Command Assessment Program (CAP) Preparation Guide

18 July 2023

Fellow Army Leaders,

The Chief of Staff of the Army articulated that Command Assessment Program (CAP) is how we select our future commanders, command sergeants major, and other key leaders. CAP currently consists of the following programs: Colonels Command Assessment Program (CCAP), Battalion Commander Assessment Program (BCAP), the Sergeant Major Assessment program, the Acquisition Leader Assessment Program (ALAP), the Medical Command Assessment Program (MCAP), the Colonel & Division Chaplain Assessment Program (CCHAP/DCHAP).

This guide assists candidates for all populations to prepare for CAP and helps units integrate activities into their broad leader development program. CAP measures attributes and competencies articulated in the Army Leadership Requirements Model found in ADP 6-22, *Army Leadership and the Profession* and assists the Army to hold leaders accountable to our leadership doctrine. All CAP events are conducted with clear standards. The physical fitness, written communication, and verbal communication assessments are conducted with full transparency. However, a few events are opaque to preserve the long-term integrity of the assessments ensuring CAP continues to identify the most talented leaders for our Army. For participating leaders, we encourage you to prepare for CAP and this preparation guide to help you achieve that end. Your invitation to CAP indicates that you achieve strong results as a leader. CAP assists the Army in understanding **how** you achieve those results. While your record of evaluations will not be considered at CAP, that record remains the most heavily weighted component of CAP system. Your scored past performance, which got you invited to CAP, gets added to several other scored events to produce the order of merit list (OML) for the Chief of Staff of the Army's approval.

CSL selection and participation in CAP is an important milestone for leaders. We understand the importance of CAP and that each candidate has individual circumstances that impact the decision to participate. Over the past four years, we handled many cases requiring individual accommodations for candidates who are injured, wounded, pregnant, pending or recovering from surgery, or have individual life circumstances that impact taking command or key leader positions. We encourage you to communicate those circumstances with your HRC assignment manager and your identified CAP sponsor. If necessary, you can request exceptions to policy. Early and accurate communication with your assignment officer and your CAP sponsor is essential to ensure we can consider your individual situation.

You should arrive at CAP well-rested, clear-headed, focused, physically fit, and ready to perform your best on a series of events that span four days. CAP is designed to allow you to showcase your many strengths. The only person you are competing against is yourself. Regardless of the outcome from your participation in CAP, you will emerge a more insightful, self-aware, and well-informed leader.

You should mentally prepare yourself to receive feedback. There are ample opportunities for developmental feedback. Candidates with high self-awareness and a willingness to receive feedback, benefit the most from CAP. You will also have the opportunity to volunteer for confidential executive coaching to assist you in your professional development.

We recommend that Army leaders develop their units and all Soldiers and Civilians, including CAP candidates, to assume leadership positions through their traditional leader development programs by modeling a positive, high standards command climate. We recommend against providing unit level, CAP-specific preparation or rehearsal events, as this effort may inadvertently steer candidates in the wrong direction. Instead, focus on the Army Leadership Requirements Model in ADP 6-22. This guide has some suggested activities to incorporate into unit leader development programs.

The secret to success at CAP is to lead in accordance with the Army's leadership doctrine throughout your career. Please take the time to review this guide to assist in your preparation. If you have any additional questions, do not hesitate to contact the Army Talent Management Task Force. If you have difficulty with getting information specific to your situation, you may contact me, COL Bob O'Brien at robert.a.obrien12.mil@army.mil or COL Townley Hedrick at townley.r.hedrick.mil@army.mil .

Talent Wins!

Robert A. O'Brien IV
Colonel, Infantry
Director, Command Assessment Program

WHAT'S NEW IN CAP

o CAP Physical Fitness Assessment. The Army published Army Directive (AD) 2022-05 on 23 March 2022 to fully approve the ACFT for use in personnel and promotion/selection actions. to policy for AR 350-1, Appendix F requires candidates selected for CSL command or key billets must pass the ACFT or pass the ACFT within the limitations of their permanent profile before assuming command.

o Four-Phase Army Competitive Category (ACC) CSL System for CCAP/BCAP (O6/O5) CSL Selection to fill critical billets:

   (1) Candidates opt-in to compete for CSL positions. All eligible COL CSL candidates who opt-in will be invited to attend CCAP. LTC CSL candidates who opt-in will have their files reviewed by Human Resources Command using a new auto-CSL algorithm to rapidly assess a candidate's job performance file. The auto-CSL algorithm will generate the invitation list for BCAP. In the event a BCAP candidate is not invited using the auto-CSL, the CSA has granted an additional way to receive an invitation. Potential BCAP candidates may request a nomination from the first lieutenant general in their chain of command to the CG, Human Resources Command to receive an invitation.

   (2) CAP objectively assesses candidates to fill critical positions and identifies candidates *Certified for Command* and *Not Yet Certified for Command* based on passing physical fitness requirements and a majority vote in the Army Comprehensive Talent Interview (ACTI).

   (3) Army convenes a Job Performance Panel (JPP) at the DA Secretariat to evaluate the performance files for identified candidates, which provides a performance score.

   (4) Performance scores and CAP scores generate the order of merit score for each candidate. All order of merit scores are consolidated into a single order of merit list (OML).

o The Colonel Chaplain Assessment Program (CCHAP), Acquisition Leader Assessment Program (ALAP), Medical Command Assessment Programs (MCAP O-5/O-6), and the Brigade Sergeants Major Assessment Program (SMAP) will continue using the previous 3-phase CSL system from FY24 CAP/CSL.

o CSL Alternate List candidates previously found "Ready for Command (*Certified*)" at their most recent CAP for that job level but not activated have the option to attend CAP in its entirety or elect to use previous CAP scores combined with their JPP score to establish their FY25 CSL OML calculation. Any candidate who elects to use past CAP results must still report to CAP to recertify height/weight and ACFT. Candidates who do not recertify physical fitness requirements will not have their file appear before the JPP and are ineligible to appear on the CSL. Any Candidate who has not been *Certified* for command at their most recent CAP is ineligible to fill an ACC CSL billet.

o Requirement to Attend CAP. All candidates for CSL and designated Chaplain positions must be certified at CAP before being slated into a CSL position. Officers are no longer bound by a three-year CSL eligibility window and may compete as many times as they like once designated as promotable into the eligible rank to hold the associated CSL positions.

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WHY THE COMMAND ASSESSMENT PROGRAM?

The Army adopted the Centralized Selection List (CSL) process in 1975 to address the challenge of selecting the best officers to command our battalion- and brigade-level formations. It was designed to ensure fairness and meritocracy during these critical personnel decisions.

The CSL process is a good system that served the Army well for decades. However, CSL board members made a momentous decision when casting their vote about an individual on behalf of the Army with very little information in an average time of less than two minutes. With the rise of great power competitors eroding our economic and technological advantages, good is no longer good enough. We must ensure that we select the *best* leaders for our most significant leadership positions and, since the path to senior leadership commonly passes through battalion- and brigade-level CSL positions, select leaders who also possess strong strategic potential.

The information age talent management system the Army is developing enables us to move beyond the narrowly focused mission set of the last two decades. Understanding People's individual talents allows us to build teams of commanders, executives, advisors, and technical experts that have a wider diversity of talents to better enable commanders and leaders to understand complex and vague problems. Predictive assessments, like those conducted at CAP, provide each person a better opportunity to understand his/her own unique talents, as well as giving the Army more options to consider for employing its people.

METHODOLOGY

CAP provides additional, relevant information for the Army to make the best possible selection decisions for command, primary general staff, command sergeant major, and strategic leader positions. Woven throughout CAP is a process designed to create a holistic picture of a candidate's leadership readiness and potential, while collecting this information 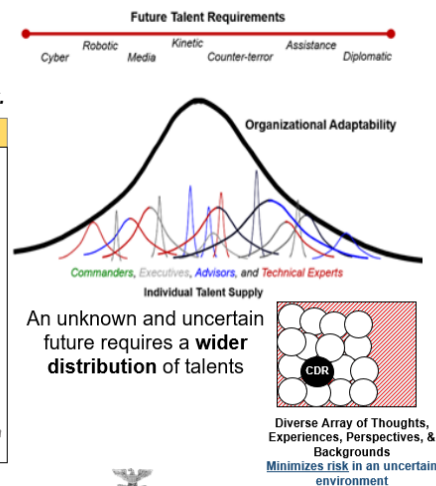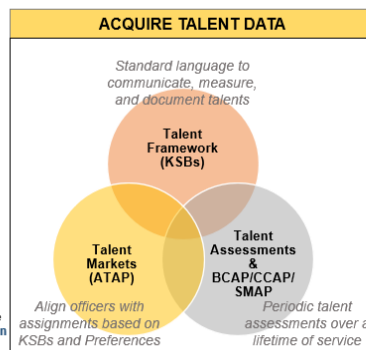in a bias-reduced manner. CAP uses a multitude of objective assessments to measure cognitive and non-cognitive abilities, written and verbal communications, physical fitness, leadership effectiveness, and counterproductive leadership frequency. The culminating assessment is the Army Comprehensive Talent Interview (ACTI), wherein senior Army leaders synthesize information to decide if a CAP candidate is *Certified* or *Not Yet Certified* for the selected position.

WORLD-CLASS, FAIR, AND CONSISTENT

The standard for CAP is a world-class, fair, and consistent event that epitomizes professionalism. CAP prioritizes the candidate experience from initial contact with the welcome letter through the after-CAP feedback loop.

First, it is **world-class** (but not gold-plated). The VCSA validates the conduct of every assessment and all aspects of the CAP candidate environment prior to execution, making it the best assessment and selection program of its size. For example, sponsor teams are assigned to every cohort to ensure candidates are informed in a timely manner of when and where to be for all events, and to assist with any issues that might detract from a candidate's experience. This allows all candidates to focus solely on putting their best foot forward and showcasing their many talents.

Second, it is **fair**. The experience and assessments will neither advantage nor disadvantage any candidate based on their past experiences or current assignment. This is because all assessments are based on foundational Army leadership requirements found in the Army's doctrine. Examples of ensuring fairness includes authorizing OCONUS candidates to arrive early to acclimate, providing different reference articles for the argumentative essay, wearing business casual attire for all events except for the ACFT and Height/Weight assessment, and changing the questions used for the Army Comprehensive Talent Interview (ACTI) to ensure that later cohorts do not gain advantage over early cohorts.

Lastly, it is **consistent**. CAP experience and assessments are all conducted to the same standard and under the same conditions from the very first cohort to the last. For example, all standard cadre-candidate interactions are scripted to ensure consistency. The physical fitness assessment is administered and executed under the same conditions for all candidates and uses the same graders. Additionally, these graders conduct hundreds of rehearsals to ensure tight calibration including cross-checking video recordings of all assessed events.

IMPLEMENTATION OF A FOUR PHASE ARMY COMPETITIVE CATEGORY (ACC) CSL SYSTEM FOR CCAP/BCAP (O6/O5) FY25 CSL SELECTION.

Selection to fill these critical assignments occurs in four phases:

1. Candidates opt-in to compete for CSL positions. All eligible COL CSL candidates who opt-in will be invited to attend CCAP. LTC CSL candidates who opt-in will have their files reviewed by Human Resources Command using a new auto-CSL algorithm to rapidly assess a candidate's job performance file. The auto-CSL algorithm will generate the invitation list for BCAP. In the event a BCAP candidate is not invited using the auto-CSL, the CSA has granted an additional way to receive an invitation. Potential BCAP candidates may request a nomination from the first lieutenant general in their chain of command to the CG, Human Resources Command to receive an invitation.

2. CAP objectively assesses and identifies candidates to fill CSL positions; CAP produces additional informing and scored (ACFT, writing communications, verbal communications, and Command Assessment Program Strategic Assessment) data points to contribute to each candidate's order of merit score; CAP identifies candidates who are *Certified for Command* and *Not Yet Certified for Command* based on passing physical fitness requirements and majority vote of the Army Comprehensive Talent Interview (ACTI) panel.

3. The Army convenes a Job Performance Panel (JPP) to evaluate the candidate's performance file. The JPP generates a performance score, which is the most heavily weighted variable of the order of merit list (OML) formula. The CSA will decide prior to executing CAP25 whether all candidates from CAP, or just those found *Certified* at CAP, will be considered in the JPP and what data, if any, JPP voting members may consider from CAP.

4. The job performance scores, generated at the JPP, and CAP scored assessment results are used to calculate the OML. The CSA reviews the OML results, validates the OML, and then selects the leaders who have earned command or positions for slating into those positions.

Army Competitive Category (ACC)
Lieutenant Colonel & Colonel Centralized Selection System

New System places Army Senior Leader requirements at more effective and efficient points in CSL process.
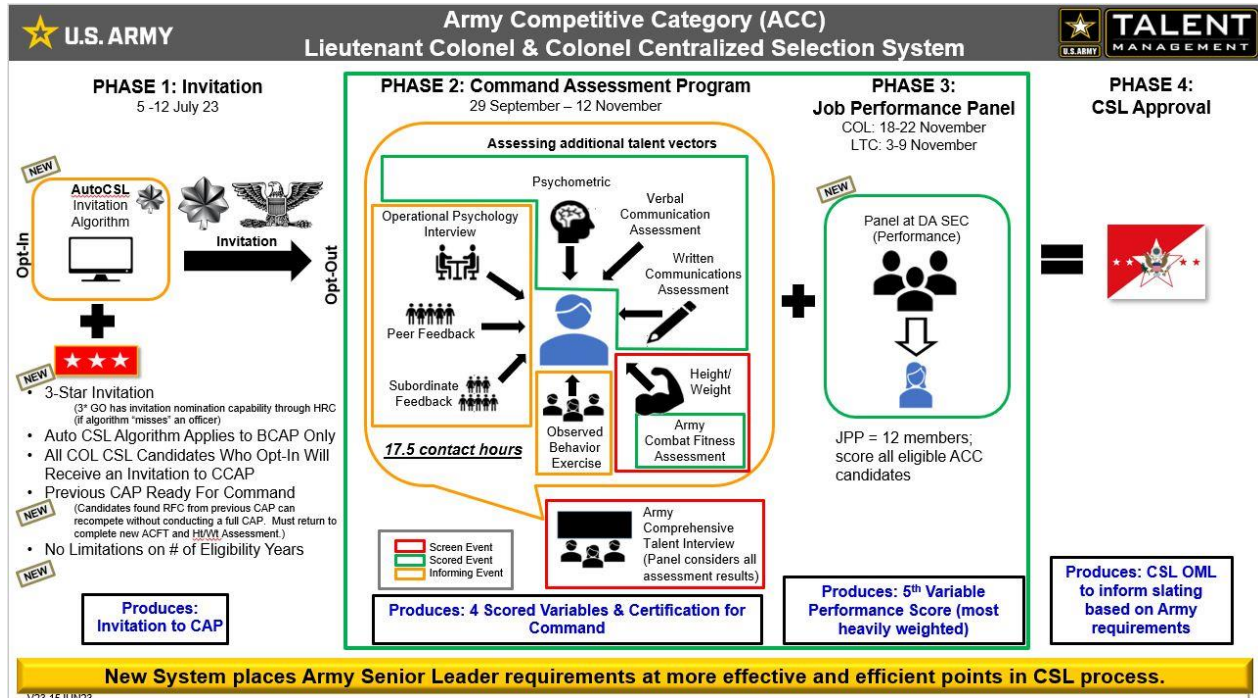
MAXIMIZING SENIOR LEADER AND CAP RESOURCES TO BUILD LONG-TERM CAPACITY

The goal for the revised ACC CSL system is to focus human capital requirements at the right place and time to maximize available resources. **CSL Alternate List candidates previously found** *Ready for Command (Certified)* **at their current CAP level have the option to either attend CAP25 in its entirety or to elect to use their previous CAP scores combined with their JPP score to establish their FY25 CSL OML calculation.** The *Certified Alternate* option is designed to reduce candidate throughput during execution and to preserve available cadre support resources. **Any candidate who elects to use his/her past CAP results must still report to CAP to take a new height/weight test and ACFT. Candidates who do not recertify their physical fitness requirements will not have their file appear before the JPP and are ineligible to appear on the CSL. Any officer who has not been** *Certified for Command* **at the most recent CAP is ineligible to fill an ACC CSL billet.[1]**

Deferred / CSL Removal Request: After the CSL 25 List is published, officers may request, to the CG HRC, to be removed from CSL for one of three reasons: Operational, Administrative, or Personal. In the officer's deferred / CSL Removal request, officers will clearly articulate the reasons preventing the officer from going into the CSL. Officers or a unit may request an officer be removed from the CSL for Operational reasons essential to the accomplishment of a mission or task. Officers may request to be removed from the CSL for Administrative reasons if the officer has a Joint outplacement or professional military education. Officers may request to be removed from CSL for Personal reasons if a principal is unable to assume command due to a personal or a compassionate reason. All deferred / CSL Removal requests must be endorsed by

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[1] Candidates must certify in each program to be eligible to command/lead that type of unit (e.g. BCAP certified leaders to command battalions and hold LTC-level CSL staff billets, etc.).

the first GO in the chain of command and routed through the officer's ACOM/ASCC/DRU and submitted to the CG, HRC for final approval. In each case, the officer will be removed from the CSL 25 Slate and allowed to re-compete for CSL in the next cohort in the following year; *there is no more "deferred principal" status that carries a principal over into the next year's CSL* (See MILPER 23-188: Fiscal Year 2025 (FY 25) Lieutenant Colonel (LTC) Army Competitive Category (ACC) Centralized Selection List (CSL) Announcement).

CONTINUANCE OF THE 3-PHASE CSL ECOSYSTEM FOR ACQUISITION, ARMY MEDICAL DEPARTMENT, AND BRIGADE SERGEANTS MAJOR ASSESSMENT PROGRAMS.

The Acquisition Leader Assessment Program (ALAP), Medical Command Assessment Programs (MCAP O5/O6), and the Brigade Sergeants Major Assessment Program (SMAP) will continue using the previous CSL ecosystem from FY24 CAP/CSL. Selection to fill these critical ALAP, MCAP, and SMAP positions occurs in three phases: (1) the O5/O6/GS-14/GS-15 CSL Board and HQDA CSM/SGM Evaluation Board determines a job performance score and generates an invitation for the Command Assessment Program (CAP); (2) CAP objectively assesses and identifies candidates to fill these critical positions and produces the Order of Merit List (OML) calculation using the CSL Board job performance score and four scored assessments; and (3) the CSA reviews the OML results, validates the OML, and selects the leaders who have earned command or primary general staff positions for slating purposes into those positions. The Army uses CAP25 results to make more informed decisions regarding principal command and primary general staff positions and the identification of leaders who are *Not Yet Certified* for command/key billet positions or brigade command sergeants major positions.
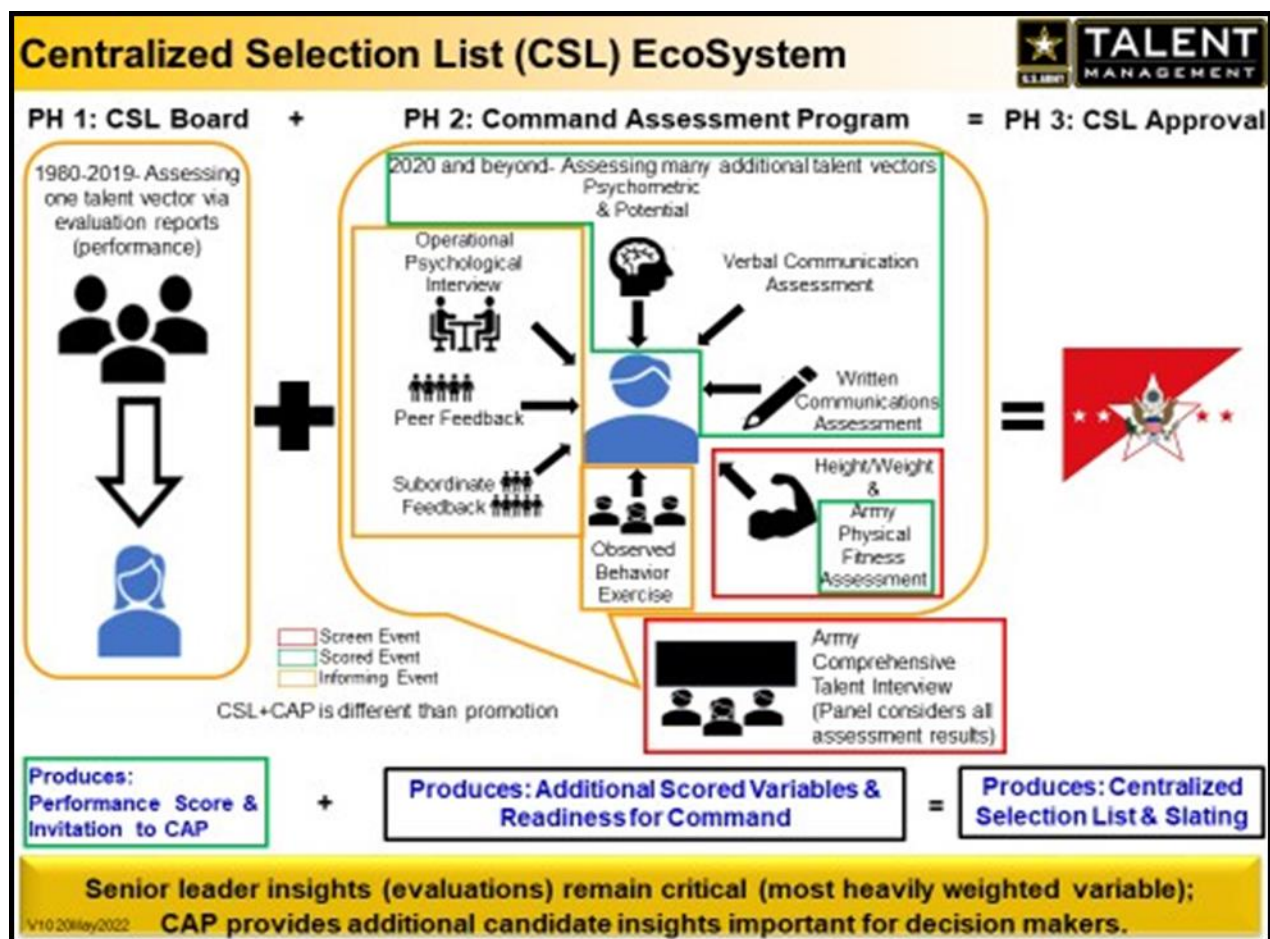
ARMY COMPREHENSIVE TALENT INTERVIEW (ACTI).

The last assessment at CAP is the ACTI, where a panel of senior Army leaders interviews all CAP candidates and considers CAP assessment data. The panel members are responsible for two things: they score a candidate's verbal communication talents using the rubric found in this guide and each panel member makes an independent determination of whether the candidate is *Certified* or *Not Yet Certified* for a CSL or key billet position.

Crucial to the execution of the ACTI are the bias mitigation measures implemented to ensure a fair and consistent interview. The bias mitigation measures are based on decades of research and practice throughout academia, industry, and the military. This includes the use of a screen between the candidate and panel, creating a double-blind interview where the candidate cannot see the panel members and the panel members cannot see the candidate. This focuses the panel on listening to the candidate's verbal communication and leadership experiences and prevents them from making decisions based on appearance, nonverbal communication, etc. Additionally, information presented is anonymized—no names or units. All panel members receive bias mitigation training prior to panel operations and conduct a daily refresher. Finally, panel members use rubrics to further increase the consistency and reliability of their decisions.

GROWTH AND DEVELOPMENT

CAP is a redemptive process that allows a leader to identify "holes in their swing" then return in subsequent years, if eligible, to compete having had an opportunity to develop from the experience. For example, a large percentage of leaders determined *Not Yet Certified* during previous CAPs were determined *Certified* in a second attempt.

While the primary purpose of CAP is to identify leaders, the Army gradually built developmental opportunities into CAP that do not compromise the long-term integrity of the assessments. CAP provides candidates a chance for self-reflection during preparation for, execution, and following the experience. Using a guided self-reflection worksheet, candidates participate in a developmental out-brief with a trained operational psychologist who provides the candidate with a holistic review of their leadership strengths and developmental needs using the information gathered at CAP. Candidates are allowed to take detailed notes during this out-brief. Candidates also receive an Initial Candidate Feedback Card at the end of CAP, which provides a snapshot of their performance. A few months after CAP, candidates receive a detailed developmental feedback report that provides additional information about their strengths and developmental needs, as well as recommendations for leveraging their feedback. (See page 22 and 23 for the form)

Candidates are offered the opportunity for confidential, professional coaching post CAP. CAP will not provide any data to the coaches. However, candidates may pass on any information they have received during the feedback loop. Candidates can also take the Emotional Quotient Inventory 2.0, or EQI-2.0, providing assessment data similar to some of CAP assessments. Lastly, a candidate who is determined *Not Yet Certified* will be notified in person. **The first general officer in a candidate's chain of command may request additional information to assist in follow-on mentoring.**

The Army continues seeking potential developmental opportunities. However, in keeping with the primary purpose of using CAP for predictive assessment and not compromising the long-term integrity of the instruments, candidates are not provided specific, granular performance feedback. This includes the peer and subordinate assessment (e.g., comments, number of assessors, number of yes/no recommendations), the Command Assessment Program Strategic Assessment (CAPSA) (the SMAP equivalent is the Sergeant Major Assessment Battery, or SGM-AB), and the psychometrics. This does not prevent candidates from receiving relevant, useful insights gained from these assessments. Candidates should approach the feedback opportunities ready to receive that feedback and ask questions about **how to apply** that feedback.

BUILDING A CULTURE OF ASSESSMENTS

CAP events are predictive assessments in the broader context of a 21st Century Army Talent Management System. The assessment methodology is rooted in ADP 6-22, Army Leadership and the Profession. The Army is implementing a talent maximization structure inculcating a culture of assessments throughout a leader's career. TRADOC is leading efforts through Career Long Assessments to build a culture of

assessments at professional military education (PME) venues.

These Athena assessments give leaders an opportunity to complete assessments and receive feedback, with development as the sole purpose being self-development. Assessment ratings enable leaders to develop the competencies and attributes of the Army Leadership Requirements Model (ADP 6-22, AR 600-100)—the areas CAP assesses. For example, officers commissioned this year complete assessments at the Basic Officer Leader's Course (BOLC), Captain's Career Course (CCC), and the Command and General Staff College (CGSC) before competing at CAP over a decade and a half later. Enlisted Soldiers becoming Noncommissioned Officers (NCOs) this year will complete assessments at the Basic Leaders Course (BLC), Advanced Leaders Course (ALC), Senior Leaders Course (SLC), Master Leaders Course (MLC) and the Sergeants Major Course (SMC) before competing at the Sergeants Major Assessment Program approximately 20-27 ½ years later. This will provide our NCO corps five opportunities to leverage their strengths and improve on their leader development needs prior to CAP.

Combined, Athena (developmental) and CAP (predictive) both support a culture of assessment in the Army by informing ways by which leader development programs can better prepare the Army's leaders for future positions. As stated in FM 6-22, "Talent management and leader development are linked but separate processes. The Army develops individuals to be effective leaders. Talent management is an administrative process that puts the right person in the right job." In addition, the Army is currently conducting the 1SG Talent Alignment Assessment (TAA) to select NCOs for leadership positions.

BENEFITS OF CAP

CAP is yielding several benefits for the Army. The most successful candidates at CAP are those with a high level of self-awareness. Feedback from peers and subordinates indicates that self-awareness translates to highly productive and effective leaders who lead IAW the Army Leadership Requirements Model.

CAP identifies leaders with proven leadership qualities for command and key billets. The data from CAP reveals selected leaders are more cognitively capable, more effective in both written and verbal communication, more physically fit, and possess fewer counterproductive and ineffective leadership traits. The data also reveals *how* leaders achieve results. Because CAP assesses readiness for command and potential, it ensures those leaders on the path to strategic leadership possess the requisite talents to be both successful field grade and strategic leaders.

Candidates participating in CAP become more self-aware. The most important insight gained from CAP is that self-awareness is strongly correlated with both increased leader effectiveness and less frequent instances of counterproductive leadership behavior. While CAP is designed as a predictive assessment program (as opposed to a developmental program), several CAP events provide opportunities to reflect deeply on past experiences and grow in substantial ways. The developmental out-brief Initial Candidate Feedback Card and Detailed Feedback Report provides feedback tailored for each candidate to engender further reflection and self-improvement. The data collected during CAP allows the Army to improve the management and development of its leader cohorts. This data is analyzed to identify cohort-wide or specific branch trends driving changes to programs of instruction (POIs) at professional military education venues.

CAP is driving positive behaviors amongst our leaders and formations. The inclusion of peer and subordinate assessments influences leaders to follow the Army's leadership doctrine (ADP 6-22) while striving to treat all with dignity and respect. The Army now sees trends in training individual leaders and units on integral components of effective leadership, including verbal and written communication skills. Achieving results is no longer the only thing that matters for CSL selection. **How leaders achieve those results has risen in importance**.

HOW TO PREPARE

Candidates experience multiple assessments at CAP. Preparation, though not required, may assist a leader to perform to their highest potential. Both individual leaders and units can create development plans, ideally as part of the overall leader development plan, to improve candidate performance at CAP.

LEAD IN ACCORDANCE WITH ARMY DOCTRINE OVER TIME

The single-most influential thing that leaders can do to be successful at CAP is to be a productive and effective leader. This means more than just achieving strong results through leadership. **How leaders achieve those results in all jobs is important.** Candidates who arrive at CAP with a reputation for being highly effective while leading in a productive manner tend to be very successful at CAP. This is more than just how candidates behave in the months prior to CAP. A career of productive and effective leadership is readily apparent to the voting panel. Similarly, those who consistently lead using counterproductive or ineffective methods may have difficulty (see ADP 6-22, pp. 8-7 to 8-8). The voting panels understand that there will be instances in which leaders have made tough decisions and they can clearly see the long-term trend of each leader's style. ADP 6-22 is a candidate's best reference to understand productive and effective leadership.

ASSESSMENTS

CAP is an opportunity for you to put points on the board for yourself and showcase your true talents. Practice taking timed, conceptual assessments to improve your ability to focus on one task. Develop your ability to concentrate on a specific mental task and resist temptations to think about other things, such as checking your phone or a challenge you are experiencing at work. Additionally, review Chapter 10, "Strategic Leadership," ADP 6-22. Ensure you are engaging in balanced nutrition and be in good physical shape. At CAP, make sure you are well rested and hydrated before and during each assessment.

PEER/SUBORDINATE ASSESSMENT

Peers and subordinates communicate to the voting panel how candidates lead and achieve results. It is normal for candidates to have some negative feedback on these reports. Panel members understand that leaders must make tough decisions and those instances generally stand out as anomalies. CAP uses three different instruments to collect peer and subordinate assessments. The **Army Commander Evaluation Tool (ACET)** is the instrument for the battalion and brigade roles. There are two versions of the ACET each tailored to the unique demands and challenges of battalion- (BCAP ACET) and brigade-level leadership (CCAP ACET). The **Army Leader Assessment Tool (ALAT)** is the instrument for the Acquisition Corps, and Chaplain Corps in the BCAP and CCAP populations competing for primary general staff and key billet positions. The **Enlisted Leader Assessment Tool (ELAT)** is the instrument for the SMAP population. These instruments provide an opportunity for past and present peers and subordinates to assess you based on past observable leadership behaviors. These instruments also provide a more complete understanding of your capabilities relative to the demands of command and key positions from those who have unique insight into your leadership effectiveness. These behaviors are grouped by leader attributes and competencies found in FM 6-22, *Leader Development,* and on the OER and NCOER support forms. You will also complete a self-assessment. While these instruments – the ACET, ALAT, and ELAT – focus on capturing positive aspects of your leadership, they also assess the frequency with which you may engage in counterproductive leadership. We recommend:

Leaders
- Read ADP 6-22 and FM 6-22. Reflect on and assess your leadership in comparison to the Army Leadership Requirements Model. Think of experiences over the past several years that give insight into your strengths and developmental needs—maybe a critical decision, an important task you led or were a part of, or a significant personal interaction.
- Leverages resources such as the Interactive Leader Development Guide to identify activities to aid in your professional growth and development https://cal.army.mil/Developing-Leaders/interactive-leader-development-guide/#/
- Sincerely and humbly ask your peers and subordinates to candidly tell you about your leadership strengths and developmental needs. Use the leadership requirements model to facilitate the

conversation. Do not seek out peers and subordinates whom you perceive will provide only positive feedback. Cast your net widely so you can receive tough, useful feedback. This helps identify strengths and developmental needs which went unnoticed or which you have been reluctant to acknowledge. One technique is to ask subordinates at the end of a counseling session what you can do to improve your performance. It might invite a conversation identifying areas in which you are not communicating effectively.

- Initiate a Social Awareness & Influence Assessment (SAIA) here: https://aeas.army.mil/program/TokenAccess.aspx?code=410740x9C6C30 (if the link does not work, copy and paste it into the internet browser). The SAIA provides an opportunity to assess your self-awareness and ability to influence others. Social awareness is the process leaders follow to perceive, analyze, and evaluate social interactions. Self-awareness entails monitoring yourself, others, and situations. Influence is how leaders shape what others think and do. Leaders use influence to energize others and accomplish tasks through others. Both self-awareness and influence are essential skills for leaders to master. The assessment takes approximately ten minutes to complete. This assessment is for self-development only and your report is confidential. You own this feedback and can share it with whomever you think may assist with your development (e.g., a coach, counselor, trusted peer, etc.). You are not required to share this feedback with anyone.

Units

- Create a unit-level LPD that incorporates the leadership requirements model and addresses counterproductive leadership. Potential strategies and plans are in FM 6-22, Chapter 5, "Program Development."

- Leverage ready-made LPD Kits to improve critical leadership skills at https://cal.army.mil/Developing-Leaders/lpd-kits/.

- Work with units across your installation to combine efforts and provide unbiased feedback and assessment of your officers.

- Set up an anonymous, developmental peer and subordinate feedback system in your unit and have leaders take it at least yearly and following major training events. Ensure the chain of command does not have access to this data—for the program to be effective, all must know that the data will only be seen and given directly to the subjects by a confidential facilitator.

WRITTEN COMMUNICATION

The written communication assessment is critical to ensure leaders can concisely and effectively communicate intent, orders, guidance, and feedback. Written exercises assess, for all CAP populations, your ability to formulate a response to a specific writing task, to support and structure your response effectively, and to communicate your meaning to others. For BCAP, SMAP, and all O-5/GS-14 special populations, the assessment also measures your ability to craft an argument. For CCAP, including all O-6/GS-15 special populations, the assessment measures your ability to craft an argument and your capacity for strategic thinking. We recommend the following preparation:

Leaders

- Read professional journal articles across a variety of disciplines. Identify best practices in organizing and communicating an effective argument. Seek out arguments that challenge your current thinking and think carefully about those arguments' construction. What was/wasn't persuasive? How did the author organize his or her evidence and analysis? What techniques did the author use to help you follow his or her logic? How is the article structured? Consider developing reverse outlines for the articles you read to help you pay attention to their specific elements.

- Read the published written exercise rubrics carefully. After studying each of the rubric criterion, practice identifying each of the criteria in the professional articles you read (taking note that the rubrics are designed for specific writing assessments; not all articles, for instance, may be strategic in nature or present a distinct argument).

- Consider all job-related writing, including emails, to be practice for the written communication

assessment. Assess your job-related writing using the written communication scoring rubrics in this guide.

- Practice sustained reading and writing tasks. In a single sitting, read a professional journal article and compose a response. As you read, take notes on the central thesis and lines of argument, paying careful attention to how the author uses evidence to make his or her argument. Practice identifying claims and conclusions and consider how they develop from the author's use of evidence. Then, take 45 minutes to write your response: select one of the claims or conclusions you've identified and explain in detail why it is persuasive (or why it isn't). What evidence was particularly effective? How did that evidence connect to the claim or conclusion you identified? How would you have made the same argument differently? How would you argue against the author?

Units

- Provide feedback on job-related writing, including emails and memoranda. Identify effective writing as well as writing that needs development and describe, constructively, why you find specific elements of others' writing to be effective or ineffective. As possible, include suggestions for improvement or models of effectiveness.
  - Conduct a professional writing LPD session. Assign a strong writer from your unit to select a professional article to read. Align the topic to your leader development program.
  - Provide 45 minutes to your leaders to read, and then provide them with the relevant CAP written exercise rubric (included below). As a group, discuss each of the rubric categories; where does the article succeed or fall short against each criterion? Through this discussion, ensure a common understanding of the rubric and what the elements look like in practice. Schedule small-group follow-on sessions for leaders who have difficulty identifying rubric criterion (evidence, structure) in the article.
  - Practice composing a persuasive argument as a group. After reading the article, identify a different argument one could make on the same topic, using the evidence in the article. As a group, choose one or two arguments. For each, develop a thesis, lines of argumentation, and then discuss potential evidence and analysis that would support the thesis. Develop an outline that uses the discussion points. Schedule small group follow on sessions for leaders who struggle to compose an outline or assemble evidence to support a thesis.
  - Repeat regularly.

PHYSICAL FITNESS ASSESSMENT

Physical fitness is a cornerstone of combat readiness and represents an essential element of command and leadership. Candidates will be required to take the Army Combat Fitness Test (ACFT) in accordance with Army Directive 2022-05, as well as the standard Army Height-Weight Test. Candidates are expected to take the full six event ACFT unless they are on a permanent or temporary profile. Guidance for those on profile is outlined in respective population CAP MILPERs. Graders adhere to ACFT event grading standards and go through rigorous validation and calibration procedures to ensure they are grading events fairly and consistently. Graders video record every candidate's performance on each event to check consistency and give candidates the opportunity to fairly challenge the results of failing an event. CAP25–ACFT is "For Record" and is a scored event that counts toward a candidate's order of merit score. Failure to pass the Height-Weight Test and/or ACFT will result in a candidate being found *Not Yet Certified and* he or she will not conduct any further assessments. Candidates who do not meet the Height-Weight Test standards will be afforded the opportunity during CAP to take the ACFT. If the candidate scores at least 540 on the ACFT, with at least 80 points in each event, the Height-Weight requirement is waived IAW Army Directive 2023-08 (Army Body Fat Exemption for the Combat Fitness Score, dated 15 MAR 23). Based on this, we recommend:

Leaders

- Accurately assess where you are physically and set challenging goals.
- When training, ensure you complete each ACFT event to published standard.
- Work with an experienced ACFT grader who will correct your form and periodically film your

events so you can check your form.

- Set monthly goals and check your progress with full diagnostic ACFTs.

Units

- Train your graders on the movement/range of motion standards articulated in ATP 7-22.01, Holistic Health and Fitness (H2F) Testing or https://www.army.mil/acft/.
- Ensure graders enforce these standards during the execution of the ACFT so CAP candidates have an accurate assessment on their current level of fitness.
- Video record the events and visually instruct leaders on correct form (as required) to meet standards.

THE ARMY COMPREHENSIVE TALENT INTERVIEW (ACTI)

The ACTI is a structured, behavior- based interview conducted by a panel of senior Army leaders. A behavior-based interview uses past behavior to project how someone will behave in the future; this contrasts with hypotheticals not necessarily grounded in past behavior. The interview is double blind, meaning neither you nor the panel members see each other. Additionally, information the panel sees is anonymous—they only see your roster number. The panel will know nothing about your branch, past experiences, former units, evaluation pattern, etc. The interview process and questions are consistent for all candidates to ensure a fair experience. The panel assesses your verbal communication using the rubric included in this guide. The double-blind interview technique focuses the panel on your verbal communication skills. Your non-verbal communication is not assessed. You will have thirty seconds to formulate a response after the panel moderator or panel member asks a question. At the conclusion of the thirty seconds, the person who asked the question will restate the question and await your response. After reviewing CAP assessment results and the interview, each voting panel member makes an independent determination on whether you are *Certified* or *Not Yet Certified*. To help prepare for the verbal communication assessment that is part of the ACTI, we recommend:

Leaders

- Review the verbal communication rubric provided with this guide.
- Practice interviewing and answering behavior-based questions with another person. Use the rubric to assess whether you provide a complete and concise answer (argument). If helpful, you may use the STAR method (Situation, Task, Action, Result) provided with this guide to ensure you provide a complete response. Note, the STAR method is not required to provide an excellent response. Record your practice interviews so you can watch and self-assess. Focusing solely on your verbal communication, replicating CAP experience, either erect a screen or conduct the interview via phone or an online platform with the video off.
- Ask for feedback on your verbal communication skills. Provide the rubric to colleagues and ask them to comment on your strengths and developmental needs for verbal communication.
- Create a plan to work on your development needs. Periodically ask those same colleagues (and others) for feedback on your progress. Review FM 6-22, Chapter 4 "Learning and Development Activities," which gives specific suggestions on how to improve your communication skills (paragraphs 78 through 83).

Units

- Develop an interview training plan.
  - Conduct mock interviews for leaders using behavior-based questions that explore leadership experiences (Note: The ACTI is not a knowledge- based quiz of doctrine or tactics).
  - Score the interviews using the verbal communication rubric in this guide.
  - Record these mock interviews and provide them to your leaders so they can compare how the panel scored the interview versus their own self-assessment.
  - Go beyond scoring the interview's verbal communication by discussing the leadership lessons available from the interview conversation.
- Provide feedback on verbal communication regularly using standard meetings and interactions.

Use the rubric to articulate strengths and development needs.

- Integrate behavior-based interviewing techniques for your assignment marketplace interviews.

SUGGESTED REFERENCES

RECOMMENDED READING & OTHER MATERIAL

Leadership
        ADP 6-22, *Army Leadership and the Profession*
Self Awareness

        My Green Notebook: "Know Thyself" before changing jobs. Joe Byerly and Cassie Crosby.

        Emotional Intelligence 2.0. Travis Bradberry and Jean Greaves
Psychology of Success

        Mindset. Carol S. Dweck
Impact of Commanders

        "The Battalion Commander Effect". Everett Spain, Gautam Makunda, and Archie Bates.
        https://press.armywarcollege.edu/parameters/vol51/iss3/10/
Verbal Communication
        "Talk Like TED" by Carmine Gallo (YouTube presentation)

LINKS

ADP 6-22, *Army Leadership and the Profession*

FM 6-22*, Leader Development*

Center for Army Leadership (CAL), Interactive Leader Development Guide

ARTICLES

"Reinventing the Leader Selection Process": https://hbr.org/2020/11/reinventing-the-leader-selection-process

"Battalion Commanders Are the Seed Corn of the Army": https://warontherocks.com/2019/12/battalion-commanders-are-the-seed-corn-of-the-army/

"The Army's NFL Combine: The Battalion Commander Assessment Program": https://mwi.usma.edu/armys-nfl-combine-battalion-commander-assessment-program/

PODCASTS

The Battalion Commander Assessment Program Results Explained: https://fromthegreennotebook.com/2021/01/21/season-2-ep-4-major-general-jp-mcgee-the-battalion-commander-assessment-program-results-explained/

CAP Experience: Feedback, Reflection, and Army Coaching: https://talent.army.mil/podcast/episode-2/

VIDEOS

Battalion Commander Assessment Program (8 minutes): https://www.youtube.com/watch?v=TY8yRyhlYS4

Inaugural Battalion Commander Assessment Program Results (3 minutes): https://www.youtube.com/watch?v=tMYfdnPTOJU

Paving the Way: The BCAP Experience (4 minutes): https://www.youtube.com/watch?v=svX_eFzrUS8

BCAP Documentary (30 minutes): https://www.youtube.com/watch?v=qUWncCpSQF0

ARTICLES FROM BCAP CANDIDATES

"What I Learned from the Army's New Battalion Commander Assessment Program": https://www.armytimes.com/news/your-army/2020/02/10/what-i-learned-from-the-armys-new- battalion-commander-assessment-program/

"I Took Part in the Army's New Battalion Commander Assessment Program: Here's What I Learned": https://mwi.usma.edu/took-part-armys-new-battalion-commander-assessment-program-heres- learned/

"The Hidden Benefit of the Army's New Commander Assessment Program": https://fromthegreennotebook.com/2020/11/10/the-hidden-benefit-of-the-armys-new- commander-assessment-program/

OTHER READING SUGGESTING BY PAST PANEL MEMBERS

ARTICLES

"11 Organizational Skills that Every Smart Leader Needs". Chris Porteous. https://www.lifehack.org/818973/organizational-ability

"Command Responsibility and Accountability". Lieutenant Colonel Joe Doty, Ph.D., U.S. Army, Retired, and Captain Chuck Doty, U.S. Navy, Retired. https://www.armyupress.army.mil/Portals/7/military-review/Archives/English/MilitaryReview_20120229_art009.pdf

"Expectation Management: An inescapable Challenge". Jeremy Sherman. https://www.psychologytoday.com/us/blog/ambigamy/201903/expectation-management

"Management Time: Who's Got the Monkey?" William Oncken Jr and Donald L. Wass. https://hbr.org/1999/11/management-time-whos-got-the-monkey

"Which Two Heads Are Better Than One: The Extraordinary Power of Diversity of Thinking and Inclusive Leadership" by Juliet Bourke. https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one

PODCASTS

A Bit of Optimism. Simon Sinek. https://simonsinek.com/podcast/

TED TALKS

How to find the person who can help you get ahead at work. Carla Harris. https://www.ted.com/talks/carla_harris_how_to_find_the_person_who_can_help_you_get_ahead_at_work

Why Good Leaders Make You Feel Safe. Simon Sinek. https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

How Great Leaders Inspire Action. Simon Sinek https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

How To Discover Your Why In Difficult Times. Simon Sinek https://www.ted.com/talks/simon_sinek_how_to_discover_your_why_in_difficult_times

VIDEOS

Talk Like TED. Carmine Gallo.

https://www.youtube.com/watch?v=eHoToWhje0Q

BOOKS

It's Your Ship: Management Techniques from the Best Damn Ship in the Navy. Captain D. Michael Abrashoff.

The Happiness Advantage: How a Positive Brain Fuels Success in Work and Life. Shawn Achor.

The Art of Strategic Leadership. Lynn L. Adams.

What Was I Thinking? How to Make Better Decisions So You Can Live and Lead with Confidence.

David Ashcraft and Rob Skacel.

Meditations. Marcus Aurelius.

A Complaint is a Gift: Recovering Customer Loyalty When Things Go Wrong. Janelle Barlow.

Simple Truths of Leadership. Ken Blanchard and Randy Conley.

It's My Country Too. Jerri Bell and Terri Crow.

Unfu*k Yourself: Get Out of Your Head and into Your Life. Gary John Bishop.

Atlas of the Heart. Brene Brown.

Dare to Lead. Brene Brown.

Making the Impossible Possible. Kim Cameron and Marc Lavine.

Quiet: The Power of Introverts in a World Can't Stop That Talking. Susan Cain.

The Art of Public Speaking. Dale Carnegie.

Leadership From the Inside Out. Kevin Cashman.

Building Cohesive & Adaptive Teams. Center for Army Leadership. https://cal.army.mil/Resource-Library/Leadership-Handbook/Building-Cohesive-and-Adaptive-Teams.php

Boundaries: When to Say Yes, How to Say No to Take Control of Your Life. Henry Cloud.

Creating Magic: 10 Common Sense Leadership Strategies from a Life at Disney. Lee Cockerell.

Time Management Magic: How to Get More Done Every Day and Move from Surviving to Thriving. Lee Cockerel

Good to Great: Why Some Companies Make the Leap and Others Don't. Jim Collins.

Speed of Trust: The One Thing That Changes Everything. Stephen M. R. Covey.

Presence: Bringing Your Boldest Self to Your Biggest Challenges. Amy Cuddy.

Fit for Life. Harvey Diamond and Marilyn Diamond.

Radical Inclusion. Martin Dempsey and Ori Brafman.

Grit. Angela Duckworth.

Thinking in Bets. Annie Duke.

Insight: Why We're Not as Self-Aware as We Think, and How Seeing Ourselves Clearly Helps Us Succeed at Work and in Life. Tasha Eurich

Emotional Intelligence for Success. Daniel Faber.

Emotional Intelligence at Work: A Self-Help Guide That Teaches You to Build Your Social Skills and Establish Strong Relationships with Your Peers. Lawrence Franz.

Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death. Jim Frederick.

The Road Not Taken. Robert Frost.

Five Stars: The Communication Secrets to Get from Good to Great. Carmine Gallo.

Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. Carmine Gallo.

If You Want It Done Right, You Don't Have to Do It Yourself! The Power of Effective Delegation. Donna M. Genett.

Emotional Intelligence: Why It Can Matter More Than IQ. Daniel Goleman.

Primal Leadership. Daniel Goleman.

Social Intelligence: The New Science of Human Relationships. Daniel Goleman.

Leadership: In Turbulent Times. Doris Kearns Goodwin.

The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy. Jon Gordon.

Think Again. Adam Grant.

Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect. Will Guidara.

Stories That Stick: How Storytelling Can Captivate Customers, Influence Audiences, and Transform Your Business. Kindra Hall.

Time Management in 20 Minutes a Day. Holly Reisem Hanna.

What to Do When Conflict Happens. Eric Harvey and Steve Ventura.

Leadership Without Easy Answers. Ron Heifetz.

Balancing Work and Life. Robert Holden.

Ego Is the Enemy. Ryan Holiday.

Message to Garcia: And other Essential Essays on Success. Elbert Hubbard.

Tribe. Sebastian Junger.

Thinking Fast and Slow. Daniel Kahneman.

Humbitious: The Power of Low-Ego, High-Drive Leadership. Amer Kaissi.

Managing Expectations: Working with People Who Want More, Better, Faster, Sooner, Now! Naomi Karten.

The One Thing: The Surprisingly Simple Truth Behind Extraordinary Results. Gary Keller and Jay Papasan.

Legacy. James Kerr.

Show Your Work! Austin Kleon.

Off Balance. Matthew Kelly.

Fearless Social Confidence. Patrick King.

Leading Change. John Kotter.

The Heart of Change. John Kotter.

The Introvert Advantage: How to Thrive in an Extrovert World. Marti Olsen Laney.

The Ideal Team Player. Patrick M. Lencioni.

The Truth About Employee Engagement: A Fable About Addressing the Three Root Causes of Job Misery. Patrick M. Lencioni.

Personality Plus: How to Understand Others by Understanding Yourself. Florence Littauer.

Mental Models: How to Think Clear and Improve Decision Making, Problem Solving and Logical Analysis with Critical Thinking. Thomas Marley.

Turn the Ship Around! A True Story of Turning Followers into Leaders. David Marquet.

The Seven Keys to Calm: Essential Steps for Staying Calm Under Any Circumstances. A.M. Matthews.

An Enemy Called Average. John Mason.

The 21 Irrefutable Laws of Leadership. John C. Maxwell.

The Power of Leadership. John C. Maxwell.

The Right to Lead. John C. Maxwell.

The Self-Aware Leader: Play to Your Strengths, Unleash Your Team. John C. Maxwell.

Brief: Make a Bigger Impact by Saying Less. Joseph McCormack.

Pitch Perfect: How to Say It Right the First Time, Every Time. Bill McGowen.

Master Mentors: 30 Transformative Insights from Our Greatest Minds. Scott Jeffrey Miller.

66 Stories of Mission Command. National Training Center. https://www.armyupress.army.mil/Books/CSI-

Press-Publications/Command/

The Power of Regret: How Looking Backward Moves Us Forward. Daniel H. Pink.

Humble Leadership: The Power of Relationships, Openness, And Trust. Edgar Schein and Peter Schein.

Behind the Colors: Where NCO Leadership Lives. Scott Schroeder.

Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity. Kim Scott.

Start with Why: How Great Leaders Inspire Everyone to Take Action. Simon Sinek.

The Infinite Game. Simon Sinek.

Like War: The Weaponization of Social Media. Peter Singer.

Emotional Intelligence for Leadership. Jonatan Slane.

Simply Said: Communicating Better at Work and Beyond. Jay Sullivan.

Good Boss, Bad Boss: How to Be the Best.... and Learn from the Worst. Robert I. Sutton.

The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't. Robert I. Sutton.

Leadership and Self-Deception. The Arbinger Institute.

Leading Up: How to Lead Your Boss So You Both Win. Michael Useem.

Captivate: The Science of Succeeding with People. Vanessa Van Edwards.

The Score Takes Care of Itself: My Philosophy of Leadership. Bill Walsh.

The First 90 Days. Michael D Watkins.

Catastrophe of Success. Tennessee Williams.

Extreme Ownership: How US Navy SEALs Lead and Win. Jocko Willink and Leif Babin.

Critical Thinking: A beginner's guide to critical thinking, decision making, and problem solving. Jennifer Wilson.

Impact Players: How to Take the Lead, Play Bigger, and Multiply Your Impact. Liz Wiseman.

WRITTEN COMMUNICATION RUBRIC (OFFICER & CIVILIAN CAP)

The Army assesses your written communication abilities during CAP. Part of the written communication assessment will involve constructing an essay in response to a specific writing task. Graders assess essays using the relevant rubric outlined below. CAP will not release specific scores and weights for this assessment.

SUBSTANCE

A. Does the essay advance a compelling and clear thesis that answers the prompt?

B. Does the essay effectively incorporate evidence, logic, and reasoning that supports its claims?

C. Overall, does the essay demonstrate insight and/or originality?

D. (CCAP only) Does the essay demonstrate comprehension of strategic issues and clear, effective deployment of strategic thinking?

ORGANIZATION

A. Does the essay employ an organizational pattern/structure that is coherent and systematically developed?

B. Are transitions between arguments/elements/paragraphs of the essay evident?

C. Does the essay end with a conclusion/statement that reinforces the thesis?

STYLE AND MECHANICS

A. Does the essay demonstrate economy and clarity of language?

B. Does the essay demonstrate facility with conventional writing with respect to grammar and mechanics, to include spelling, punctuation, subject-verb agreement, etc.?

WRITTEN COMMUNICATION RUBRIC (SMAP)

SUBSTANCE

A. Does the essay answer the prompt in a clear, effective, and compelling way?

B. Does the essay effectively incorporate evidence, logic, and reasoning that supports its claims?

C. Overall, does the essay demonstrate insight and/or originality?

ORGANIZATION

A. Does the essay employ an organizational pattern/structure that is coherent and systematically developed?

B. Do the essay's transitions between elements, paragraphs, and ideas provide appropriate emphasis and control over meaning?

STYLE AND MECHANICS

A. Does the essay demonstrate economy and clarity of language?

B. Does the essay demonstrate facility with conventional writing with respect to grammar and mechanics, to include spelling, punctuation, subject-verb agreement, etc.?

VERBAL COMMUNICATION RUBRIC

CAP includes the Army Comprehensive Talent Interview (ACTI), where a panel of senior Army leaders interview candidates. The panel assesses a leader's verbal communication skills and overall readiness for command. Panel members will use the following rubric to assess each candidate's verbal communication. CAP will not release specific scores and weights for this assessment.

Key Behaviors	Ineffective	Somewhat Effective	Effective	Exceptional
Clearly communicates thoughts and ideas to others *Uses logic, relevant facts, and examples in dialogue; expresses well-organized ideas*	Thoughts and ideas lack coherence to each other and are disorganized or random; difficult to follow answer or train of thought.	Thoughts and ideas are listed or ordered without clear structure; wandering at times.	Thoughts and ideas are connected.	Thoughts and ideas flow logically from one to another; building cohesive answers.
	Rationale for positions or courses of action are unclear, disorganized, or missing; points, decisions, and conclusions left unsupported.	Argument for positions or courses of action lack sufficient detail, relevance, or feasibility; points and conclusions supported with examples, which may or may not be pertinent.	Singular or limited argument made to support position or course of action; points and conclusions often supported with relevant examples, analogies, vignettes, etc.	Builds sound arguments for position or course of action; points and conclusions enhanced and/or clarified by germane examples, analogies, vignettes, etc.
Avoids miscommunication; verifies shared understanding	Follow-up responses negate or contradict prior statements or arguments.	Follow-up responses repeat previous statements or arguments; misses opportunities to clarify and extend shared understanding.	Follow-up responses provide new insights and further clarity to earlier points.	Follow-up responses extend shared understanding by expounding upon previous statements and reframing ideas to better reach diverse audiences.
Communicates articulately and with confidence	Verbal disfluencies and/or use of fillers (e.g., hmm, ah, huh, er, etc.) render the message ineffective. Speaks hesitantly or stutters, insecure in delivery of answer.	Verbal disfluencies and/or use of fillers (e.g., hmm, ah, huh, er, etc.) limit understanding and/or creditability. Stumbles in delivery.	Speaks with confidence and composure; message is understandable.	Articulate; speaks with confidence and enthusiasm, maintaining listener interest.

STAR METHOD

S – Situation   T – Task

A – Action   R – Result

Situation: Briefly describe the specific Situation you experienced. Seek relatively recent situations.

Task: Briefly describe the Task you needed to accomplish. It should be work-related.

Action: Describe the Action you took. If it was a team environment, it is important to describe your specific role and actions—describe what you, not the team, did.

Result: Describe the Results. How does the story end? Did you accomplish the goal?

EXAMPLES OF BEHAVIOR-BASED INTERVIEW QUESTIONS

1. Describe a situation where your initial assumptions about a task turned out to be wrong.
2. Tell us about a leadership decision where you had to consider serious risks.
3. Describe a situation where you were in a leadership position and had to put your views aside to help your team complete an assignment.
4. Give us an example where your listening skills proved important to an outcome.
5. Most assignments are fast paced. Provide an example of when you were in a leadership position and managed to "get everything done" in a very busy time.
6. Tell us about a time when you set a goal to improve your professional performance.
7. Describe a time when were in a leadership position and you developed and implemented a vision.
8. Tell us what you have done recently to stay on top of professional trends and issues.

ARMY LEADERSHIP REQUIREMENTS MODEL

BE

CHARACTER—
Army Values,
Empathy,
Warrior Ethos/
Service Ethos,
Discipline,
Humility

PRESENCE—
Military bearing/
Professional
bearing, Fitness,
Confidence,
Resilience

KNOW

LEADS—
Leads others,
Builds trust,
Extends influence,
Leads by example,
Communicates

ATTRIBUTES

COMPETENCIES

INTELLECT—
Mental agility,
Judgment,
Innovation,
Interpersonal tact,
Expertise

DEVELOPS—
Prepares self,
Creates a positive
environment,
Develops others,
Stewards the profession

ACHIEVES—
Gets results: anticipates,
integrates tasks, roles,
resources, and priorities;
improves performance;
gives feedback;
executes; adapts

DO

ADP 6-22, *ARMY LEADERSHIP AND THE PROFESSION*
FM 6-22, *DEVELOPING LEADERS*

COUNTERPRODUCTIVE LEADERSHIP

ADP 6-22 defines counterproductive leadership as "the demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment" and states that it generally leaves organizations in a worse condition than when the leader arrived and has a long-term effect on morale and readiness. All leaders are susceptible to demonstrating counterproductive leadership, and so it is a continuum based on frequency. All leaders can have a bad day, and so it is not about whether someone has a bad day, but whether every day with that leader is a bad day.

There are multiple categories of behaviors that are counterproductive, some of which would fall into the toxic" leadership classification, while others may be more benign but have the same effect and would fall into an "ineffective" leadership classification. The categories include:

- Abusive. Includes behaviors that involve a leader exceeding the boundaries of their authority by being abusive, cruel, or degrading others. Specific examples include, but are not limited to, bullying, berating others for mistakes, creating conflict, ridiculing others, domineering, showing little or no respect to others, insulting or belittling individuals, condescending or talking down to others, or retaliating for perceived slights or disagreements.

- Self-serving. Includes behaviors that result from self-centered motivations on the part of the leader, where they act in ways that seek primarily to accomplish their own goals and needs before those of others. Specific examples include, but are not limited to, displaying arrogance, lacking concern or empathy for others, taking credit for others' work, insisting on having their way, distorting information to favor own ideas, exaggerating accomplishments or abilities, putting own work and accomplishments ahead of others and the mission, displaying narcissistic tendencies, or exhibiting a sense of entitlement.

- Erratic. Includes behaviors related to poor self-control or volatility that drive the leader to act erratically or unpredictably. Specific examples include, but are not limited to, blaming others, deflecting responsibility, losing temper at the slightest provocation, behaving inconsistently in words and actions, insecurity, or being unapproachable.

- Incompetence. Includes ineffective leadership behaviors that result from a lack of experience or willful neglect. Specific examples include, but are not limited to, unengaged leadership, being passive or reactionary, neglecting leadership responsibilities, displaying poor judgment, poorly motivating others, withholding encouragement, failing to clearly communicate expectations, or refusing to listen to subordinates.

- Corrupt. Includes behaviors that violate explicit Army standards, regulations, or policies. Specific examples include, but are not limited to, dishonesty, misusing government resources or time, creating a hostile work environment, EEO/SHARP violations, or violating UCMJ.

CAP Candidate In-brief

CAP Candidate during ACTI

CAP ACFT Plank Event

SGM Assessment Battery

SELF-REFLECTION WORKSHEET

CAP Candidate Self-Assessment

(You are not required to share this document with anyone- it is designed to make your pending developmental out-brief as helpful as possible.)

Achieves

Do you think you achieved at CAP what you thought you would achieve?

Rate yourself: 1-Strength, 2-Maintain, or 3- Developmental need and provide 1-2 pieces of evidence for each. Your rating and evidence can be CAP specific or in general.

_____ Physical fitness

_____ Set appropriate example with work/life balance

Leads

_____ Written communications

_____ Verbal communications

_____ I am an engaged leader at the various levels

Develops Self & Others

_____ Create and maintain positive relationships with peers

_____ Create and maintain positive relationships with subordinates

_____ Was your level of self- preparation for CAP sufficient? Why or why not?

Miscellaneous Notes

Developmental Out-brief Notes

Leave the below spaces empty during your self-assessment so you can use it to take notes during your developmental out-brief. Reminder- the operational psychologist who will lead your out-brief does not know your CAP final result.

Achieves

Leads

Develops Self & Others

CAP CANDIDATE INITIAL FEEDBACK CARD

CAP - Candidate Initial Feedback Card

Assessment Category	Feedback/Percentile
Height / Weight (HT/WT)	GO
Fitness	GO
Written Communication	0 - 9%
Verbal Communication	0 - 9%
Composite Score	0 - 9%

Candidate Information
Name:
Roster #:
Cohort: Oscar

Comparison Populations
CAP 21, 22, 23

Note: There are three screening events at CAP that remove a candidate from selection lists. Candidates must pass Height/Weight, pass the ACFT, and be found Ready for Command or Key Billet (RFC).

Sustains	Improves
+ +	- -

The purpose of this Feedback Card is to provide a snapshot of a candidate's performance. Candidate performance is in relation to comparison population of previous CAP candidates. This feedback does not predict Ready for Command vote from interview panel or guarantee inclusion on the CSL Principal and Alternate list. Feedback should be used for self-development purposes only.

World Class. Fair. Consistent. Safe.

DEVELOPMENTAL FEEDBACK FORM
(CUI WHEN COMPLETED)

CAP FEEDBACK

Roster Number: [ ]   **Date:**

Congratulations on your completion of the CAP24 assessments! The Army is invested in your success as a leader, and the following information is designed to allow you to reflect on your strengths to sustain and those areas you may consider developmental needs you can improve to grow your leadership.

Note: This document is confidential and CONTROLLED UNCLASSIFIED INFORMATION. The decision to share further the information contained within this document resides solely with the assessed leader. This report cannot be shared with the leader's chain of command nor used in formal evaluation processes or selection processes outside of CAP. Unauthorized disclosure of this information may result in administrative action. (DoD Directive 5200.01, Change 2, "DoD Information Security Program: Controlled Unclassified Information," 1 October 2020).

Key things to consider as you review this feedback:

- The feedback presented on the following pages is not intended to be a report card on your performance; rather, it is a guide to help you become more self-aware and focus your self-development efforts.

- Self-awareness is a key predictor of leadership effectiveness. Leaders who are open to receiving feedback are able to better leverage their strengths and improve in areas that need development. This leads to better outcomes for both the individual and the Army.

- The feedback presented here is framed in the context of your CAP24 population. This means that scores are being compared within a pool of highly talented Army personnel—"the best of the best." It's important to keep this in mind when reviewing your feedback. Many scores that are objectively very good will still be below the average of CAP24 candidates. The best Army leaders are driven to continuously improve.

- Although it's theoretically possible to be above average in all assessed areas, almost all leaders will have some areas identified as developmental needs. To benefit from this feedback, it's critical to avoid feelings of defensiveness or discouragement. All leaders have aspects of their leadership that can be improved and taking a hard look at one's strengths and challenges is a critical step in that process.
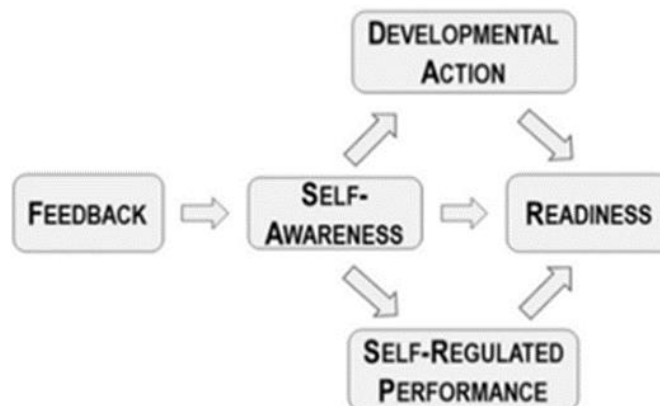
SCORED ASSESSMENTS

During CAP, you took a series of assessments, some served as informing assessments and others served as scored assessments. The following three assessments were scored and reflect attributes (fitness) and competencies (communicates) found in the Army's Leadership Requirements Model in ADP 6-22, *Army Leadership and the Profession*. These attributes are important as it is a leader's duty to stay healthy, fit, and to communicate well since the leader affects the welfare of the entire organization and communication generates shared understanding and situational awareness. For any identified developmental needs, refer to the CAP *Preparation Guide* for actions to take to improve these areas. It can be found at https://talent.army.mil/ under any of the programs in the *Command Assessment Program* section.

ACFT Score	
Physical Fitness	Choose an item.
Written Communication	Choose an item.
Verbal Communication	Choose an item.

NOTE: The scored assessments above provide a percentile range that you fell into as compared to your peers who completed CAP24. There will likely be variance between these ranges and those on your *Initial Candidate Feedback Card* that was provided during CAP24 out-processing while still at FT Knox, KY because that report encompassed <u>all</u> previous CAP candidates.

SELF-AWARENESS

A critical component of effective leadership involves an accurate understanding of your strengths, needs, and capabilities. Self-awareness is a requirement for Army leaders. Self-awareness enables you to progressively employ strengths to correct needs across a range of conditions (see ADP 6-22). Self-aware leaders are open to feedback from others and actively seek it. Additionally, self-aware leaders help to create conditions within their organizations where such feedback is not only possible but encouraged. Self-aware leaders possess the humility to ask themselves hard questions about their performance, decisions, and judgment. Self-awareness affords leaders the opportunity to develop a clear, honest picture of their own capabilities and limitations, and use it to become a better, more effective leader. Self-awareness is a life-long endeavor; strategies for enhancing your self-awareness can be found in FM 6-22. Army research has found self-awareness to be strongly related to leader effectiveness and organizational success. Based on a comparison of your self-assessment to feedback provided by your peers and subordinates in CAP24, your self-awareness is categorized as low, moderate, or high. If you have *High* self-awareness, your self-assessment corresponded strongly with assessor feedback. If you have *Moderate* self-awareness, your self-assessment corresponded somewhat with assessor feedback. If you have *Low* self-awareness, your self-assessment corresponded weakly with assessor feedback.

Your Self-Awareness:

Leadership Effectiveness

During CAP24, your leadership effectiveness on the required Army leader competencies and attributes (ADP 6-22) found to be critical for success in leadership roles was assessed. The table below shows your leadership effectiveness for each competency and attribute.

- Competencies and attributes marked as Developmental Needs are those for which your score was among the lower scores for your CAP24 population. Competencies and attributes marked as Strengths are those for which your score was among the higher scores for your CAP24 population. Scores that were in the average range for your CAP24 population are marked as Neither a development need nor a strength.

- Your self-awareness for each competency and attribute was assessed by comparing your self-assessment to the feedback provided by your peer and subordinate assessors. A mark in the Blind Spot column indicates an area where you may over-estimate your effectiveness. A mark in the Hidden Strength column indicates an area where you may under-estimate your effectiveness.
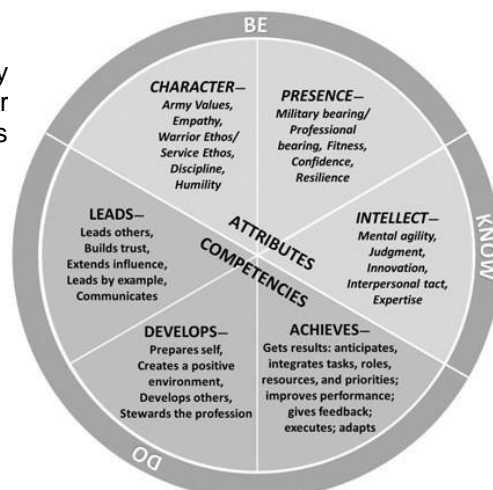
Army Leadership Requirements Model (ADP 6-22)

Learn more about each competency and attribute by clicking on the provided links, which will take you to the relevant sections of FM 6-22, *Developing Leaders*. To create developmental actions, reflect on each area and consider how you may be able to improve. In addition, consider how your strengths may be leveraged to help further improve your developmental needs.

		Developmental Need	Neither	Strength	Potential Blind Spot	Potential Hidden Strength
Leads	**Leads Others**: communicates and develops a clear vision					
	Builds Trust: enables teamwork and builds strong relationships					
	Extends Influence beyond the Chain of Command: influences others without formal authority					
	Leads by Example: makes hard decisions, accepts responsibility					
	Communicates: creates climate for sharing of information					
Develops	**Prepares Self**: possesses required technical competence for command					
	Creates a Positive Environment: treats others fairly and with respect					
	Develops Others: provides feedback and encourages development					
Achieves	**Gets Results**: delegates and achieves objectives					
Attribute Categories	**Intellect**: applies strong judgment					
	Presence: displays composure and confidence					
	Character: maintains ethical standards					

COUNTERPRODUCTIVE LEADERSHIP

The CAP process also measured how frequently each leader engages in counterproductive leadership to accomplish their objectives. The Army defines counterproductive leadership in ADP 6-22 as

the demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment.

- Counterproductive leadership can have an adverse impact on units with cascading effects, especially in complex operational settings, such as lowering morale, commitment, cohesion, effectiveness, readiness, and productivity.
- All leaders are susceptible to displaying counterproductive leadership, especially in times of stress, high operational tempo, or other chaotic conditions to achieve short-term results. They must actively monitor their own behavior to minimize unwanted and negative effects. As the Army moves into increasingly more complex operational environments, it is critical that leaders rely on positive behaviors to influence others and achieve results.
- ADP 6-22 has additional detail on the behavioral parameters of counterproductive leadership as well as its impact on Army readiness and lethality.

The table below shows how you were assessed in using counterproductive leadership behaviors to accomplish your objectives compared to your peers in CAP24. A rating of *Well Above* or *Above* indicates a behavior you are demonstrating with greater frequency than other successful commanders and leaders. These are potential developmental needs and behaviors you should actively monitor. For such behaviors, reflect on times where you have displayed this behavior and identify the characteristics or triggers present in the situation. This can help you identify situations where you may be susceptible to displaying counterproductive leadership and provide you the opportunity to minimize the behavior in the future.

	Perceived Frequency of Demonstrating Behavior		
	On Par or Lower	*Developmental Need*	
		Above	*Well Above*
More interested in looking good to superiors than doing what is best for the unit.			
Treats others poorly—bullies, intimidates, and threatens.			
Loses temper for little or no reason.			

PANEL MEMBER FEEDBACK

During CAP24, a panel of senior Army leaders had the opportunity to conduct a holistic assessment of your command or key billet readiness and potential based on the assessments conducted as part of CAP, to include the Army Comprehensive Talent Interview (ACTI). The information below captures the areas identified by panel members to sustain and to develop. This feedback was provided after careful consideration of all assessments.

Sustain	
Develop	

USE FEEDBACK TO IDENTIFY YOUR LEADER DEVELOPMENT DIRECTION

Now that you've had a chance to review and reflect on your CAP24 feedback, please spend some time considering how you can leverage it to maximize your potential as an Army leader.

Here are some suggestions and resources that may be useful:

- Incorporate this feedback with insights you may have received from other sources. Consider asking for additional feedback from trusted colleagues, family, or friends to become more self-aware. These conversations can sometimes be difficult, but they often prove invaluable.

- Examine how your strengths and developmental needs align with your roles and responsibilities, your interests, and/or Army needs. This can help you identify how to create developmental actions to learn new knowledge or skills, change attitudes or values, or recognize areas where you can leverage the strengths of teammates.

- Use Army doctrine and resources to better understand "what right looks like" and to guide your self-development:
  - ADP 6-22, Army Leadership and the Profession
  - FM 6-22, Developing Leaders
  - Army Handbook for Self-Development
  - Interactive Leader Development Guide
  - Building and Maintaining a Positive Climate Handbook
  - CAP Preparation Guide (which includes an opportunity to complete a Social Awareness & Influence Assessment (SAIA))

- Develop an Individual Development Plan (IDP) using DA Form 7906. Your IDP should be based on your individual goals for your military career, give you a long-term focus, and include a variety of activities.

CAP25 FAQ'S

1. What factors go into creating the CSL OML and how are they weighted?
   a. There are five factors.
      i. Performance, calculated at the JPP for ACC officers and the CSL board for other populations
      ii. ACFT Score
      iii. Written Communications Assessment
      iv. Verbal Communications Assessment
      v. CAP Strategic Assessment.

2. Where can I find information about CSL and CAP?
   a. FY25 CSL Command Viewer.xlsx
   b. CSL OPT IN Portal
   c. LTC: https://www.hrc.army.mil/Milper/23-188
   d. COL: https://www.hrc.army.mil/Milper/23-187
   e. https://talent.army.mil/cap

3. I have a situation (personal, JDAL, education, etc.) that will limit my ability to take a CSL on the FY25 timeline. Should I just not come to CAP and try to come next year?
   a. We recommend coming to CAP at your first opportunity. This enables you to get assessed and keeps your options open. If you need to defer a year, you will have to come back to CAP to take an ACFT & Ht/Wt test, but you MAY decide whether you want to go back through the entire CAP again. Coming to CAP at your first opportunity gives you the chance to learn about yourself and build a developmental plan as you prepare to take on more senior leadership positions.

4. I heard that SMAP is going away. Is that true?
   a. No. In fact, SMAP may expand in the future.

5. Is MACP and EFMP taken into account for CSL slating?
   a. Yes. Communicate your unique situation with your career manager early and often to ensure he/she understands the impacts. It is critical that MACP officers (even if one spouse is not in CSL) communicate their situation to both branch career managers. Also, ensure your MACP and EFMP information is up-to-date. EFMP can be a lengthy process and it is prudent to get updated before you attend CAP because CSL Slating and the Summer Markets close at the same time and require a significant amount of effort by the EFMP office.

6. Who makes up the Job Performance Panel?
   a. 12 voting general officers from different specialties. Unlike previous years in which a CSL board met in different categories (OPS, OS, FS, ID), a single JPP for LTCs and a single JPP for COLs will consider your board file and provide a performance score. The performance score remains the most heavily-weighted factor in calculating the OML because it represents your record of past performance, as well as the vote of your chain of command over time.

7. I have a physical limitation that will prevent me from taking the ACFT at CAP. Do I need to wait until next year to compete?
   a. NO! We work with candidates regarding their unique circumstances every day and our ethos is to do everything we can to help a candidate be successful. What you can do to help yourself is adhere to the requirements and timelines that will get published in mid-July to

submit supporting documentation. You should also communicate very clearly and openly with your career manager and the sponsor that CAP will assign for the cohort you are scheduled to attend. We have candidates who have been very successful while they were on permanent or temporary profile, wounded in combat, severely injured within days of reporting to CAP, pregnant, or post-partum.

8. I'm a senior LTC who was not selected for battalion command during my first three years of eligibility. Will I be forced to retire before I am competitive for promotion to COL?
    a. LTCs with three years time in grade are considered in the Primary Zone by the COL Promotion Selection Board, regardless of an officer's status in CSL. LTCs are considered every year thereafter, Time-in-Grade +3 years. Promotion Selection Board behavior indicates that officers are more competitive in their basic branch if they meet their branch requirements outlined in DA Pam 600-3. Typically, each basic branch proponent has a requirement to be complete with the Key and Developmental (KD) job, at that specific rank, to be most competitive. Therefore, if you want to compete for battalion command, we encourage you to compete. But, MRDs are statutory and if you do not get picked up for promotion to COL, you will have to retire at 28 years of service.

9. Are CAP results used to select candidates for PMS and is PMS a CSL-credit position?
    a. No and no. We do not provide information for PMS selection from CAP. PMS is not a CSL position.

10. What is the cutoff date for OERs for submission to the JPP? Do I need an OER if I got one earlier in the summer?
    a. The cutoff thru date is 11 SEP 23 and evaluations must be received, error-free at HRC NLT 03 OCT 23. You do not need a new OER if you have one within the previous 365 days. This suspense provides Senior Raters the most flexibility thru the summer months and high PCS season.