

Life and Leadership Skills in Support of the Navy's Culture of Excellence: Summary Findings

This summary is based on the full-length CNA report, *Life and Leadership Skills in Support of the Navy's Culture of Excellence*, DRM-2019-U-022421-Final.

Distribution

DISTRIBUTION STATEMENT A.

Approved for public release: distribution unlimited.

Specific Authority. N00014-16-D-5003.
9/24/2020

This work was performed under Federal Government Contract No. N00014-16-D-5003.

This document contains the best opinion of CNA at the time of issue. It does not necessarily represent the opinion of the sponsor.

Approved by:



Jeffery Peterson, Director
Navy Manning, Education, and
Training Program
Resources and Force Readiness
Division

Request additional copies of this document through inquiries@cna.org.

3003 Washington Boulevard
Arlington, VA 22201
703-824-2000
www.cna.org

Copyright © 2018 CNA
All rights reserved.

Peggy Golfin, Patty Kannapel, Tom Geraghty, and Heather Wolters

Introduction

The Navy has been developing and implementing a Culture of Excellence (COE) to improve the readiness and capability of individual Sailors and, by extension, the Navy as a whole. The goal is to move from a culture of compliance to a culture that ensures a safer and more combat-effective force that prioritizes personnel safety, readiness, and training [1-3]. This project supports N17's COE by identifying the following:

- Key leadership and life skills in Sailors' careers
- Important touchpoints in the behavior learning continuum (BLC) from recruitment to transition when these skills should be acquired and reinforced
- The appropriate sequence, frequency, and content for the identified skills at each touchpoint

This summary document shares key findings and tables. For more detail on any of these concepts, please refer to the full study report [4].

Life and leadership skills

To identify the key life and leadership skills, we reviewed literature on the essential nontechnical skills people need to be productive, resilient, healthy contributing members of society and the organizations they serve. The literature uses various terms for these skills, including soft skills, character skills, social and emotional skills, and 21st Century skills. In terms of the Navy's Primary Prevention Logic Model [5], these skills promote signature behaviors (SBs) and prevent destructive behaviors (DBs).

Our exhaustive review of the literature led us to conclude that leadership skills are an extension of solid foundational life skills. The leadership continuum, then, consists of a progression from individuals obtaining and enhancing life skills for themselves (me) to enhancing and applying them to the organization (us). The “us” becomes an increasingly larger number of people over whom leaders have responsibility. In this construct, the leadership continuum does not require a different set of skills but rather the application of life skills to an increasingly larger number of people over whom an individual has responsibility.

We found significant agreement in the literature on the most important life skills and, by extension, leadership skills. Using the National Research Council’s (NRC) Framework, we selected what we consider the most important of these skills, using the guidance that they fit our definition of a skill¹ and that they help to promote SBs and reduce DBs. The skills we identified are shared in Table 1.

Table 1. Fundamental life skills for Sailors

NRC competency domain	Life skill
Cognitive	Critical thinking/reasoning
	Problem-solving/decision-making
	Planning and organization
Intrapersonal	Self-awareness
	Self-efficacy
	Self-regulation
	Self-direction/initiative
	Perseverance
	Positive thinking
	Integrity
	Personal responsibility
	Empathy/perspective-taking
	Flexibility/adaptability
	Appreciation for and embracing diversity
Interpersonal	Communication ^a
	Teamwork/collaboration
	Healthy relationships
	Conflict resolution

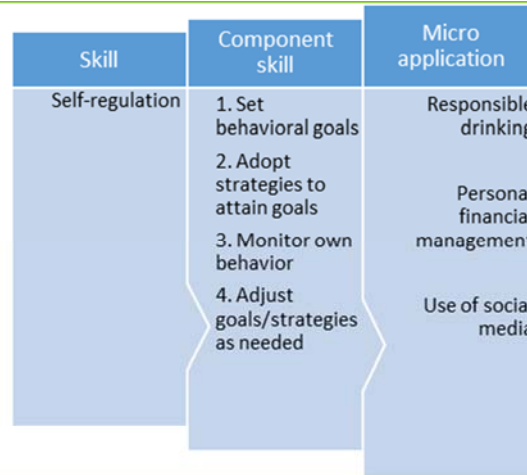
Source: CNA generated based on the NRC framework.

^a The NRC framework includes communication in both the cognitive and interpersonal domains. Although the ability to speak, write, read, and understand the written and spoken word are certainly cognitive skills, the types of life skills that are the most appropriate for our purpose are those that involve interactions between two or more people; hence, we include communication skills in the interpersonal domain only [6].

¹ We define *skills* as proficiencies learned or acquired through training or practice. Skills are different from *knowledge*, which we define as a body of information required to perform a task.

The skills shown above may be thought of as *macro* skills that are comprised of a set of *component* skills that describe specific competencies that demonstrate skill acquisition. These skills are then used in specific *micro-applications* that may be more familiar to Navy training and education, such as financial management, nutrition and health, suicide prevention, etc. The relationship between macro skills, component skills, and micro applications is depicted in Figure 1, using the macro skill of self-regulation as an example.

Figure 1. Self-regulation skill, component skills, and micro application (an example)



Source: CNA

Touchpoints where life and leadership skills are needed

To identify key touchpoints, we supplemented what we had learned from the literature review with discussions with 26 subject matter experts (SMEs) across the Navy. They confirmed our list of life and leadership skills, and provided us with valuable insight regarding a number of touchpoints and the timing of life and leadership skill training. Based on this information, we identified a number of touchpoints at which these skills should be learned, refreshed, or enhanced. We categorized the touchpoints as either universal or variable, and we also developed touchpoints unique to the Reserve Component (RC). Universal touchpoints are transition points or events that are experienced by the majority of all Sailors; they are periods in which Sailors will require initial, refresher, or enhanced skill training. Much of the refresher or enhanced training is needed because the event is potentially stressful or requires significant planning and decision-making. Other touchpoints are events in which Sailors are already given some formal or informal training, which affords an excellent opportunity to refresh or enhance skills that are the most relevant for that phase of Sailors' careers.

Table 2. Universal touchpoints for enlisted Sailors’ life and leadership skills training

BLC stage	Touchpoint		
Recruit	Delayed Entry Program		
Accession	RTC/Naval Academy, ROTC, Officer Candidate School (OCS)		
	LifeSkills course		
	A- and C-school/warfare qualification training		
Career continuum	First full duty INDOC		
	Sea duty	Predeployment phase	
		During: pre- and postliberty phases	
		During deployment	
		Postdeployment phase	
		Maintenance phase or precommissioning phase	
	Advance	Prepare for exam/Selection Board	
		E-4: Enlisted Leader Development (ELD) Foundational course	
		E-5: ELD Intermediate course	
		E-6: ELD Advanced course	
		E-7: CPO Leader Development course	
		E-8 and E-9: Senior Enlisted Academy Officer promotion: Intermediate Leadership, Division Officer Leadership, Prospective Executive Officer, Prospective Commanding Officer, and Major Commanding Officer	
	Change of command at unit		
Change of duty station	Before move (selecting billet, housing, etc.)		
	INDOC		
Career Development Board			
Chief’s/Officer’s Mess			
Sailor 360			
Retention decision			
Transition (retire, separate, to RC)			

Source: CNA.

Variable touchpoints are experienced by fewer Sailors or by many Sailors but at varied times or less frequently than universal touchpoints. These include both career and personal touchpoints that can be anticipated, such as marriage and the birth or adoption of a child. Other variable touchpoints may be unanticipated and individual, such as loss (e.g., financial, personal, relationship) or a mental or physical health problem (e.g., depression or anxiety diagnoses, chronic or acute health diagnoses).

Table 3. Variable touchpoints for life skill and leadership skill training

Type	Subtype	Touchpoint
Career	Hazardous duty	Forward deployed
		Combat zone
	Setback	Fail advancement exam
		Fail to advance
		Fail physical readiness test
		Negative evaluation
	Special assignments	Assigned overseas
Selection for special assignments (e.g., instructor, embassy)		
Recruiting duty		
Personal	Destructive behaviors	Individual or unit
	Family	Marriage
		Relationship difficulties (including separation and divorce)
		Pregnancy/birth or adoption of a child
		Geographic bachelor tour
	Individual	Major purchase (car, home)
		Medical condition (mental or physical)
		Loss (personal, financial)
		Referred by commanding officer (CO)
Apply for a commissioning program		

Source: CNA.

Touchpoints identified for the RC apply to full-time support (FTS) and the Selected Reserve (SELRES), the only members of the Navy RC with mandatory active duty obligations. FTS members are on active duty (but not in the AC) full time and therefore experience the same touchpoints as their AC peers. In contrast, while all members of SELRES go through RTC, A-school, and LifeSkills training, members of SELRES are on active duty only periodically.² It is only during those periods that the Navy can provide life or leadership training. SELRES members who are called to active duty for extended periods (e.g., because they are mobilized or on active duty for special work) will also experience some or all of the touchpoints we already identified. In Table 4, we identify touchpoints that are unique to SELRES.

² RC members have either transitioned from the AC to the RC, or accessed into the RC. Enlisted RC members who access directly into the RC go through the same initial accession training as their AC peers.

Table 4. SELRES touchpoints

Touchpoints
Weekend drills
Annual training
Premobilization phase
Postmobilization phase

Source: CNA.

Skill content and frequency

To address the task of content, we scanned the internet for curricula pertaining to these skills that were available from academic institutions or from research organizations. Specifically, we noted competencies, which we refer to as component skills, for each of these macro skills.

We then searched the literature for information regarding the frequency of life skill training and concluded that there is scant research on how specific skills should be taught and reinforced. The literature on skill acquisition and learning decay (more broadly), however, is consistent in the finding that skill acquisition is not a one-time event; it takes time, and life skills need to be refreshed and reinforced periodically, including opportunities for practice and feedback.

With this in mind, we developed a set of component skills for each life skill. These component skills could serve as a first step to developing learning objectives that would form the basis for the initial training on each life skill during the Accessions phase of the BLC. An example of component skills and micro-applications for the *planning and organizing* life skill is shown in Table 5. The complete set of component skills and sample micro-applications is provided in Appendix B.

Table 5. Component life and leadership skills and micro applications for planning and organization

Macro skills	Component life skills	Component leadership skills	Sample micro applications
<i>Planning and organization [7-11]</i>	Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate.	Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.	Career planning
	Develops or uses systems to organize and keep track of information.	Keeps clear, detailed records of activities related to accomplishing stated objectives.	Family planning
	Allocates appropriate amounts of time for completing work; avoids scheduling conflicts; develops timelines and milestones.	Defines tasks and sets priorities and goals for subordinates and work groups with an appropriate sense of what is most important and the time demand involved. Monitors subordinates' progress toward goals.	Healthy lifestyle
	Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.	Manages organizational processes (such as technology, subunit structuring, and information and measurement systems) and integrates planning across work units.	Leadership training
	Keeps track of activities completed and yet to do, to accomplish stated objectives.	Masters system-wide maintenance and direction of the organization, and assesses the environment outside the organization.	Personal financial management
		Develops organization's mission, vision, and core values.	Responsible alcohol and prescription drug use

Source: CNA.

A more challenging question is the frequency and nature of life skill training and reinforcement that individuals need to address more personalized circumstances. For instance, Sailors who enter the Navy with a background that makes them more prone to DBs (e.g., adverse childhood experiences, misdemeanors) and less likely to have developed needed life skills may need more intense and frequent training and reinforcement. Personalizing training for these scenarios would require a method of assessing individual Sailors' life skill deficits and needs.

Skills and touchpoints

Bringing all of the above information together, we developed a notional framework to assist the Navy in determining which skills should be taught, refreshed, or enhanced at each

touchpoint. To develop the framework, we first mapped each life skill to appropriate touchpoints at which they should be taught, based on the literature and SME input. To ensure analytic consistency, we then identified six categories that captured the predominant characteristic of each touchpoint: (1) demanding work, (2) change or unknown circumstances, (3) decision point, (4) increasing leadership responsibility, (5) family/personal, and (6) situational. For each category, we identified the skills that could be most helpful to Sailors during that phase of their careers or lives.

An important proviso: The crosswalk is a starting point for the Navy to identify when to teach and reinforce each life skill. Additional input from a wide array of experts—including psychologists, mental health experts, and other Navy SMEs—may provide additional information on the types of stressors and needed skills at each touchpoint and in different communities and environments.

Table 6. Skill and touchpoint crosswalk

TOUCHPOINT		COGNITIVE			INTRAPERSONAL							INTERPERSONAL							
		Critical thinking	Problem-solving/decision-making	Planning & organizing	Self-awareness	Self-efficacy	Self-regulation	Self-direction/ initiative	Perseverance	Positive thinking	Integrity	Personal responsibility	Empathy/perspective taking	Flexibility/adaptability	Embracing diversity	Communication	Teamwork/collaboration	Healthy relationships	Conflict resolution
Universal Skills and Touchpoints																			
Re-cruit	Delayed Entry Program (DEP)																		
Accession	RTC																		
	LifeSkills course																		
	A-/C-school																		
Career Continuum	First full duty INDOC																		
	Predeployment																		
	Pre- & postliberty																		
	During deployment																		
	Postdeployment																		
	Maintenance phase or precommissioning																		
	Prepare for exam/ Selection Board																		
	Advance/promote																		
	Change of command at unit																		
	Before move (selecting billet, housing, etc.)																		

	TOUCHPOINT	COGNITIVE			INTRAPERSONAL							INTERPERSONAL						
		Critical thinking	Problem-solving/decision-making	Planning & organizing	Self-awareness	Self-efficacy	Self-regulation	Self-direction/ initiative	Perseverance	Positive thinking	Integrity	Personal responsibility	Empathy/perspective taking	Flexibility/adaptability	Embracing diversity	Communication	Teamwork/collaboration	Healthy relationships
Transition	INDOC			Yellow			Yellow	Yellow	Yellow	Yellow	Yellow		Yellow	Yellow				
	Career Development Board	Yellow		Yellow	Yellow			Yellow			Yellow	Yellow						
	Chief's/Officer's Mess	Blue	Blue	Blue						Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Sailor 360	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
	Retention decision	Yellow	Yellow	Yellow	Yellow	Yellow											Yellow	
Transition	Retire, separate, to RC			Yellow				Yellow	Yellow	Yellow			Yellow	Yellow			Yellow	

KEY Cells that are shaded in **red** indicate initial training at that touchpoint.
 Cells that are shaded in **blue** indicate enhanced training at that touchpoint.
 Cells shaded in **yellow** indicate refresher training.

TOUCHPOINT	COGNITIVE			INTRAPERSONAL							INTERPERSONAL							
	Critical thinking	Problem-solving/ decision-making	Planning & organizing	Self-awareness	Self-efficacy	Self-regulation	Self-direction/ initiative	Perseverance	Positive thinking	Integrity	Personal responsibility	Empathy/perspective taking	Flexibility/adaptability	Embracing diversity	Communication	Teamwork/collaboration	Healthy relationships	Conflict resolution
Variable Skills and Touchpoints																		
Hazardous duty																		
Setback																		
Special assignments																		
Recruiting duty																		
Destructive behaviors																		
Family																		
Individual																		
SELRES Skills and Touchpoints																		
Weekend drills																		
Annual Training																		
Premobilization																		
Postmobilization																		

KEY Cells that are shaded in **red** indicate initial training at that touchpoint.
 Cells that are shaded in **blue** indicate enhanced training at that touchpoint.
 Cells shaded in **yellow** indicate refresher training.

Source: CNA.

Note that we recommend initial training on all life skills during the accession phase, based on SME recommendations. Training new recruits in many of these skills may help to reduce attrition and DBs, so offering them as soon as possible, including during the Delayed Entry Program (DEP), or, if that is not possible, early at Recruit Training Command (RTC), may provide the greatest benefits.

Our other findings include the following:

- Determining which skills should be refreshed or enhanced at each touchpoint also depends on (a) the assessed skill level of the Sailor at that touchpoint and (b) other characteristics of the Sailors, such as family status and previous DBs.
- Refreshing and reinforcing skills do not necessarily require formal training; they could take the form of reminders of the related strategies.
- Navy leaders could benefit by having off-the-shelf curricula to provide training during Sailor 360 sessions or other unit training.
- Numerous opportunities exist to reinforce/refresh these skills. There is likely no need to add more.

Conclusions

This project informs the Navy's application of Ready Relevant Learning (RRL) to life skill training across the Sailor's career. More work is needed to have a scientifically based mapping of skills to touchpoints, to determine which skills will help to promote SBs and minimize DBs under differing assignment conditions and for individuals with various levels of skills and contributing factors (e.g., marital status, family members), and to determine the best method and frequency for refreshing these skills. Following are some recommendations in support of those efforts:

- Survey a more representative sample of SMEs as well as junior Sailors regarding key touchpoints and the life schools that should be taught/refreshed at each.
- Review the refined crosswalk against existing curricula to determine the extent to which relevant life skills are already being taught or reinforced at appropriate touchpoints.
- Using the component skills shown in Appendix B as a starting point, develop and pilot specific strategies for initial instruction on each life skill, including duration, delivery, active learning methods, and micro applications.
- Develop a repository of resources and best practices for reinforcing each life skill that commanding officers and other leaders may draw on for use during indoctrination, Sailor 360, and other command-delivered training touchpoints.
- Study and pilot methods to gather individual information that would help personalize Sailors' life skill instruction without endangering trust and violating privacy.

In closing, the information provided in this report can support and reinforce a culture of life skill development and use that can ultimately promote SBs throughout a Sailor's career. For

this change to become a prevailing ethos, however, Navy culture must support the model. This means that Navy leadership (at all levels) needs to buy into and reinforce the BLC and the development of life and leadership skills. Further, tying incentives (promotion, assignments, and billets) to the development and demonstration of life and leadership skills reinforces the value of those skills. Taken together, the life and leadership skill framework and leadership buy-in and encouragement can help the Navy develop and maintain a culture of excellence.

Appendix A: Definitions of Life Skills

In Table 7, we list life skills and their definitions. These definitions are based on a review of definitions from multiple sources, as indicated by citations in the table. We selected definitions from these sources that we considered were the most applicable or integrated key ideas from multiple definitions to ensure applicability to the Navy context.

Table 7. Life skill definitions

Life skill	Definition
Critical thinking/reasoning	The process of using logic and analysis to consider different approaches or solutions to problems, topics, or ideas and to draw conclusions based on this analysis [12-15]
Problem-solving	The use of critical thinking and reasoning to find solutions to the challenges presented in pursuing a desired goal [13, 16-17]
Decision-making	The process of making reasoned choices among alternatives that range from clear-cut to complex [13, 16]
Planning and organization	The ability to develop appropriate, comprehensive, realistic short- and long-range courses of action that meet personal, professional, or organizational goals [16, 18]
Self-awareness	The ability to understand one's own thoughts, feelings, and behaviors relative to a situation [19-20]
Self-efficacy	The belief that one can successfully identify and perform actions that will produce the desired results [13, 16, 21]
Self-regulation	The act of controlling one's emotions and behavior to achieve short- and long-term goals, even when confronted with internal and external challenges [6, 13]
Self-direction/initiative	The ability to identify and execute actions, without direction from others, to gain knowledge, solve problems, or improve personal or organizational functioning [16-17]
Perseverance	Maintenance of a course of action despite the obstacles or effort involved [13]
Positive thinking	A technique for identifying the hopeful or "good" aspects of a situation and considering how to leverage those aspects toward desirable future outcomes [16, 22]

Life skill	Definition
Integrity	The ability to be honest, fair, ethical, and morally consistent with oneself and others [13, 16-17]
Flexibility/adaptability	Willingness and ability to respond quickly and productively to unforeseen circumstances, multiple demands, shifting priorities, ambiguity, adversity, and rapid change [13, 17-18]
Personal responsibility	The act of assuming ownership for one's thoughts and actions without blaming others or expecting others to perform the actions [23-25]
Appreciation for and embracing diversity	Willingness and ability to learn about and understand the customs and cultures of other individuals or groups, and to adjust approaches and behaviors to show respect and maintain positive relationships with those individuals and groups [26]
Communication	Verbal or nonverbal exchange of information, ideas, and feelings between or among individuals or groups that can result in understanding [13, 16-17]
Teamwork/collaboration	The combined actions of two or more people working together to achieve a common goal [13, 16]
Healthy relationships	The ability to communicate and interact appropriately with others [27-28]
Empathy/perspective-taking	The ability to understand and feel concern for the feelings, reactions, or experiences of others by imagining what it would be like to be in their situations [13, 16]
Conflict resolution	The ability to identify and execute strategies that reduce discord and friction between individuals or groups [13]

Source: CNA definitions based on cited sources

Appendix B: Component Skills

In Table 8, we identify the content, which we refer to as component skills, for each of the skills we have identified. The second column provides the component skills as they pertain to life skills (me), the third column provides examples of component skills as they pertain to leadership (us), and the last column provides examples of potential micro-applications.

Table 8. Component skills

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<i>Critical thinking/ Reasoning [12, 29-35]</i>	<ul style="list-style-type: none"> • Accurately identifies own assumptions, as well as those of others. • Judges the logical strengths of arguments. • Provides alternative explanations for a pattern of results that has many possible causes. • Identifies additional information needed to evaluate a hypothesis • Separates relevant from irrelevant information. 	<ul style="list-style-type: none"> • Accurately identifies the stereotypes, prejudices, biases, and distortions in the views of others. • Learns by recognizing new information, assimilating it, and applying it. • Thinks through hypothetical concepts or scenarios, identifies key cause-and-effect relationships, and forecasts the future consequences of different courses of action. • Identifies a conclusion and thoroughly evaluates implications and consequences. 	<ul style="list-style-type: none"> • Technical skills training • Leadership training

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<p><i>Problem-solving/ decision-making [7, 12, 17-18, 20, 29, 35-42]</i></p>	<ul style="list-style-type: none"> Identifies a problem and its possible causes. Accesses information using effective, well-designed search strategies and most appropriate information sources. Creates relevant options for addressing problems/ opportunities and achieving desired outcomes. Evaluates the outcome of an implemented solution and suggest modifications to the solution as needed. 	<ul style="list-style-type: none"> Considers factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others. Includes others in the decision-making process as warranted. Allocates day-to-day decision-making authority to subordinates. Understands how much time is available to make a decision and knows the consequences of missing the deadline. Knows whether spending more time improves the quality of the decision. Determines who has responsibility for making and implementing the decision. Knows who will be affected if something goes wrong. Reviews past examples, events, or situations to identify whether one (or more) can serve as a "model" for a current problem, and applies lessons to solving the current problem. <p>Integrates "systems" thinking, creating a "holistic" picture incorporating different views of a problem.</p>	<ul style="list-style-type: none"> Bystander intervention Family planning Leadership training Navy Core Values Personal financial management Responsible alcohol and prescription drug use Suicide prevention

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<p><i>Planning and organization [7-11]</i></p>	<ul style="list-style-type: none"> Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate. Develops or uses systems to organize and keep track of information. Allocates appropriate amounts of time for completing work; avoids scheduling conflicts; develops timelines and milestones. Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion. Keeps track of activities completed and yet to do, to accomplish stated objectives. 	<ul style="list-style-type: none"> Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently. Keeps clear, detailed records of activities related to accomplishing stated objectives. Defines tasks and sets priorities and goals for subordinates and work groups with an appropriate sense of what is most important and the time demand involved. Monitors subordinates' progress toward goals. Manages organizational processes (such as technology, subunit structuring, and information and measurement systems) and integrates planning across work units. Masters system-wide maintenance and direction of the organization, and assesses the environment outside the organization. Develops organization's mission, vision, and core values. 	<ul style="list-style-type: none"> Career planning Family planning Healthy lifestyle Leadership training Personal financial management Responsible alcohol and prescription drug use

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<i>Self-awareness</i> [10-12, 29-30, 38-39, 43-51]	<ul style="list-style-type: none"> Identifies personal values, activities, interests, abilities, and aptitudes. Sets priorities to build personal strengths and identifies areas for improvement. Recognizes and identifies one's own emotional response to stimuli and situations. Identifies sources of stress and resources for reducing stress. Uses self-reflection to assess one's behavior for authenticity, honesty, respect, and alignment with personal values. Recognizes and understands one's own thought processes 	<ul style="list-style-type: none"> Regularly reviews own behavior to ensure consistency and alignment with organizational mission, values, and culture. Solicits input and feedback from superiors and subordinates. Asks for help when needed. Recognizes subordinates' strengths and weaknesses; mentors and coaches them to develop their own capabilities and self-development. Provides praise or feedback as appropriate. 	<ul style="list-style-type: none"> Help-seeking Sexual assault Sexual harassment Stress management (Operational Stress Control, or OSC) Suicide prevention
<i>Self-efficacy</i> [10-12, 30, 38-39, 45, 47-52]	<ul style="list-style-type: none"> Asks questions to develop further personal understanding. Demonstrates confidence in sharing ideas/feelings. Demonstrates an accurate and clear set of goals, abilities, need, and know how to request and/or acquire them. Maintains a "growth mindset" about own abilities to succeed and grow and, and persists through challenges. 	<ul style="list-style-type: none"> Chooses and implements appropriate mix of directive and supportive behaviors depending on the characteristics of the subordinate and phase of team evolution. Understands others' potential reactions to events or decisions, and the reasons people react as they do. 	<ul style="list-style-type: none"> Career planning Healthy lifestyle Leadership training Sexual harassment Sexual assault
<i>Self-regulation</i> [10-12, 29-30, 38-39, 45-52]	<ul style="list-style-type: none"> Regulates one's emotions 		<ul style="list-style-type: none"> Healthy Lifestyle

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
	<ul style="list-style-type: none"> ○ Predicts situations that will cause strong emotions. ○ Analyzes how thoughts and emotions affect decision-making and individual success. ○ Discerns differences between effective and ineffective processes for coping with emotions and stress. ○ Plans and prepares to manage strong emotions. ○ Identifies constructive ways of dealing with change. ○ Consistently uses appropriate calming and coping strategies when dealing with strong emotions. ● Regulates one’s behavior <ul style="list-style-type: none"> ○ Sets specific proximal goals for oneself. ○ Adopts powerful strategies for attaining the goals. ○ Monitors one’s performance selectively for signs of progress. ○ Adjusts goals and strategies when needed. 		<ul style="list-style-type: none"> ● Personal Financial Management ● Responsible alcohol and prescription drug use ● Sexual assault ● Sexual harassment ● Social media use ● Stress management (OSC)

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<i>Self-direction/ Initiative [8, 10-12, 30, 38-39, 47-51, 53-54]</i>	<ul style="list-style-type: none"> • Takes responsibility for personal development and the realization of objectives. • Anticipates what needs to be done. • Achieves results without needing reminders from others. • Digs beneath the obvious to seek needed information, even when not asked to do so. • Asks for additional support, as appropriate, when faced with unfamiliar tasks or situations. • Alert to and responds independently to changes that affect plans. • Does more than is required or expected in the job. 		<ul style="list-style-type: none"> • Accessing resources • Bystander Intervention • Career planning • Help seeking • Leadership training
<i>Perseverance: [7, 52, 55]</i>	<ul style="list-style-type: none"> • Stays focused on personal, organizational, or learning goals by employing familiar strategies for personal motivation and engagement. • Resists distractions, maintains attention, and continues the task at hand through frustration or challenges. • Actively works to overcome obstacles by changing strategies, doubling efforts, using multiple approaches, etc. • Deals effectively with pressure, ambiguity, and changing priorities. • Recovers quickly from setbacks. 		<ul style="list-style-type: none"> • Career planning • Healthy lifestyle • Suicide prevention

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<p><i>Positive thinking [10-12, 29-30, 38-39, 47-51, 56-57]</i></p>	<ul style="list-style-type: none"> • Notices and analyzes what is good in one’s daily experience. • Identifies and corrects counterproductive patterns in thinking. • Identifies character strengths in self and others. • Stays focused on the task at hand. • Strives to do the best job possible. • Responds positively to guidance. • Identifies and uses strategies to cope with negative feedback. 		<ul style="list-style-type: none"> • Accessing resources • Career planning • Suicide prevention
<p><i>Integrity [8, 43-44, 52, 55, 58-60]</i></p>	<ul style="list-style-type: none"> • Behaves in an honest, fair, and ethical manner. • Shows consistency in words and actions. • Accepts responsibility for and corrects errors. • Applies ethical perspectives and concepts to an ethical question, situation, or scenario. • Confronts potentially unethical behavior and reports indiscretions appropriately. • Applies a fundamental understanding of the ethical/legal issues in many contexts including the access and use of information. 	<ul style="list-style-type: none"> • Consistently demonstrates commitment to organizational well-being (i.e., <i>affective commitment</i>). • Models high standards of ethics. • Clearly displays intentions to superiors, peers, and subordinates. • Consistently and resolutely implements organizational vision and mission 	<ul style="list-style-type: none"> • Bullying/hazing • Bystander Intervention • Discrimination/ Diversity • Fraternization • Leadership training • Navy Core Values • Sextortion • Sexual Assault • Sexual Harassment

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<p><i>Personal responsibility [8, 44, 50, 54-55, 58, 61-62]</i></p>	<ul style="list-style-type: none"> Consistently adheres to prescribed work schedules. Consistently meets deadlines with minimal supervision. Fulfills commitments to peers, co-workers, and supervisor. Complies with established control systems and rules. Accepts responsibility for mistakes. Holds oneself accountable for measurable high-quality, timely, and cost-effective results. 	<ul style="list-style-type: none"> Executes organizational strategies. Cultivates a strong, strategically-relevant organizational culture. Committed to culture of accountability, responsibility, and execution of organization’s strategy and tasks. 	<ul style="list-style-type: none"> Bystander intervention Leadership training Navy mission core values
<p><i>Empathy/perspective taking [10-12, 30, 38-39, 44-45, 47-51, 63-68]</i></p>	<ul style="list-style-type: none"> Demonstrates awareness of other people’s emotions, perspectives, and social cues. Demonstrates caring and concern for others, even those who have different views and beliefs. Evaluates verbal, physical, and environmental cues to predict and respond to the emotions of others. 		<ul style="list-style-type: none"> Bullying/hazing Bystander Intervention Discrimination/Diversity Leadership training Sexual assault Sexual Harassment Stress management (OSC)

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<p><i>Flexibility/ adaptability [7-8, 20, 26, 31, 38, 44, 58, 69-74]</i></p>	<ul style="list-style-type: none"> • Tries to understand changes in work tasks, situations, and environment as well as the logic or basis for change; actively seeks information about new work situations. • Treats change and new situations as opportunities for learning or growth; focuses on the beneficial aspects of change; speaks positively about the change to others. • Quickly modifies behavior to deal effectively with changes in the work environment; readily tries new approaches appropriate for new or changed situations; does not persist with ineffective behaviors. 	<ul style="list-style-type: none"> • Makes suggestions for increasing the effectiveness of changes. • Shifts strategy or approach in response to the demands of a situation. • Open-minded when dealing with others. • Handles emergencies or crisis situations. • Adjusts actions/behavior based on others' reactions. • Alters organizational strategy/mission when necessary to maneuver the organization through a period of uncertainty. 	<ul style="list-style-type: none"> • Career planning • Leadership training
<p><i>Appreciation for and embracing diversity [7, 29, 75-76]</i></p>	<ul style="list-style-type: none"> • Seeks out and uses ideas, opinions, and insights from diverse and various sources and individuals; maximizes effectiveness by using individuals' particular talents and abilities on tasks or assignments. • Establishes relationships with and learns more about people of other cultures and backgrounds 	<ul style="list-style-type: none"> • States the importance of forming, articulating, and modeling a philosophy of leveraging diversity. • Understands that inclusion is critical to the organizational missions, and that this philosophy is articulated both verbally and nonverbally. • Interprets and communicates thoughts and ideas in a way that is relevant to the listener 	<ul style="list-style-type: none"> • Bullying/hazing • Discrimination/diversity • Leadership training • Sexual assault • Sexual harassment

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
	<ul style="list-style-type: none"> Examines own biases and behaviors to avoid stereotypical actions or responses; plans and takes actions that consider the diversity of those involved or affected. Analyzes how another’s cultural values and social identity affect that person’s behavior. Engages in self-management when biases are activated. Recognize when these are activated by interpersonal or other organizational actions. Demonstrates respect for others’ values and customs. 	<p>or adjust communication style to meet expectations of audience.</p> <ul style="list-style-type: none"> Ensures that members of all demographic groups have equal access and equal opportunities to engage on work-related issues. Creates an inclusive environment and serves as a role model for inclusion and culturally adaptive behavior. Recognizes the racial, gender, and ethnic cultural issues in mentoring. Seeks and uses feedback from diverse sources. Adjusts approaches and behaviors as necessary to show respect for and maintain positive relationships with people from other groups, organizations, or cultures. 	
<p><i>Communication</i> [8, 12, 29-30, 36, 38-39, 43, 50, 77-85]</p>	<ul style="list-style-type: none"> Uses appropriate verbal behavior (give other person time to talk, keep tone clear and respectful) Uses appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate) Uses appropriate language in general social situations (e.g., to greet, introduce, thank, apologize) 	<ul style="list-style-type: none"> Effectively follows, clarifies, gives, or provides feedback to instructions. Gives and responds constructively to criticism. Accurately interprets and writes work-related correspondence. Writes work-related correspondence in ways that effectively communicates intent. 	<ul style="list-style-type: none"> Help-seeking Leadership

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
	<ul style="list-style-type: none"> • Uses appropriate listening (look engaged, don't interrupt) • Listens carefully to others, paying close attention to the speaker's point of view, thoughts, feelings, and perceptions. Develop active listening skills to enhance communications in multi-cultural contexts or to prevent, solve, or mediate problems when interacting with non-native speakers. • Appropriately expresses one's own opinion • Keeps an open mind and avoids making judgments about the speaker. • Concentrates on the main direction of the speaker's message. Tries to understand broadly what they are trying to say overall, as well as the detail of the words that they are using. 	<ul style="list-style-type: none"> • Reports progress on activities, status of assigned tasks, and problems and other situations affecting job completion. • Selects and analyzes work-related information for a given purpose and communicates it to others orally or in writing. • Asks open-ended questions that encourage others to give their viewpoints and is approachable at all times. • Keeps relevant people accurately informed and up-to-date of both positive and potentially negative information. • Achieves better understanding of a situation by asking the right questions of the right people. • Gives fair-minded consideration of differing opinions. • Comprehends large amounts of written information. • Tailors messages to specific audiences. 	
<p><i>Teamwork/ collaboration [7-8, 18, 38, 81, 85]</i></p>	<ul style="list-style-type: none"> • Seeks opportunities— proactively builds effective working relationships with other people. • Clarifies the current situation— probes for and provides 	<ul style="list-style-type: none"> • Develops others' and own ideas. Seeks and expands on original ideas, enhances others' ideas, and contributes own ideas about the issues at hand. 	<ul style="list-style-type: none"> • Family relationships • Intimate partner relationships

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
	<p>information to clarify situations.</p> <ul style="list-style-type: none"> • Demonstrates respect for the opinions of others. • Identifies and pushes for solutions in which all parties can benefit. • Helps and supports fellow employees in their work to contribute to overall success. • Keeps people informed and up-to-date. • Shares information and own expertise with others to enable them to accomplish group goals. 	<ul style="list-style-type: none"> • Subordinates personal goals—places higher priority on team or organization goals than on own goals. • Facilitates agreement—gains agreement from partners to support ideas or take partnership-oriented action; uses sound rationale to explain value of actions. • Uses effective interpersonal skills—Establishes good interpersonal relationships by helping people feel valued, appreciated, and included in discussions (enhances self-esteem, empathizes, involves, discloses, supports). • Facilitates goal accomplishment—Makes procedural or process suggestions for achieving team goals or performing team functions; provides necessary resources or helps to remove obstacles to help the team accomplish its goals. • Listens to and fully involves others in team decisions and actions; values and uses individual differences and talents. <p>Shares important or relevant information with the team.</p>	<ul style="list-style-type: none"> • Leadership training • Peer relationships

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
		<ul style="list-style-type: none"> • Models commitment by adhering to the team’s expectations and guidelines; fulfills team responsibilities; demonstrates personal commitment to the team. • Motivates organization members to take actions that are complementary with the leader’s, and each other’s, in alignment with the organization’s mission or vision • Develops clear, credible organizational strategy, effectively communicates that strategy to the organization’s members, and is consistent in executing the strategy. • Assigns responsibilities to others while monitoring performance and coordinating work efforts. 	
<p><i>Healthy relationships [68, 86-88]</i></p>	<ul style="list-style-type: none"> • Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others. • Offers and accepts constructive feedback in order to help others and improve self. • Strives to maintain an objective, non- judgmental tone during disagreements. 		<ul style="list-style-type: none"> • Bullying/hazing • Fraternization • Peer relationships • Family relationships • Intimate partner relationships • Sexual assault • Sexual harassment

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
	<ul style="list-style-type: none"> • Uses assertive communication to have needs met without negatively impacting others. • Understands whether conflicts are personal/relational (usually about identify or self-image, important aspects of a relationship such as loyalty, breach of confidence, perceived betrayal or lack of respect), instrumental (about goals, structures, procedures), or conflict of interest (the means of achieving goals are distributed). • Is kind, listens, discloses personal information, shows trustworthiness, is available to take time to build friendship, is forgiving and able to apologize. • Demonstrates empathy. • Practices good communication, teamwork, and conflict resolution skills. 		

Macro skills	Component life skills	Component leadership skills	Sample micro-applications
<p><i>Conflict resolution [7, 12, 43, 89-90]</i></p>	<ul style="list-style-type: none"> • Identifies the problem. • Talks about real concerns without blaming or attacking other person. • Stays focused on resolving the conflict and avoids personal issues and attacks. • Brainstorms solutions with no judging. • Agrees upon a solution. • Comes up with a plan to carry out the solution. 	<ul style="list-style-type: none"> • Opens discussions effectively, establishes a clear and compelling rationale for resolving the conflict. • Clarifies the current situation—Collects information from relevant sources to understand the conflict. • Views conflict objectively from all sides. • Develops others' and own ideas—Presents and seeks potential solutions or positive courses of action. • Takes positive action to resolve the conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship. • Closes discussions with clear summaries to ensure that all are aware of agreements and required actions. 	<ul style="list-style-type: none"> • Family relationships • Intimate partner relationships • Leadership training • Peer relationships

Abbreviations

AC	Active Component
BLC	behavior learning continuum
CO	commanding officer
COE	Culture of Excellence
DB	destructive behavior
DEP	Delayed Entry Program
ELD	Enlisted Leader Development
FTS	Full-Time Support
INDOC	indoctrination
NRC	National Research Council
OCS	Officer Candidate School
RC	Reserve Component
RRL	Ready Relevant Learning
RTC	Recruit Training Command
SB	signature behavior
SELRES	Selected Reserve
SME	subject matter expert

References

- [1] Department of the Navy. 2018. "CNSP Calls on Commanders to Drive to a Culture of Excellence." *America's Navy: Forged by the Sea*. Oct. 20, 2018. Accessed June 3, 2019. https://www.navy.mil/submit/display.asp?story_id=107507.
- [2] Coxwest, Daniel C. 2019. "Navy Leadership Focuses on Sea Power Innovation and a Culture of Excellence." *America's Navy: Forged by the Sea*. Jan. 16, 2019. Accessed June 7, 2019. https://www.navy.mil/submit/display.asp?story_id=108325.
- [3] U.S. Navy. "Readiness Reform Oversight Committee: One Year Later." *Navy Live: The Official Blog of the U.S. Navy*. Feb. 26, 2019. Accessed June 7, 2019. <https://navylive.dodlive.mil/2019/02/26/readiness-reform-oversight-committee-one-year-later/>.
- [4] Golfin, Peggy, Patty Kannapel, Tom Geraghty, and Heather Wolters. 2020. "Life and Leadership Skills in Support of the Navy's Culture of Excellence." DRM-2019-U-022421-Final: 1-114.
- [5] U.S. Navy. Approved Dec. 10, 2018. *Navy Primary Prevention Logic Model*.
- [6] National Research Council. 2012. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press. doi: 10.17226/13398.
- [7] Harvard University. *Competency Dictionary*. Cambridge, MA: Author. Accessed July 15, 2019. https://www.campuservices.harvard.edu/system/files/documents/1865/harvard_competency_dictionary_complete.pdf.
- [8] Syracuse University. 2019. "Competency Library." Syracuse University Performance Partnership 2019. Accessed July 23, 2019. <http://performance.syr.edu/competency-library>.
- [9] Blanchard, K., D. Zigarmi, and R. Nelson. 1993. "Situational Leadership After 25 Years: A Retrospective." *Journal of Leadership Studies* 1 (1): 22.
- [10] DeChurch, Leslie A., Nathan J. Hiller, Toshio Murase, Daniel Doty, and Eduardo Salas. 2010. "Leadership Across Levels: Levels of Leaders and Their Levels of Impact." *The Leadership Quarterly* 21: 1069-1085.
- [11] Zaccaro, S. J. 2002. "Organizational Leadership and Social Intelligence." In *Multiple Intelligences and Leadership (LEA's Organization and Management Series)*. Edited by R. E. Riggio, S. E. Murphy, and F. J. Pirozzolo. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 29-54.
- [12] Mumford, Troy V., Michael A. Campion, and Frederick P. Morgeson. 2007. "The Leadership Skills Strataplex: Leadership Skill Requirements Across Organizational Levels." *The Leadership Quarterly* 18: 154-166.
- [13] American Psychological Association. 2018. "APA Dictionary." Accessed July 9, 2019. <https://dictionary.apa.org/>.
- [14] British Columbia Ministry of Education. *Critical Thinking Competency Profiles*. Draft. Accessed July 1, 2019. <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CriticalThinkingCompetencyProfiles.pdf>.
- [15] Rio Salado College. "The Critical Thinking Competency." Tempe, AZ. Accessed July 1, 2019. <http://www.riosalado.edu/library/owl/Documents/CriticalThinkingCollege-WideRubric.pdf>.
- [16] Cambridge University Press. 2019. "English." Cambridge Dictionary. Accessed July 9, 2019. <https://dictionary.cambridge.org/us/dictionary/english/>.
- [17] Chicago State University. "Competency Dictionary." Accessed July 1, 2019. <https://www.csu.edu/humanresources/empdev/competencyDictionary.htm>.

- [18] Kowske, Brenda J., and Kshanika Anthony. 2007. "Towards Defining Leadership Competence Around the World: What Mid-Level Managers Need to Know in Twelve Countries." *Human Resource Development International* 10 (1): 21-41.
- [19] Ackerman, Courtney. "What Is Self-Regulation? (+95 Skills and Strategies)." Positive Psychology Program. May 20, 2019. Accessed May 28, 2019. <https://positivepsychologyprogram.com/self-regulation/>.
- [20] Leonard, Henry A., J. Michael Polich, Jeffrey D. Peterson, Ronald E. Sortor, and S. Craig Moore. 2006. *Something Old, Something New: Army Leader Development in a Dynamic Environment*. RAND Arroyo Center. MG-281-A.
- [21] Carey, Michael P., and Andrew D. Forsyth. "Teaching Tip Sheet: Self-Efficacy." American Psychological Association. Accessed July 9, 2019. <https://www.apa.org/pi/aids/resources/education/self-efficacy>.
- [22] 2013. "What Is Positive Thinking?". Leading Personality. Accessed July 9, 2019. <https://leadingpersonality.wordpress.com/2013/03/15/what-is-positive-thinking/>.
- [23] Stockdale, Susan L., and Ralph G. Brockett. 2011. "Development of the PRO-SDLS: A Measure of Self-Direction in Learning Based on the Personal Responsibility Orientation Model." *Adult Education Quarterly* 61 (2): 161-180. doi: 10.1177/0741713610380447.
- [24] Diaz-Cervo, Marie. 2017. "What Is Personal Responsibility?". Quora. Sept. 25, 2017. Accessed July 9, 2019. <https://www.quora.com/What-is-personal-responsibility>.
- [25] "Word Explorer Children's Dictionary: Personal Responsibility." Kids.Wordsmyth. Accessed July 9, 2019. <https://kids.wordsmyth.net/we/?ent=personal+responsibility>.
- [26] Pulakos, Elaine D., Sharon Arad, Michelle A. Donovan, and Kevin E. Plamondon. 2000. "Adaptability in the Workplace: Development of a Taxonomy of Adaptive Performance." *Journal of Applied Psychology* 85 (4): 612-624.
- [27] Lim, Sandra. 2019. "Interpersonal Skills." Investopedia. Apr. 26, 2019. Accessed July 9, 2019. <https://www.investopedia.com/terms/i/interpersonal-skills.asp>.
- [28] "Interpersonal Skills." Wikijob. Accessed July 9, 2019. <https://www.wikijob.co.uk/content/interview-advice/competencies/interpersonal-skills>.
- [29] Comprehensive Adult Student Assessment System. 2008. *CASAS Competencies: Essential Life and Work Skills for Youth and Adults*. Accessed May 20, 2019. <https://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master>.
- [30] Gillen, Dennis J., and Stephen J. Carroll. 1985. "Relationship of Managerial Ability to Unit Effectiveness in More Organic Versus More Mechanistic Departments." *Journal of Management Studies* 22 (6): 668-676.
- [31] Jacobs, T. O., and E. Jaques. 1987. "Leadership in Complex Systems." In *Human Productivity Enhancement*. Edited by J. Zeidner. New York: Praeger, 7-65.
- [32] "Core Competencies: Critical Thinking Definition and Rubric." Berkshire Community College. Accessed July 1, 2019. https://www.berkshirecc.edu/academics/academic-support/graduation-requirements/core-competencies/CC_CT_Critical_Thinking.pdf.
- [33] Paul, Richard, and Linda Elder. *A Guide for Educators to Critical Thinking Competency Standards: Standards, Principles, Performance Indicators, and Outcomes With a Critical Thinking Master Rubric*. The Foundation for Critical Thinking. Accessed July 1, 2019. http://www.criticalthinking.org/files/SAM_Comp%20Stand_07opt.pdf.
- [34] The Undergraduate Critical Thinking Competency Assessment Committee. Oct. 31, 2012. *A Report on Undergraduate Critical Thinking at the University of Virginia*. Accessed July 1, 2019. https://ias.virginia.edu/sites/ias.virginia.edu/files/Critical%20Thinking%20Comp%20Assmt%20Report_FINAL.pdf
- [35] Colorado Commission on Higher Education. 2016. *GT Pathways Competency: Critical Thinking*. Accessed July 18, 2019. https://higher.ed.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf.

- [36] Wong, Leonard, Paul Bliese, and Dennis McGurk. 2003. "Military Leadership: A Context Specific Review." *The Leadership Quarterly* 14 (6): 657-692.
- [37] Curşeu, Petru Lucian, and Sandra G. L. Schruijer. 2012. "Decision Styles and Rationality: An Analysis of the Predictive Validity of the General Decision-Making Style Inventory." *Educational and Psychological Measurement* 72 (6): 1053-1062.
- [38] Katz, R. L. 1974. "Skills of an Effective Administrator." *Harvard Business Review* 52 (5): 90-102.
- [39] Yukl, Gary. 1989. "Managerial Leadership: A Review of Theory and Research." *Journal of Management* 15 (2): 251-289.
- [40] LaGuardia Community College. "Inquiry and Problem Solving: Adapted from the AAC&U VALUE Rubrics." Accessed July 17, 2019.
https://www.laguardia.edu/uploadedFiles/Main_Site/Content/Divisions/AA/Assessment/Docs/Combined%20Competency%20and%20Ability%20Rubrics.pdf.
- [41] Colorado Commission on Higher Education. 2016. *GT Pathways Competency: Problem Solving*. Accessed July 18, 2019.
https://higher.ed.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Problem_Solving_CCHE_approved.pdf.
- [42] Skills You Need. "Humility." Skills You Need. Accessed October 2, 2019.
<https://www.skillsyouneed.com/ps/humility.html>.
- [43] Blake, Robert R., and Jane S. Mouton. 1985. *The Managerial Grid III: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.
- [44] Chatman, Jennifer A., and Jessica A. Kennedy. 2010. "Psychological Perspectives on Leadership." In *Handbook of Leadership Theory and Practice: A Harvard Business School Centennial Colloquium*. Edited by Nitin Nohria, and Rakesh Khurana. Boston: Harvard Business Press.
- [45] Herman, Beth, and Rebecca Collins. 2018. *Social and Emotional Learning Competencies*. Madison, WI: Wisconsin Department of Public Instruction. Accessed July 22, 2019.
<https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf>.
- [46] Madison Metropolitan School District. 2011. *Social Emotional Learning Standards 4K-12th Grade Continuum*. Madison, WI: Author. Accessed July 22, 2019.
https://curriculum.madison.k12.wi.us/files/curriculum/4k-12_sel_standards.pdf.
- [47] Boal, Kimberly B., and Carlton J. Whitehead. 1992. "A Critique and Extension of the Stratified Systems Theory Perspective." In *Strategic Leadership: A Multiorganizational-Level Perspective*. Edited by R. L. Phillips, and J. G. Hunt. Westport, CT: Quorum Books/Greenwood Publishing Group, 237-253.
- [48] Cangemi, Joseph P., Bill Burga, Harold Lazarus, Richard L. Miller, and Jaime Fitzgerald. 2008. "The Real Work of the Leader: A Focus on the Human Side of the Equation." *Journal of Management Development* 27 (10): 1026-1036.
- [49] Kaiser, R. B., and S. B. Craig. 2011. "Do the Behaviors Related to Managerial Effectiveness Really Change with Organizational Level? An Empirical Test." *The Psychologist-Manager Journal* 14: 92-119.
- [50] Luthans, Fred, Dianne H. B. Welsh, and Lewis A. Taylor. 1988. "A Descriptive Model of Managerial Effectiveness." *Group & Organization Management* 13 (2): 148-162.
- [51] Northouse, P. G. 2007. *Leadership Theory and Practice*. 4th ed. Thousand Oaks, CA: Sage.
- [52] Colorado Department of Education. "Colorado Academic Standards: All Students, All Standards." Accessed May 21, 2019.
<https://www.cde.state.co.us/standardsandinstruction/essentialskills>.
- [53] Kivunja, Charles. 2015. "Teaching Students to Learn and to Work Well with 21st Century Skills: Unpacking the Career and Life Skills Domain of the New Learning Paradigm." *International Journal of Higher Education* 4 (1): 1-11. Accessed July 22, 2019. doi: 10.5430/ijhe.v4n1p1. <http://dx.doi.org/10.5430/ijhe.v4n1p1>.

- [54] University of Buffalo. 2019. "Competency Library." University of Buffalo Administrative Services Gateway. Accessed July 23, 2019. <http://www.buffalo.edu/administrative-services/managing-people/supervising/planning-evaluating-performance/competency-library.html>.
- [55] U.S. Office of Personnel Management. *Proficiency Levels for Leadership Competencies*. Accessed July 22, 2019. <https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/proficiency-levels-for-leadership-competencies.pdf>.
- [56] National Soft Skills Association. 2015. "Three Step Process to Teaching a Positive Attitude." National Soft Skills Association. Mar. 20, 2015. Accessed July 25, 2019. <https://www.nationalsoftskills.org/three-step-process-to-teaching-a-positive-attitude/>.
- [57] 2014. *Comprehensive Soldier & Family Fitness: Master Resilience Trainer (MRT) Skills Overview*. Accessed March 15, 2019. <https://armyfit.army.mil/>.
- [58] Brunnermeier, Markus K., Patrick Bolton, and Laura Veldkamp. 2010. "Economists' Perspectives on Leadership." In *Handbook of Leadership Theory and Practice: A Harvard Business School Centennial Colloquium*. Edited by Nitin Nohria, and Rakesh Khurana. Boston: Harvard Business School Press.
- [59] "21st Century Skills." Iowa Department of Education. Accessed May 21, 2019. <https://iowacore.gov/iowa-core/subject/21st-century-skills>.
- [60] Rotemberg, J., and G. Saloner. 1993. "Leadership Styles and Incentives." *Management Science* 39: 1299-1318.
- [61] Drucker, Peter. 1967. *The Effective Executive*. New York: Harper Collins.
- [62] Kernis, M. H., and B. M. Goldman. 2006. "A Multicomponent Conceptualization of Authenticity: Theory and Research." *Advances in Experimental Social Psychology* 38: 283-357.
- [63] Goleman, D. 1998. *Working with Emotional Intelligence*. 1st ed. New York: Bantam Dell.
- [64] Hackman, J. Richard, and R. Wageman. 2005. "A Theory of Team Coaching." *The Academy of Management Review* 30 (2): 269-287.
- [65] Hausmann, Robert C., and Daniel Weissbein. 2004. *Is Online Leadership Training Effective?* CNA. CRM D0010384.A2.
- [66] Hicks, Ben. 2010. *Team Coaching: A Literature Review*. Institute for Employment Studies.
- [67] Schlaerth, Andrea, Nurcan Ensari, and Julie Christian. 2013. "A Meta-Analytical Review of the Relationship Between Emotional Intelligence and Leaders' Constructive Conflict Management." *Group Processes and Intergroup Relations* 16 (1): 126-136.
- [68] Tennessee Department of Education. 2017. *K-12 Social and Personal Competencies Resource Guide*. Accessed July 22, 2019. https://www.tn.gov/content/dam/tn/education/safety/safe_sch/SPC_Resource_Guide.pdf.
- [69] Black, J. A., and K. B. Boal. 1996. "Assessing the Organizational Capacity to Change." In *Competence-Based Strategic Management*. Edited by A. Heene and R. Sanchez. Chichester, UK: Wiley, 151-158.
- [70] Briscoe, J. P., and D. T. Hall. 1999. "Grooming and Picking Leaders Using Competency Frameworks: Do They Work? An Alternative Approach and New Guidelines for Practice." *Organizational Dynamics* 28 (2): 37-52.
- [71] Cohen, W. M., and D. A. Levinthal. 1990. "Absorptive Capacity: A New Perspective on Learning and Innovation." *Administrative Science Quarterly* 35: 128-152.
- [72] Kanungo, R. N., and S. Misra. 1992. "Managerial Resourcefulness: A Reconceptualization of Management Skills." *Human Relations* 45: 1311-1332.
- [73] Mahoney, T. A., T. H. Jerdee, and S. J. Carroll. 1965. "The Jobs of Management." *Industrial Relations* 4: 97-110.
- [74] Steele, W. M., and R. P. Walters. 2001. "21st Century Leadership Competencies. Army." *Army* 51: 29-32.
- [75] Colorado Commission on Higher Education. 2016. *GT Pathways Competency: Diversity & Global Learning*. Accessed July 19, 2019.

- https://higher.ed.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Diversity_Global_Learning.pdf
- [76] Yuengling, A. Renee. *Foundation for Diversity Training: Competency Model and Learning Objectives*. Defense Equal Opportunity Management Institute. Technical Report No. 06-12.
- [77] SkillsYouNeed. "Top Tips for Effective Interpersonal Communication." Accessed July 17, 2019. <https://www.skillsyouneed.com/rhubarb/effective-interpersonal-communication.html>.
- [78] SkillsYouNeed. "Verbal Communication Skills." Accessed July 19, 2019. <https://www.skillsyouneed.com/ips/verbal-communication.html>.
- [79] Carroll, Stephen J., and Dennis J. Gillen. 1987. "Are the Classical Management Functions Useful in Describing Managerial Work?". *Academy of Management Review* 12 (1): 38-51.
- [80] Conlin, Ronald P. 2016. "A Comparative Study of Leadership Skill Requirements Across Sales, Human Resource and Finance Functions." PhD diss., Pepperdine University Graduate School of Education and Psychology.
- [81] Cox, C. J., and C. L. Cooper. 1988. *High Flyers: An Anatomy of Managerial Success*. New York: Blackwell.
- [82] Lau, Alan W., and Cynthia M. Pavett. 1980. "The Nature of Managerial Work: A Comparison of Public- and Private-Sector Managers." *Group & Organization Studies* 5 (4): 453-466.
- [83] Mintzberg, Henry. 1973. *The Nature of Managerial Work*. New York: Harper and Row.
- [84] Quinn, R. E. 1988. *Beyond Rational Management: Mastering the Paradoxes and Competing Demands of High Performance*. San Francisco: Jossey-Bass.
- [85] Wright, P. 1996. *Managerial Leadership*. New York: Routledge.
- [86] Mayo Clinic. "Friendships: Enrich Your Life and Improve Your Health." *Healthy Lifestyle: Adult Health*. Accessed July 19, 2019. <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/friendships/art-20044860>.
- [87] SkillsYouNeed. "Building Rapport." Accessed July 19, 2019. <https://www.skillsyouneed.com/ips/rapport.html>.
- [88] Boyes, Alice. 2015. "Do You Have These 21 Essential Relationship Skills? ... and Does Your Partner Agree?". *Psychology Today*. Apr. 22, 2015. Accessed July 2, 2019. <https://www.psychologytoday.com/us/blog/in-practice/201504/do-you-have-these-21-essential-relationship-skills>.
- [89] Fairfax County Public Schools, Department of Special Services. *10 Lessons for Teaching Conflict Resolution Skills*. Accessed July 18, 2019. http://creducation.net/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf.
- [90] Zaccaro, Stephen J. 2001. *The Nature of Executive Leadership: A Conceptual and Empirical Analysis of Success*. Washington, DC: American Psychological Association.