when confronted with challenges - Identifies sources of stress, and takes steps to address them and cope effectively - Stays focused on life priorities and values	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23. Ability to develop positive command climate	- Cultivates a climate where subordinate leaders can learn from their superiors while also being empowered to make decisions - Displays a positive approach to Soldiers - Cultivates a sense of pride within the formation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
24. Ability to create an ethical climate	• Cultivates a shared understanding of ethical conduct at all levels of the formation • Demonstrates a belief in the value of equal opportunity • Encourages learning about and leveraging diversity • Communicates that harassment will not be tolerated, and takes action to address it when it occurs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
25. Ability to create a culture of open communication	• Creates a culture where asking for clarification is encouraged by the chain of command • Encourages subordinates and others to candidly share their opinions and concerns • Guards against “groupthink” by encouraging the expression of new ideas and alternate / minority viewpoints • Shares information with all relevant parties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
26. Ability to manage personnel issues/actions	- Ensures that appropriate action is taken regarding personnel issues (e.g., separation, deployment readiness) - Appropriately places Soldiers in key development positions - Ensures that Soldiers and their families are provided for	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
27. Ability to manage funds/maintain a budget	Allocates financial resources appropriately so that all elements receive the required amount of support	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
28. Self-awareness and self-understanding	- Uses critical self-observation to evaluate strengths and limitations - Learns from mistakes and makes corrections whenever possible - Seeks feedback on how one's actions affect others - Demonstrates an understanding of how one personally processes information	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
29. Engages in self-development activities	• Sets aside time for self-development, reflection, and personal growth • Sets personal goals and evaluates progress toward them • Seeks out opportunities where new capabilities can be developed	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
30. Models the Army Values and Warrior Ethos	• Displays behaviors consistent with Army Values and the Warrior Ethos • Communicates to others how the Warrior Ethos is demonstrated • Maintains and promotes physical fitness standards	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
31. Ability to create a learning organization	• Encourages subordinates and others within the formation to seek new knowledge and develop their skills • Promotes continuing Professional Military Education • Uses new knowledge to encourage well-thought out changes and improvements within the formation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent
Competency Name	Competency Definition / Actions	(circle one number in each column)		
32. Ability to trust others within the formation	- Recognizes and relies on the experience and knowledge of subordinates - Given the situation, provides the right mix of structure/command and latitude/decision making freedom to others within the formation - Honor commitments made	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
33. Ability to manage risk	- Balances mission success and Soldier welfare while maintaining safety standards - Assesses the impact of mission fulfillment on the mental, physical, and emotional welfare of subordinates - Provides appropriate relief when conditions jeopardize mission success or present an overwhelming risk to personnel	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
34. Knowledge of resources available to the Brigade	Knowledge of the assets and enablers available and how to best use them	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		What is the proficiency level required to command your Brigade? 1—No proficiency 2—Basic level 3—Intermediate level 4—Advanced level 5—Expert level	To what extent do different levels of this competency distinguish superior from less effective BDE Commanders? 1—Very little or not at all 2—To some extent 3—To a moderate extent 4—To a considerable extent 5—To a very great extent	To what extent did your pre-command training/PME foster the development of this competency?
Competency Name	Competency Definition / Actions	(circle one number in each column)		
35. Knowledge of the UCMJ	Knowledge of Brigade Commander's role in executing the UCMJ, including appropriate penalties and offenses to withhold to the Brigade-level	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
36. Knowledge of the ARFORGEN process	Knowledge of the goals and appropriate action of each phase in the ARFORGEN model and knowledge of where Soldiers are in that process	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
37. Knowledge of the Officer Efficiency Report (OER) system	Knowledge of your role as a rater or senior rater for your Officers and knowledge of the appropriate key development positions needed by your Officers	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
38. Knowledge of the Contemporary Operational Environment (COE)	Knowledge of the demands of the COE including full spectrum operations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
39. Knowledge of Army Doctrine	Knowledge of the Army Doctrine most relevant to Brigade Commanders (e.g., FM 3-0, FM 6-22, FM 3-24, FM 7-0, etc).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Please record and describe any additional competencies that you think are required for Brigade Command, yet are not currently included in the list, in the box below:

Section 3: Training and Development

Instructions: The following four questions assess your views about how well different training methods can help you develop the competencies central to Brigade Command. For each question, please type a **1**, **2**, and **3** into the boxes next to the three training methods that you think are the **best, second best, and third best** ways to develop the type of competency in question. Next, type an **X** into the box next to the training method that you see as the **least effective** way to develop that particular type of competency. **The example presented below shows how you should record your choices.**

Finally, there is a space provided for you to list training methods that you see as effective, but that are not included on the list. Feel free to pick up to 3 “best” methods while also adding methods to the box that have not already been included in the list.

EXAMPLE:

	Classroom presentation by qualified instructors (SCP staff or topical experts)
1	Lessons learned conversation with current or former Brigade Commanders
	Discussion group with peers addressing practical exercises or problems
X	Professional reading on own time
	Distance learning with Interactive Multimedia Instruction (IMI)
2	Individual coaching/mentoring/feedback sessions
	Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)
	Gaming scenarios, situational exercises, command post exercises
3	Role-play leading subordinates or peers (e.g., deliver Commander’s Intent)

Questions:

1. Please select the three best and one worst type of training help you improve your **operational skills** such as decision making, campaign planning, risk management, or commanding battle staffs?

	Classroom presentation by qualified instructors (SCP staff or topical experts)
	Lessons learned conversation with current or former Brigade Commanders
	Discussion group with peers addressing practical exercises or problems
	Professional reading on own time
	Distance learning with Interactive Multimedia Instruction (IMI)
	Individual coaching/mentoring/feedback sessions
	Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)
	Gaming scenarios, situational exercises, command post exercises
	Role-play leading subordinates or peers (e.g., deliver Commander's Intent)

What other training methods do you think would help you develop your *operational skills*?

--

2. Please select the three best and one worst type of training help you improve your **leadership skills**, such as communicating to diverse audiences, building teams, developing a positive command climate, or developing subordinate leaders?

☐	Classroom presentation by qualified instructors (SCP staff or topical experts)
☐	Lessons learned conversation with current or former Brigade Commanders
☐	Discussion group with peers addressing practical exercises or problems
☐	Professional reading on own time
☐	Distance learning with Interactive Multimedia Instruction (IMI)
☐	Individual coaching/mentoring/feedback sessions
☐	Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)
☐	Gaming scenarios, situational exercises, command post exercises
☐	Role-play leading subordinates or peers (e.g., deliver Commander's Intent)

What other training methods do you think would help you develop your **leadership skills**?

--

3. Please select the three best and one worst type of training help you improve your own ***personal capabilities***, such as your ability to manage your time, your ability to understand and control your own emotions, and your self-awareness?

☐	Classroom presentation by qualified instructors (SCP staff or topical experts)
☐	Lessons learned conversation with current or former Brigade Commanders
☐	Discussion group with peers addressing practical exercises or problems
☐	Professional reading on own time
☐	Distance learning with Interactive Multimedia Instruction (IMI)
☐	Individual coaching/mentoring/feedback sessions
☐	Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)
☐	Gaming scenarios, situational exercises, command post exercises
☐	Role-play leading subordinates or peers (e.g., deliver Commander's Intent)

What other training methods do you think would help you develop your ***personal capabilities***?

--

4. Please select the three best and one worst type of training help you improve your own **knowledge base**, such as knowledge of UCMJ, knowledge of the contemporary operational environment, and understanding of evolving Army doctrine?

☐	Classroom presentation by qualified instructors (SCP staff or topical experts)
☐	Lessons learned conversation with current or former Brigade Commanders
☐	Discussion group with peers addressing practical exercises or problems
☐	Professional reading on own time
☐	Distance learning with Interactive Multimedia Instruction (IMI)
☐	Individual coaching/mentoring/feedback sessions
☐	Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)
☐	Gaming scenarios, situational exercises, command post exercises
☐	Role-play leading subordinates or peers (e.g., deliver Commander's Intent)

What other training methods do you think would help you develop your **knowledge base**?

--

Appendix D

Survey Results for BCTCDP Attendees and Non-BCTCDP Attendees

Appendix D displays results separately according to whether or not participants attended BCTCDP. Table D.1 presents information about the type of Brigades that participants commanded, and whether they attended BCTCDP. None of the five Infantry BCT Commanders in the sample attended BCTCDP. However, all of the Heavy and Stryker BCT Commanders in the sample attended BCTCDP. Participants who attended BCTCDP also include Commanders of Functional Brigades, Initial Military Training (IMT) Brigades, Acquisition Brigades, and a US Army Corps of Engineer Brigade. In total, 21 out of 64 participants (33%) attended BCTCDP. Tables D.2 through D.4 depict competency ratings given by participants who either did or did not attend BCTCDP. Tables D.5 through D.8 depict the perceived effectiveness of specific methods to train competencies within the four training clusters described earlier in the report, according to whether or not participants attended BCTCDP.

Although slight ranking differences were observed, the vast majority of the responses among BCTCDP and non-BCTCDP attendees are similar both to each other and to the total sample. The exact rank order of the competencies and training method effectiveness rankings varied slightly across the two groups. In general, however, most of the top ten competencies and top three training methods from the full sample are present in the top ten competencies and top three training methods for those who attended BCTCDP and those who did not. For example, when comparing the proficiency ratings for participants who had or had not attended BCTCDP (Table D.2), the ten highest-rated competencies for each group share seven competencies in common. In addition, when mean ratings of the extent to which competencies distinguish superior from less effective Commanders are examined for those who had or had not attended BCTCDP (Table D.3), the two top-ten lists share nine competencies in common.

Table D.1
Type of Brigade Commanded by BCTCDP Attendance

	Attended BCTCDP		Did Not Attend BCTCDP	
	<i>N</i>	%	<i>N</i>	%
Heavy BCT	4	6.3	0	0
Infantry BCT	0	0	5	7.8
Stryker BCT	2	3.1	0	0
Functional	2	3.1	5	7.8
Multifunctional	0	0	1	1.6
Initial Military Training (IMT)	4	6.3	10	15.6
Garrison	0	0	2	3.1
US Army Corps of Engineers	1	1.6	5	7.8
Acquisition	8	12.5	9	14.1
Recruiting	0	0	5	7.8
No Answer	0	0	1	1.6
Subtotal	21	32.8	43	67.2

Note. Percentages are based on 64 participants. *N* = number of participants.

Table D.2
Average Competency Proficiency Ratings by BCTCDP Attendance

	BCTCDP		Non-BCTCDP	
	Attendees		Attendees	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Decision making ability	4.29	0.46	4.23	0.78
Model the Army Values and Warrior Ethos	4.29	0.78	4.26	0.85
Develop positive command climate	4.24	0.70	4.33	0.72
Create an ethical climate	4.24	0.89	4.28	0.73
Influence inside and outside the formation	4.19	0.60	4.10	0.76
Manage risk	4.19	0.81	4.16	0.90
Formulate Commander's intent/vision	4.15	0.67	4.09	0.90
Critical thinking skills	4.14	0.57	4.16	0.69
Build teams	4.14	0.66	4.14	0.71
Command a battle staff/ integrate capabilities	4.14	0.66	3.76	0.93
Engage in strategic-level thinking	4.10	0.63	3.95	0.84
Thrive in change	4.10	0.89	4.07	0.77
Create a learning organization	4.10	0.63	3.88	0.66
Gather and interpret necessary information	4.05	0.59	4.20	0.72
Communicate vision to diverse audiences	4.05	0.61	4.02	0.82
Regulate and monitor own emotions	4.05	0.87	4.00	0.95
Recognize strengths in team	4.00	0.55	4.10	0.63
Articulate decisions to diverse audiences	4.00	0.55	3.98	0.81
Engage in indirect leadership	4.00	0.63	4.12	0.73
Establish training priorities for formation	3.95	0.59	3.50	0.92
Develop subordinate leaders	3.95	0.67	4.07	0.83
Trust others within the formation	3.95	0.74	3.95	0.62
Leverage strengths of team	3.90	0.63	3.88	0.66
Build consensus	3.90	0.77	4.05	0.74
Engage in JIIM operations	3.86	0.85	3.35	1.36
Manage time	3.86	0.66	4.02	0.84
Create a culture of open communication	3.86	0.66	4.09	0.61
Knowledge of resources available to BDE	3.86	0.66	3.81	0.88
Manage personnel issues/actions	3.81	0.68	3.79	0.80
Self-awareness and self-understanding	3.81	0.68	3.86	0.84
Knowledge of the OER system	3.81	0.68	3.60	0.90
Knowledge of Army Doctrine	3.76	0.63	3.33	1.10
Engage in self-development activities	3.62	0.74	3.47	0.91
Knowledge of the UCMJ	3.62	0.81	3.47	0.99
Take another person's perspective	3.57	0.81	3.86	0.74
Knowledge of the COE	3.57	1.03	3.27	1.12
Plan military campaigns	3.55	1.00	3.02	1.24
Manage funds/maintain a budget	3.38	0.81	3.88	0.76
Knowledge of the ARFORGEN process	3.29	1.06	2.86	1.01

Notes. *n* = 20 - 21 BCTCDP attendees; *n* = 40 - 43 non-BCTCDP attendees. Response Options: 1 - No proficiency, 2 - Basic level, 3 - Intermediate level, 4 - Advanced level, 5 - Expert level.

Table D.3
Average Competency Differentiation Ratings by BCTCDP Attendance

	BCTCDP		Non-BCTCDP	
	Attendees		Attendees	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Manage risk	4.29	0.64	3.77	1.09
Critical thinking skills	4.24	0.54	3.79	0.80
Decision making ability	4.19	0.81	4.07	0.96
Formulate Commander's intent/vision	4.15	0.75	3.86	1.04
Influence inside and outside the formation	4.14	0.79	3.74	1.04
Develop positive command climate	4.14	1.06	4.00	1.18
Create an ethical climate	4.14	0.66	4.07	0.94
Model the Army Values and Warrior Ethos	4.14	0.79	4.00	1.05
Gather and interpret necessary information	4.10	0.63	3.88	0.90
Build teams	4.05	1.07	3.98	0.89
Engage in indirect leadership	4.05	0.74	3.72	0.98
Regulate and monitor own emotions	4.05	1.12	3.56	1.05
Engage in strategic-level thinking	3.95	0.92	3.72	0.96
Thrive in change	3.95	0.87	3.71	1.04
Command a battle staff/ integrate capabilities	3.90	0.77	3.67	0.90
Communicate vision to diverse audiences	3.90	0.79	3.61	1.16
Recognize strengths in team	3.86	0.79	3.54	1.05
Trust others within the formation	3.81	1.03	3.42	0.98
Create a culture of open communication	3.76	0.77	3.65	0.92
Create a learning organization	3.76	0.89	3.49	1.06
Leverage strengths of team	3.71	0.72	3.70	1.04
Engage in JIIM operations	3.71	1.06	3.21	1.32
Articulate decisions to diverse audiences	3.62	0.81	3.52	1.15
Develop subordinate leaders	3.57	1.03	3.70	1.01
Self-awareness and self-understanding	3.57	0.87	3.45	1.21
Establish training priorities for formation	3.52	0.87	3.29	1.04
Knowledge of resources available to BDE	3.52	0.93	3.35	1.13
Manage time	3.48	1.03	3.36	1.21
Manage personnel issues/actions	3.48	0.87	3.21	1.06
Take another person's perspective	3.45	0.83	3.60	1.00
Build consensus	3.38	1.02	3.80	0.98
Engage in self-development activities	3.38	1.20	3.16	1.27
Knowledge of the OER system	3.38	0.97	2.81	1.15
Knowledge of the UCMJ	3.29	1.06	2.77	1.14
Knowledge of Army Doctrine	3.29	0.85	2.98	1.09
Plan military campaigns	3.25	1.33	2.56	1.18
Manage funds/maintain a budget	3.14	0.91	3.42	0.96
Knowledge of the COE	3.14	0.96	3.10	1.28
Knowledge of the ARFORGEN process	2.95	1.24	2.37	1.07

Notes. *n* = 20 - 21 BCTCDP attendees; *n* = 40 - 43 non-BCTCDP attendees. Response Options: 1 - *Very little or not at all*, 2 - *To some extent*, 3 - *To a moderate extent*, 4 - *To a considerable extent*, 5 - *To a very great extent*.

Table D.4
Average Competency Extent Trained Ratings by BCTCDP Attendance

	BCTCDP		Non-BCTCDP	
	Attendees		Attendees	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Formulate Commander's intent/vision	3.15	0.75	3.07	1.12
Engage in strategic-level thinking	3.05	1.07	2.91	1.23
Knowledge of the UCMJ	3.00	0.89	2.54	1.31
Knowledge of Army Doctrine	2.86	0.85	2.52	1.17
Model the Army Values and Warrior Ethos	2.71	1.19	2.74	1.22
Knowledge of resources available to BDE	2.71	0.85	2.40	1.21
Decision making ability	2.62	0.92	2.51	1.12
Communicate vision to diverse audiences	2.60	1.00	2.39	1.07
Engage in JIIM operations	2.57	1.12	2.28	1.33
Create an ethical climate	2.57	1.03	2.77	1.09
Critical thinking skills	2.48	1.12	2.63	1.24
Gather and interpret necessary information	2.48	0.98	2.56	1.18
Manage risk	2.48	0.98	2.51	1.30
Plan military campaigns	2.45	1.23	2.28	1.28
Establish training priorities for formation	2.43	0.98	2.21	1.05
Build consensus	2.43	1.17	2.27	1.12
Command a battle staff/ integrate capabilities	2.43	0.93	2.26	1.04
Articulate decisions to diverse audiences	2.43	0.93	2.26	1.11
Self-awareness and self-understanding	2.43	1.17	2.88	1.31
Influence inside and outside the formation	2.38	1.07	2.31	1.09
Knowledge of the COE	2.38	1.07	2.39	1.12
Create a culture of open communication	2.33	0.91	2.42	1.12
Take another person's perspective	2.24	1.00	2.47	1.01
Develop subordinate leaders	2.24	1.00	2.33	1.06
Engage in indirect leadership	2.24	1.04	2.45	1.02
Develop positive command climate	2.24	1.00	2.35	1.11
Knowledge of the ARFORGEN process	2.24	1.14	2.28	1.10
Build teams	2.19	1.03	2.56	1.24
Leverage strengths of team	2.19	1.08	2.26	1.18
Trust others within the formation	2.19	0.93	2.26	1.06
Recognize strengths in team	2.14	1.01	2.20	1.25
Create a learning organization	2.14	0.85	2.47	1.18
Manage time	2.05	0.97	2.17	1.01
Regulate and monitor own emotions	2.05	0.81	1.81	0.91
Manage personnel issues/actions	2.05	0.81	2.12	1.14
Engage in self-development activities	2.00	0.84	2.50	1.25
Knowledge of the OER system	2.00	0.78	2.05	0.99
Thrive in change	1.86	0.66	2.42	1.18
Manage funds/maintain a budget	1.57	0.60	2.00	1.08

Notes. *n* = 20 - 21 BCTCDP attendees; *n* = 40 - 43 non-BCTCDP attendees. Response Options: 1 - *Very little or not at all*, 2 - *To some extent*, 3 - *To a moderate extent*, 4 - *To a considerable extent*, 5 - *To a very great extent*.

Table D.5

Percentage of Rankings for Top 3 and Worst Training Methods for Operational Skills by BCTCDP Attendance

Type of Training	BCTCDP Attendees		Non-BCTCDP Attendees	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Lessons learned conversation with current or former Brigade Commanders	85.7	0	88.4	0
2. Discussion group with peers addressing practical exercises or problems	76.2	0	65.1	0
3. Gaming scenarios, situational exercises, command post Exercises	52.4	14.3	39.5	0
4. Individual coaching/mentoring/feedback sessions	28.6	4.8	32.6	0
5. Classroom presentation by qualified instructors (SCP staff or topical experts)	19.0	9.5	25.6	7.0
6. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	19.0	9.5	25.6	7.0
7. Professional reading on own time	14.3	0	14.0	14.0
8. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	4.8	23.8	9.3	16.3
9. Distance learning with Interactive Multimedia Instruction	0	38.1	0	44.2

Notes. Percentages for BCTCDP attendees are based on 21 participants; Percentages for Non-BCTCDP attendees are based on 43 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCTCDP attendees. *Operational skills* include decision making, campaign planning, risk management, and commanding battle staffs. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Table D.6

Percentage of Rankings for Top 3 and Worst Training Methods for Leadership Skills by BCTCDP Attendance

Type of Training	BCTCDP Attendees		Non-BCTCDP Attendees	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Discussion group with peers addressing practical exercises or problems	85.7	0	67.4	0
2. Lessons learned conversation with current or former Brigade Commanders	71.4	0	62.8	0
3. Individual coaching/mentoring/feedback sessions	47.6	4.8	60.5	0
4. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	23.8	4.8	25.6	14.0
5. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	19.0	4.8	25.6	2.3
6. Classroom presentation by qualified instructors (SCP staff or topical experts)	19.0	19.0	20.9	18.6
7. Gaming scenarios, situational exercises, command post exercises	19.0	19.0	7.0	9.3
8. Professional reading on own time	14.3	4.8	20.9	9.3
9. Distance learning with Interactive Multimedia Instruction	0	42.9	2.3	34.9

Notes. Percentages for BCTCDP attendees are based on 21 participants; Percentages for Non-BCTCDP attendees are based on 43 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCTCDP attendees. *Leadership skills* include communicating to diverse audiences, building teams, developing a positive command climate, and developing subordinate leaders. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Table D.7

Percentage of Rankings for Top 3 and Worst Training Methods for Personal Capabilities by BCTCDP Attendance

Type of Training	BCTCDP Attendees		Non-BCTCDP Attendees	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Lessons learned conversation with current or former Brigade Commanders	66.7	0	46.5	0
2. Discussion group with peers addressing practical exercises or problems	57.1	0	48.8	0
3. Individual coaching/mentoring/feedback sessions	47.6	9.5	79.1	2.3
4. Professional reading on own time	47.6	4.8	27.9	9.3
5. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	38.1	4.8	46.5	4.7
6. Classroom presentation by qualified instructors (SCP staff or topical experts)	23.8	9.5	14.0	16.3
7. Gaming scenarios, situational exercises, command post exercises	14.3	19.0	18.6	9.3
8. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	4.8	14.3	11.6	11.6
9. Distance learning with Interactive Multimedia Instruction	0	38.1	0	32.6

Notes. Percentages for BCTCDP attendees are based on 21 participants; Percentages for Non-BCTCDP attendees are based on 43 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCTCDP attendees. *Personal capabilities* include ability to manage time, ability to understand and control own emotions, and self-awareness. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Table D.8

Percentage of Rankings for Top 3 and Worst Training Methods for Knowledge Base by BCTCDP Attendance

Type of Training	BCTCDP Attendees		Non-BCTCDP Attendees	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Classroom presentation by qualified instructors (SCP staff or topical experts)	71.4	0	79.1	2.3
2. Lessons learned conversation with current or former Brigade Commanders	66.7	0	48.8	0
3. Discussion group with peers addressing practical exercises or problems	66.7	0	69.8	0
4. Professional reading on own time	47.6	0	51.2	11.6
5. Distance learning with Interactive Multimedia Instruction	19.0	33.3	11.6	23.3
6. Gaming scenarios, situational exercises, command post exercises	14.3	19.0	20.9	11.6
7. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	9.5	28.6	0	20.9
8. Individual coaching/mentoring/feedback sessions	4.8	9.5	7.0	0
9. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	0	9.5	4.7	16.3

Notes. Percentages for BCTCDP attendees are based on 21 participants; Percentages for Non-BCTCDP attendees are based on 43 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCTCDP attendees. *Knowledge base* includes knowledge of the UCMJ, knowledge of the contemporary operational environment, and understanding of evolving Army doctrine. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Appendix E

Survey Results for BCT Commanders and Non-BCT Commanders

Appendix E presents the survey results separately for BCT Commanders (Heavy, Infantry, and Stryker) and non-BCT Commanders. In total, 11 out of 64 participants (17%) reported commanding BCTs. Tables E.1 through E.3 provide competency ratings for participants who either do or do not command BCTs. Tables E.4 through E.7 provide information about the perceived effectiveness of specific methods to train the four types of competencies given by participants who either do or do not command BCTs.

For those readers who are interested in examining the survey results only among those who have commanded a BCT, the information contained in Appendix E will prove useful. However, it is critical to note that the BCT Commanders represent a relatively small portion of the total sample (11 people total, 17% of the total sample). Given the small BCT Commander sample size, any observed differences among this group and the non-BCT Commanders may be due to sampling error. As such, the differences among these two groups reflected in the Appendix E tables should be interpreted very cautiously.

Table E.1

Average Competency Proficiency Ratings by BCT or Non-BCT Command

	BCT Command		Non-BCT Command	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Develop positive command climate	4.55	0.69	4.25	0.71
Create a learning organization	4.45	0.52	3.85	0.63
Critical thinking skills	4.36	0.67	4.11	0.64
Decision making ability	4.36	0.51	4.23	0.72
Build teams	4.36	0.67	4.09	0.69
Build consensus	4.36	0.81	3.92	0.72
Thrive in change	4.36	0.81	4.02	0.80
Manage personnel issues/actions	4.36	0.51	3.68	0.75
Model the Army Values and Warrior Ethos	4.36	0.67	4.25	0.85
Manage risk	4.36	0.67	4.13	0.90
Gather and interpret necessary information	4.27	0.65	4.12	0.68
Formulate Commander's intent/vision	4.27	0.65	4.08	0.86
Communicate vision to diverse audiences	4.27	0.65	3.98	0.77
Articulate decisions to diverse audiences	4.27	0.65	3.92	0.74
Influence inside and outside the formation	4.27	0.65	4.10	0.72
Manage time	4.27	0.65	3.90	0.80
Create an ethical climate	4.27	0.65	4.26	0.81
Leverage strengths of team	4.18	0.75	3.83	0.61
Regulate and monitor own emotions	4.18	0.98	3.98	0.91
Create a culture of open communication	4.18	0.60	3.98	0.64
Manage funds/maintain a budget	4.18	0.87	3.62	0.77
Self-awareness and self-understanding	4.18	0.75	3.77	0.78
Trust others within the formation	4.18	0.60	3.91	0.66
Knowledge of resources available to BDE	4.18	0.60	3.75	0.83
Take another person's perspective	4.09	0.83	3.70	0.75
Engage in strategic-level thinking	4.09	0.70	3.98	0.80
Recognize strengths in team	4.09	0.70	4.06	0.58
Develop subordinate leaders	4.09	0.70	4.02	0.80
Knowledge of the UCMJ	4.09	0.94	3.40	0.88
Engage in self-development activities	4.00	0.78	3.42	0.84
Knowledge of the OER system	4.00	0.45	3.60	0.88
Establish training priorities for formation	3.91	0.83	3.60	0.85
Command a battle staff/integrate capabilities	3.91	1.14	3.88	0.81
Engage in indirect leadership	3.91	0.83	4.11	0.67
Knowledge of the ARFORGEN process	3.91	1.22	2.81	0.90
Knowledge of the COE	3.73	1.19	3.29	1.06
Plan military campaigns	3.64	1.21	3.10	1.18
Knowledge of Army Doctrine	3.45	1.21	3.48	0.94
Engage in JIIM operations	3.36	1.50	3.55	1.19

Notes. *n* = 11 BCT Command; *n* = 50 - 53 Non-BCT Command. Response Options: 1 - *No proficiency*, 2 - *Basic level*, 3 - *Intermediate level*, 4 - *Advanced level*, 5 - *Expert level*.

Table E.2

Average Competency Differentiation Ratings by BCT or Non-BCT Command

	BCT Command		Non-BCT Command	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Critical thinking skills	4.36	0.67	3.85	0.74
Develop positive command climate	4.27	1.01	4.00	1.16
Gather and interpret necessary information	4.18	0.60	3.90	0.86
Decision making ability	4.18	0.98	4.09	0.90
Build teams	4.18	0.75	3.96	0.98
Formulate Commander's intent/vision	4.09	0.83	3.92	0.99
Create an ethical climate	4.09	0.54	4.09	0.90
Manage personnel issues/actions	4.09	0.94	3.13	0.94
Engage in strategic-level thinking	4.00	0.89	3.75	0.96
Leverage strengths of team	4.00	0.89	3.64	0.94
Build consensus	4.00	0.78	3.59	1.04
Command a battle staff/integrate capabilities	4.00	0.78	3.69	0.88
Model the Army Values and Warrior Ethos	4.00	1.00	4.06	0.97
Create a culture of open communication	4.00	0.63	3.62	0.90
Self-awareness and self-understanding	4.00	1.00	3.38	1.11
Engage in indirect leadership	3.91	1.14	3.81	0.88
Thrive in change	3.91	1.38	3.77	0.90
Engage in self-development activities	3.91	0.83	3.09	1.28
Create a learning organization	3.91	1.04	3.51	0.99
Trust others within the formation	3.91	0.94	3.47	1.01
Manage risk	3.91	1.04	3.94	0.99
Take another person's perspective	3.82	1.17	3.50	0.90
Communicate vision to diverse audiences	3.82	1.08	3.68	1.06
Influence inside and outside the formation	3.82	1.08	3.88	0.96
Recognize strengths in team	3.73	0.91	3.63	1.00
Articulate decisions to diverse audiences	3.73	0.91	3.52	1.08
Develop subordinate leaders	3.73	1.01	3.64	1.02
Manage funds/maintain a budget	3.73	0.79	3.25	0.96
Establish training priorities for formation	3.64	1.03	3.31	0.98
Manage time	3.64	1.21	3.35	1.14
Regulate and monitor own emotions	3.64	1.29	3.74	1.06
Knowledge of resources available to BDE	3.64	0.81	3.36	1.11
Knowledge of the UCMJ	3.64	1.21	2.80	1.07
Knowledge of the OER system	3.64	1.12	2.87	1.09
Engage in JIIM operations	3.55	1.13	3.34	1.29
Knowledge of the ARFORGEN process	3.55	1.04	2.36	1.08
Knowledge of the COE	3.55	1.04	3.02	1.20
Knowledge of Army Doctrine	3.45	0.93	3.00	1.03
Plan military campaigns	3.36	1.43	2.65	1.20

Notes. *n* = 11 BCT Command; *n* = 50 - 53 Non-BCT Command. Response Options: 1 - *Very little or not at all*, 2 - *To some extent*, 3 - *To a moderate extent*, 4 - *To a considerable extent*, 5 - *To a very great extent*.

Table E.3

Average Competency Extent Trained Ratings by BCT or Non-BCT Command

	BCT Command		Non-BCT Command	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Engage in strategic-level thinking	3.36	1.12	2.87	1.18
Knowledge of the UCMJ	3.00	1.34	2.63	1.17
Gather and interpret necessary information	2.91	1.04	2.45	1.12
Critical thinking skills	2.82	1.08	2.53	1.22
Formulate Commander's intent/vision	2.82	1.17	3.15	0.98
Build consensus	2.82	1.17	2.22	1.10
Knowledge of resources available to BDE	2.82	1.25	2.44	1.07
Build teams	2.73	1.27	2.38	1.16
Knowledge of the COE	2.70	1.57	2.33	0.99
Plan military campaigns	2.64	1.29	2.27	1.25
Communicate vision to diverse audiences	2.64	1.21	2.42	1.01
Take another person's perspective	2.55	0.93	2.36	1.02
Decision making ability	2.55	1.21	2.55	1.03
Establish training priorities for formation	2.55	1.44	2.23	0.92
Manage time	2.55	1.51	2.04	0.84
Self-awareness and self-understanding	2.55	1.29	2.76	1.27
Leverage strengths of team	2.45	1.37	2.19	1.09
Command a battle staff/integrate capabilities	2.45	1.21	2.29	0.96
Engage in JIIM operations	2.45	1.29	2.36	1.27
Develop positive command climate	2.45	1.51	2.28	0.97
Recognize strengths in team	2.36	1.29	2.14	1.15
Influence inside and outside the formation	2.36	1.21	2.33	1.06
Create an ethical climate	2.36	0.92	2.77	1.09
Create a culture of open communication	2.36	1.29	2.40	1.01
Thrive in change	2.27	1.27	2.23	1.03
Model the Army Values and Warrior Ethos	2.27	1.49	2.83	1.12
Trust others within the formation	2.27	1.10	2.23	1.00
Knowledge of Army Doctrine	2.27	1.19	2.71	1.05
Articulate decisions to diverse audiences	2.18	0.98	2.35	1.06
Engage in indirect leadership	2.18	1.08	2.42	1.02
Create a learning organization	2.18	1.25	2.40	1.06
Manage risk	2.18	1.40	2.57	1.15
Regulate and monitor own emotions	2.09	1.14	1.85	0.82
Manage personnel issues/actions	2.09	1.38	2.09	0.97
Knowledge of the ARFORGEN process	2.09	1.22	2.30	1.09
Develop subordinate leaders	1.91	0.94	2.38	1.04
Engage in self-development activities	1.91	1.14	2.42	1.14
Knowledge of the OER system	1.82	0.98	2.08	0.90
Manage funds/maintain a budget	1.55	1.04	1.92	0.95

Notes. *n* = 11 BCT Command; *n* = 50 - 53 Non-BCT Command. Response Options: 1 - *Very little or not at all*, 2 - *To some extent*, 3 - *To a moderate extent*, 4 - *To a considerable extent*, 5 - *To a very great extent*.

Table E.4

Percentage of Rankings for Top 3 and Worst Training Methods for Operational Skills by BCT or Non-BCT Command

Type of Training	BCT Command		Non-BCT Command	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Discussion group with peers addressing practical exercises or problems	100.0	0	62.3	0
2. Lessons learned conversation with current or former Brigade Commanders	90.9	0	86.8	0
3. Professional reading on own time	45.5	0	7.5	11.3
4. Classroom presentation by qualified instructors (SCP staff or topical experts)	36.4	18.2	20.8	5.7
5. Individual coaching/mentoring/feedback sessions	18.2	9.1	34.0	0
6. Gaming scenarios, situational exercises, command post exercises	9.1	9.1	50.9	3.8
7. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	0	9.1	9.4	20.8
8. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	0	18.2	28.3	5.7
9. Distance learning with Interactive Multimedia Instruction	0	27.3	0	45.3

Notes. Percentages for BCT Command are based on 11 participants; Percentages for Non-BCT Command are based on 53 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCT Commanders. *Operational skills* include decision making, campaign planning, risk management, and commanding battle staffs. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Table E.5

Percentage of Rankings for Top 3 and Worst Training Methods for Leadership Skills by BCT or Non-BCT Command

Type of Training	BCT Command		Non-BCT Command	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Lessons learned conversation with current or former Brigade Commanders	81.8	0	62.3	0
2. Discussion group with peers addressing practical exercises or problems	81.8	0	71.7	0
3. Professional reading on own time	45.5	0	13.2	9.4
4. Individual coaching/mentoring/feedback sessions	27.3	9.1	62.3	0
5. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	27.3	9.1	22.6	1.9
6. Classroom presentation by qualified instructors (SCP staff or topical experts)	18.2	36.4	20.8	15.1
7. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	9.1	0	28.3	13.2
8. Gaming scenarios, situational exercises, command post exercises	9.1	9.1	11.3	13.2
9. Distance learning with Interactive Multimedia Instruction	0	18.2	1.9	41.5

Notes. Percentages for BCT Command are based on 11 participants; Percentages for Non-BCT Command are based on 53 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCT Commanders. *Leadership skills* include communicating to diverse audiences, building teams, developing a positive command climate, and developing subordinate leaders. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Table E.6

Percentage of Rankings for Top 3 and Worst Training Methods for Personal Capabilities by BCT or Non-BCT Command

Type of Training	BCT Command		Non-BCT Command	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Lessons learned conversation with current or former Brigade Commanders	63.6	0	50.9	0
2. Discussion group with peers addressing practical exercises or problems	54.5	0	50.9	0
3. Individual coaching/mentoring/feedback sessions	54.5	18.2	71.7	1.9
4. Professional reading on own time	45.5	0	32.1	9.4
5. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	36.4	9.1	45.3	3.8
6. Gaming scenarios, situational exercises, command post exercises	18.2	0	17.0	15.1
7. Classroom presentation by qualified instructors (SCP staff or topical experts)	18.2	27.3	17.0	11.3
8. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	9.1	9.1	9.4	13.2
9. Distance learning with Interactive Multimedia Instruction	0	18.2	0	37.7

Notes. Percentages for BCT Command are based on 11 participants; Percentages for Non-BCT Command are based on 53 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCT Commanders. *Personal capabilities* include ability to manage time, ability to understand and control own emotions, and self-awareness. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.

Table E.7

Percentage of Rankings for Top 3 and Worst Training Methods for Knowledge Base by BCT or Non-BCT Command

Type of Training	BCT Command		Non-BCT Command	
	<i>Top 3</i>	Worst Method	<i>Top 3</i>	Worst Method
	%	%	%	%
1. Lessons learned conversation with current or former Brigade Commanders	81.8	0	49.1	0
2. Discussion group with peers addressing practical exercises or problems	81.8	0	66.0	0
3. Classroom presentation by qualified instructors (SCP staff or topical experts)	72.7	0	77.4	1.9
4. Professional reading on own time	54.5	0	49.1	9.4
5. Gaming scenarios, situational exercises, command post exercises	9.1	0	20.8	17.0
6. Individual coaching/mentoring/feedback sessions	0	9.1	7.5	1.9
7. Structured self-development tool (e.g., 360-degree feedback, structured self-assessment)	0	9.1	3.8	15.1
8. Role-play leading subordinates or peers (e.g., deliver Commander's Intent)	0	18.2	3.8	24.5
9. Distance learning with Interactive Multimedia Instruction	0	45.5	17.0	22.6

Notes. Percentages for BCT Command are based on 11 participants; Percentages for Non-BCT Command are based on 53 participants. Training methods are sorted in descending order based on the Top 3 methods rated by BCT Commanders. *Knowledge base* includes knowledge of the UCMJ, knowledge of the contemporary operational environment, and understanding of evolving Army doctrine. Top 3 = the percentage of participants who included the training type in either the first-, second-, or third-ranked position.