

SAF LD Cue Cards



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MISSION OF MINDEF & SAF



MISSION OF MINDEF & SAF

To enhance
Singapore's
peace and security
through deterrence and
diplomacy, and should
these fail, to secure a
swift and decisive victory
over the aggressor.



LEADERSHIP



Definition of Leadership in SAF

Leadership is a process of influencing people to:

- Accomplish the mission
- Inspiring their commitment
- Improving the organisation



A close-up photograph of a person's hand holding a red and white flag. The hand is positioned on the left side of the frame, gripping the edge of the flag. The flag is draped vertically, with the red section on the left and the white section on the right. The background is blurred, showing what appears to be an indoor setting with other people and lights.

COMMAND, LEADERSHIP & MANAGEMENT



Command, Leadership & Management

Command

- Legal authority & responsibility vested by virtue of rank or appts.
 - Accountability to superiors, Institution & Nation
 - Uphold the organisation's status (past, present & future)
 - Responsibility for health, welfare, morale & discipline of assigned personnel.

"Human in Command"

Provide Subordinates: clear purpose, vision, intentions . Build trust and inspire commitment to overcome obstacles and accomplish mission.

"C2, Governance"

Prepare for and achieve mission success in an effective and efficient manner.

Command Effectiveness

Leadership

- Process of influencing others to accomplish the mission, inspiring their commitment, and improving the organisation.

Management

- Plan, organise, direct, coordinate, control and allocate resources (e.g. human, material, finances) & processes (e.g. operations, risk, training) through techniques & tools.

"Organisational Excellence"

Deliver sustained superior performance that meets the expectations of stakeholders. Fostering culture of innovation to stay ahead.



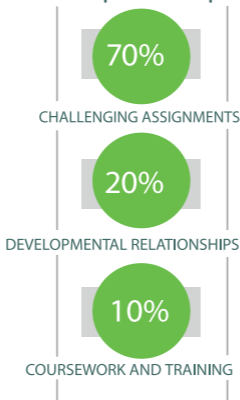


**HOW DO YOU
BECOME A LEADER?**



How do you become a better Leader?

The 70-20-10 Rule of Leadership Development



The 70-20-10 rule suggests that successful leaders learn within three clusters of experience: challenging assignments (70%), developmental relationships (20%), and coursework and training (10%). Most organisations acknowledge that formal training alone can be limited in impact. [Looking at the rule, the key is to systemise and implement a leadership development strategy that includes workplace experiential application and coaching / mentoring opportunities.]

*Blended Learning for Leadership, The CCL Approach,
By Ron Rabin, Ph.D., Center for Creative Leadership*





8 POINTERS TO PREPARE FOR COMMAND



8 Pointers to Prepare for Command

1. Know the **Mission, Vision, Values** and focus of the unit you are posting to, and their stage of training.
2. Know what and who you will be **responsible** for, their size, and composition.
3. Know who will **supervise** you and who you will need to work with closely.
4. Learn from the **experience** of others on how to best prepare for your **command**, just like you would for a **mission**.
5. Formulate your **theory and plan** (especially in the first 100 days) for successful entry into your command.
6. Seek an interview with your immediate supervisors to get their **guidance** and understand their **expectations** of you and their **vision** for the unit.
7. Be quick to **learn** from the other Officers, outgoing PC and the WOs. **Listen actively** and genuinely and **ask questions** to help you sharpen your **theory for success**. Be **curious** especially about the men and the Commanders so that you can break in **effectively**.
8. Finally, go in **physically strong**. In your first PT you want them to **respect** you and be clear that you can **lead**, by leading in singing. This will also serve to imprint your own **readiness** to lead with **confidence**.

*"Called to Lead" - POINTER Monograph No. 8
Dated 1st June 2011*



SAF (24/7) LEADERSHIP FRAMEWORK



SAF (24/7) LEADERSHIP FRAMEWORK

TRIANGLE (Building Blocks)

Values. The bedrock of SAF Leadership lies in a strong foundation of SAF Core Values. It is in a strong set of Core Values that SAF Leaders derive their moral strength for influencing SAF soldiers.

Competencies. SAF Leaders must also possess competencies and skills to influence effectively. Different leadership competencies are required for effective leadership in different contexts.

Styles. Beyond values and competencies, SAF Leaders should employ a full range of leadership styles to be effective in different situations. They must understand how different styles of leading have different impacts and different outcomes.

Self. Ultimately, SAF Leaders must strive to possess a dynamic capacity for self-awareness, self-management and personal mastery. This not only applies in terms of their values, competencies and styles, but also in terms of their emotions and self-confidence, and continual development and learning.

CIRCLE (Leadership Context)

The circle emphasises that SAF Leaders must influence people with a good understanding of the SAF's Mission and Purpose, the Operating Environment and Desired Outcomes. It is with these three aspects of leadership context that LD must be effectively conducted in the SAF.

LD Doctrine Directive 2/2004 dated 26 July 04



SAF CORE VALUES



SAF CORE VALUES

Loyalty to Country

- Nation before Self
- Commitment
- Sacrifice
- Defend & Protect

Discipline

- Timely & Precise Execution
- Respect for Military System
- Regimentation
- Adherence to Standards

Fighting Spirit

- Perseverance
- Courage
- Resilience

Care for Soldiers

- Concern & Empathy
- Tough & Safe Training
- Nurturing & Developing Others

Leadership

- Leading by Example
- Being True to Self & Others
- Inspiring & Developing Others

Professionalism

- Knowing your job & doing it well
- Learning & Innovation
- Excellence
- Setting & Maintaining Standards

Ethics

- Doing the right thing without fear or favour
- Moral Courage
- Trustworthiness
- Integrity

Safety

- Individual, Team, Command Responsibility
- Safety Mindset
- Perform Tasks with Vigilance

(Note: There is no hierarchy of SAF Core Values as its application is dependent on the context of the situation.)

“SAF CORE VALUES Handbook”
– SAF Centre For Leadership Development





SAF CODE OF CONDUCT



SAF CODE OF CONDUCT

- 1.** We will always Honour our Nation. We will do everything to uphold it and nothing to disgrace it.
- 2.** At all times, we must bear in mind that we are protector of our citizens.
- 3.** We are loyal to the Armed Forces, and we take pride in our unit, our uniform, our discipline, our work, our training and ourselves.
- 4.** We must be exemplary in our conduct. We respect others and by our conduct and bearing win the respect of others.
- 5.** We are courageous but not reckless. We are devoted to duty but not to ourselves.
- 6.** We guard our weapons as we guard secrets.



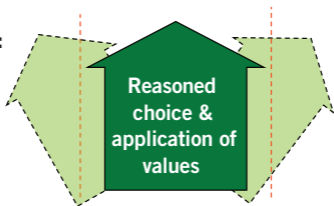


**3 LEVELS OF
VALUES
INCULCATION**



3 Levels of Values Inculcation

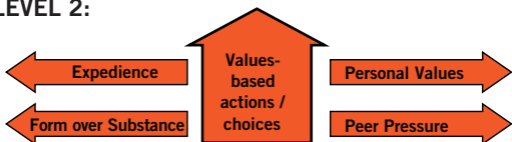
LEVEL 3:



Internalisation

I know which value is most relevant in this situation and understand the boundaries within which this value is meant to be applied.

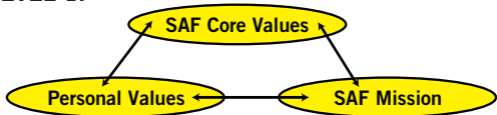
LEVEL 2:



Adherence

I choose to act according to values rather than giving in.

LEVEL 1:

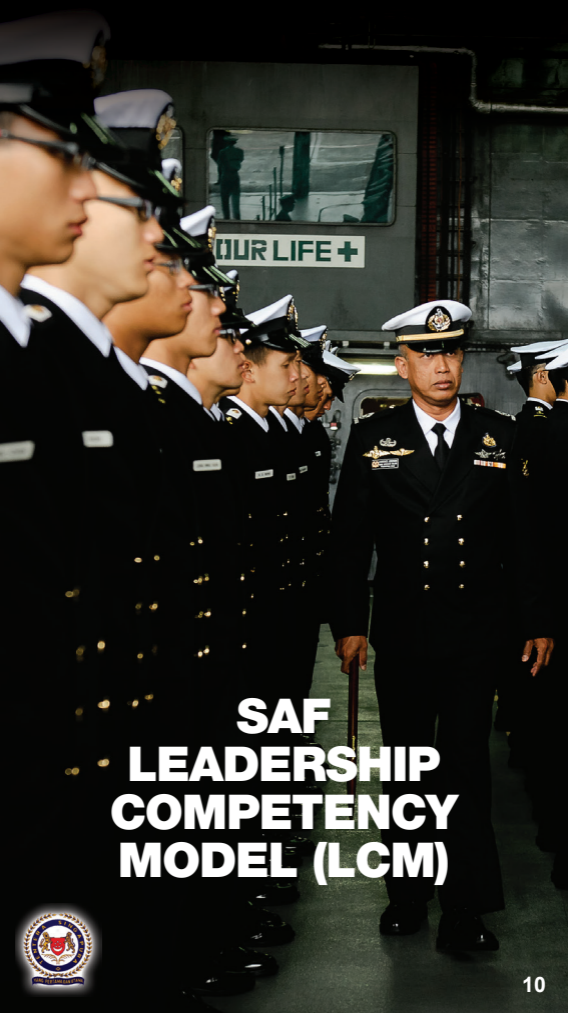


Alignment

I understand the SAF Core Values in context of what I personally believe and the SAF's mission.

"The Commander's Guide to Leadership Development in the SAF" - SAF Centre For Leadership Development





SAF LEADERSHIP COMPETENCY MODEL (LCM)



SAF Leadership Competency Model (LCM)

The SAF Leader is a mission-focused individual. He understands the intent of the mission and effectively plans to ensure mission success. The SAF Leadership Competency Model (LCM) comprises 5 competencies and 14 skills:

COMPE- TENCIES		"CORE COMPETENCIES" (FOR LEADER PERFORMANCE)				"META- COMPETENCY" (FOR GROWTH/ ADAPTABILITY)
SKILLS	Conceptual Thinking	Social	Mission	Development	Self	
	Critical Thinking	Communicating to Influence	Planning	Developing People	Self-Awareness	
	Creative Thinking	Interpersonal Effectiveness	Decision Making	Developing Teams	Self-Management	
	Ethical Reasoning		Execution	Improving Organisation	Personal Mastery	

LD Doctrine Directive 2/2004 dated 26 July 04



SAF LEADERSHIP COMPETENCY MODEL (LCM)

CONCEPTUAL THINKING COMPETENCY



Conceptual Thinking Competency

Conceptual Thinking is the cognitive capacity to understand & respond to the complexities inherent in the SAF's operating environment. It consists of the following three skills:

Critical Thinking

- Identifies, defines and solves problems by thinking analytically and logically, drawing on all data sources, knowledge and past experiences; consequences and impact any decision may incur;
- Appreciates the external environment;
- Links actions to a larger cause or purpose; develops long term strategic plans to shape the future.

Creative Thinking

- Envisions the future state;
- Thinks creatively to construct the new reality;
- Finds innovative ways to resolve problems;
- Brings about breakthrough in deadlock situations.

Ethical Reasoning

- Develops a sound understanding of values and standards of ethical conduct in the SAF;
- Engages in ethical thinking and reasoned argument about what is right and wrong;
- Upholds and applies ethical reasoning principles and processes to all contexts, even in the face of adversity.





SAF LEADERSHIP COMPETENCY MODEL (LCM)
SOCIAL COMPETENCY



Social Competency

The Social competency domain refers to the skills required to develop and maintain effective working relationships by showing consideration, concern and respect for others. It consists of the following two skills:

Communicating to Influence

- Communicates through effective techniques like active listening and interpretation of non-verbal cues by taking on board the views of superiors, peers and subordinates;
- Chooses the appropriate message and medium of delivery;
- Persuades, influences and collaborates effectively, with the ability to convince those whom the individual does not hold command.

Interpersonal Effectiveness

- Responsive to the needs of others;
- Empathises with their worries and predicaments;
- Recognises what drives and inspires them;
- Builds and develops partnership within and across Services and Agencies.



SAF LEADERSHIP COMPETENCY MODEL (LCM)

MISSION COMPETENCY



Mission Competency

The SAF Leader is a mission-focused individual. He understands the intent of the mission and effectively plans to ensure a successful outcome. This competency consists of the following three skills:

Planning

- Focuses on the mission at all times; understands the intent of the mission and priorities based on urgency and importance;
- Sets goals and objectives; plans to ensure that these are executed in a timely manner;
- Uses the appropriate planning processes;
- Leverages technology, knowledge and previous experience in planning;
- Adapts plans when necessary to achieve the desired outcome.

Decision-Making

- Uses the art and science of decision making to make choices and decisions;
- Leverages on past experience and specialist knowledge of others to make sound decisions in the absence of information;
- Remains rational and objective when making decisions;
- Willing to make difficult decisions; will commit to bold actions to gain decisive advantage.

Execution

- Leverages on technology, people and processes to enhance command and control;
- Takes charge of the mission;
- Senses the environment and responds to new developments;
- Monitors, evaluates and assesses progress, adapts and implements contingency plans;
- Ensures mission accomplishment.





SAF LEADERSHIP COMPETENCY MODEL (LCM)

DEVELOPMENTAL COMPETENCY



Development Competency

The Development competency is desired at 3 levels in the SAF Leader: Individual, Team and Organisation. It consists of the following three skills:

Developing People

- Demonstrates interest in the development of each individual under command;
- Creates challenges through delegation and empowerment to ensure that everyone can reach their full potential;
- Provides feedback, coaching and counselling;
- Recognises and rewards achievement;
- Motivates and inspires subordinates to grow.

Developing Teams

- Creates a spirit of comradeship and trust within the team;
- Ensures that team members are unified through the achievement of common goals;
- Builds team morale and resolves conflict;
- Ensures team learning.

Improving Organisation

- Proactive in recognising the need to transform;
- Creates the rationale for change;
- Champions, manages and sees through the change efforts;
- Sees beyond the ways things are conventionally done;
- Continually seeks ways to improve organisation.





SAF LEADERSHIP COMPETENCY MODEL (LCM)

SELF COMPETENCY



Self Competency

The Self competency refers to skills required to manage oneself and develop one's own capabilities. It consists of the following three skills:

Self-Awareness

- Recognises one's own moods, emotions and drives, as well as their effects on others;
- Demonstrates a deep understanding of one's strengths and limitations.

Self-Management

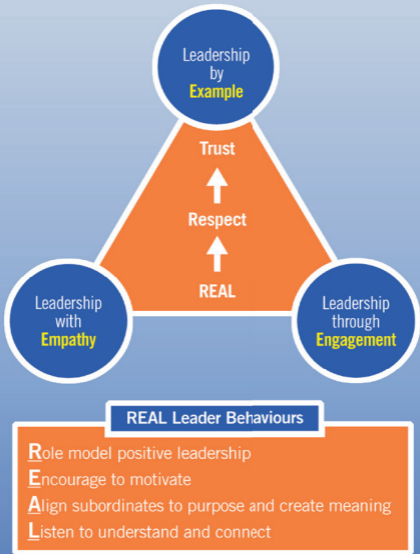
- Controls one's own emotions and impulses;
- Remains calm and composed under stress;
- Maintains confidence in one's abilities and adopts a positive outlook;
- Demonstrates cognitive - behavioural flexibility in adapting to ambiguous or changing situations.

Personal Mastery

- Continually reflects and raises own consciousness by journaling personal beliefs/assumptions and currently reality;
- Engages in personal visioning and goal setting;
- Leverages on own strength and actively seeks out learning opportunities to develop;
- Commits to continual personal growth and constantly seeks personal feedback.



Leadership by Example, with Empathy, through Engagement (L3E)



A synergistic approach where Leaders...

- Lead by Example, with tough Empathy (understand and meet needs, not wants), and actively Engage through REAL Leader Behaviours so as to better attend to both Mission and Men.
- It extends from the SAF 24/7 Leadership Framework with emphasis on the Leadership Competency Model's (LCM) Social Competency and Interpersonal Effectiveness skill.



By Example:

Demonstrate Character, Competence and Commitment.

With Empathy:

Understanding the needs and sharing the feelings of others.

Through Engagement:

REAL Leader Behaviours

Authentic leadership underscores the practice of L3E as the acronym 'REAL' aptly emphasises:

Role Model Positive Leadership

- Be self-aware.
- Demonstrate commitment to organisation.
- Make values-based decisions.
- Demonstrate competence.
- Be authentic.
- Take charge.
- Commit to developing subordinates to their full potential.

Align Subordinates to Purpose and Create Meaning

- Align subordinates' values with that of the organisation's.
- Explain how each subordinate's work contribute to realising the organisation's purpose.
- Draw links of subordinates' work to the organisation's purpose.

Encourage to Motivate

- Encourage subordinates to motivate them to achieve high standards of excellence and competence.
- Show appreciation by acknowledging all efforts and contributions.
- Let subordinates feel valued and respected.

Listen to Understand and Connect

- Active listening without judging.
- Listen to understand needs and issues.
- Discern needs from wants (Tough empathy)
- Use positive body language to show interest.





3-LEGGED STOOL



3-Legged Stool

Three Core Capabilities to support
Organisational Learning



1. Personal Mastery
2. Shared Vision

3. Mental Models
4. Team Learning

5. Systems Thinking

Five learning disciplines to act as antidotes to organisational learning disabilities.

*Kim Daniel H. (2001). Organizing for Learning.
(Society for Organizational Learning)*





“3Ps” OF LEADERSHIP DEVELOPMENT



“3Ps” of Leadership Development

Practices

These are necessary LD behaviours which leaders need to be effective in. Examples of LD practices are:

- Reflection & Journaling
- Coaching
- Facilitation
- Team Building
- TETRA-Approch to Team Learning
- Seeking & Recieving Feedback
- 2-5-1 Story-Telling Model

Processes

These are vehicles designed to operationalise LD practices in units. Examples of LD processes are:

- Individual Development Process (IDP)
- Action Learning Process (ALP)
- Command Effectiveness Process (CEP)

Programmes

The SAF CLD conducts LD programmes for Warrant Officers & Specialists, Military Experts and Officers. These include:

- Leadership & Values (L&V) Programme.
- Junior Officers LD Programme.
- Military Domain Expert Course (MDEC) - Joint Leadership Programme.
- Warrant Officers / Military Expert LD Programme.
- Leadership & Organisational Development Programme (L&OD).
- LD Modules in various ROA Courses.



A vertical photograph showing the silhouettes of soldiers in a field at sunset. The sun is low on the horizon, creating a bright glow and casting long shadows. The soldiers are in various poses, some standing and some crouching. The sky is a mix of purple, blue, and orange. The foreground is a dark, reflective surface, possibly water, which shows a blurred reflection of the soldiers and the sun.

REFLECTION & JOURNALING



Reflection & Journaling

What is Reflection?

- “Active, persistent, and careful consideration of any belief or working assumptions and conclusions.”
~ Dewey, J., *How We Think*, New York: D.C. Heath, 1993
- “Slowing down of our thinking processes to become aware of how we form our mental models.”
-Peter Senge, et al. *The Fifth Discipline Field book*, New York: 1994
- To reflect is to think critically and respond to what experience has to teach us regarding one's attributes, one's purpose and role in the context.

What is Journaling?

Journaling is the personal recording of occurrences, experiences and reflections kept on a regular basis.



COACHING



Coaching



In the SAF, the GROW model is chosen as the basic structure for coaching conversations.

GROW is a simple yet effective framework for structuring a coaching conversation. The GROW model helps to define goals, clarify thinking, identify options, reduce challenges to doable tasks, and thus increase one's belief, accountability, and motivation in achieving a specific goal.

"Guide to Coaching & Facilitation in The SAF"
– SAF Centre For Leadership Development





FACILITATION



Facilitation

Facilitation is the practice to create effective team conversations by systematically harnessing the collective and diverse perspectives to achieve the outcomes of team learning, positive experience and collective action for **mission success**. Facilitation is useful when:

- There is diverse expertise and perspectives within the team.
- Part or the whole team is new to the topic or issue.
- There is a need for alignment.
- It is important to build shared situation understanding.
- The tempo and time in training and operations allow for it.



TEAM BUILDING



Team Building

- **Team Building** can be defined as a structured process that aims to create the right working conditions, which are necessary for groups to become effective teams.
- **Leaders** build an effective team when they lay the basic foundations, which comprise a Shared Vision, well-defined Roles, Rules and Relationships [V3Rs].
- **Shared Vision** - As a leader, you must develop a shared vision and inspire your team to be committed to it. A shared vision bonds and links people in a team.
- **Well Defined Roles** - Everyone in your team plays dual roles: a functional role and a behavioural role. An individual's functional role contributes to his or her team's performance in the form of specific expertise or knowledge. An individual's behavioural role refers to how the individual behaves (usually unconsciously) in a team.
- **Clear Rules** - Your team must have well-defined rules and procedures governing work standards and methods.
- **Good Interpersonal Relationships** - The team needs to determine the sort of relationships they would like to maintain with each other, e.g. openness, mutual support, honesty, trust, accommodating, etc.

"The Commander's Guide to Leadership Development in the SAF" - SAF Centre For Leadership Development





TETRA-APPROACH TO TEAM LEARNING



TETRA-Approach to Team Learning

The Tetra Team Learning applies all four nature preferences (i.e. Earth, Air, Water and Fire) to optimise the context for delivery of content. In the TETRA Model, the tetrahedron shape is used to reveal the wonders of nature to remind us of its principles of **diversity**, **inter-dependence**, **synergy** and **sustainability**.

Team Learning is defined as the conceptualisation and alignment of insights so that they become shared knowledge to develop the capacities of a team to achieve the desired results. It bridges the “how-to” gap between Team Building and Team Effectiveness.

Team Learning leverages on the resultant Team Dynamics, and accelerates the surfacing and aligning of individual insights to derive shared Mental Models. The Tetra Team Learning highlights the value of diversity, and enables a team to harness holistic and sustainable outcomes from multiple perspectives.

“The Commander’s Guide to Leadership Development in the SAF” - SAF Centre For Leadership Development



FEEDBACK



Feedback

Feedback is a core LD practice to improve leadership effectiveness. With feedback, leaders will develop greater self-awareness and identify strengths, areas for improvements and blind-spots.

Feedback Seeking – Leaders can seek feedback through different channels, including:

- Face-to-face
- Round Robin
- Feedback Sheet
- Multi-Source Leadership Feedback (MSLF)

Feedback Giving – Effective feedback is timely, specific, direct and based on observations.

- **Situation-Behaviour-Impact (SBI)**: SBI is a three-step process for effective feedback developed by the Center for Creative Leadership (CCL). It focuses your comments on specific context and behaviors and how the feedback receiver's action has affected you or others.

Feedback Receiving – Honest and constructive feedback is a “gift”. Receive feedback with an open mind to understand and learn from it. Set goals to continuously improve oneself.

*“Guide to Individual Development Process in the SAF”
– SAF Centre for Leadership Development*





**2-5-1
STORY-TELLING
MODEL**



2-5-1 Story-Telling Model

The value of stories to both the organisation and individual is recognised within the SAF and this has translated into the practice of story-telling as one of our key LD practices.

The 2-5-1 Story-Telling model, also known as Organisational Story-Telling, is an effective method for SAF Leaders to deliver important messages within 2-3 minutes.

- 2 Set the stage with 2 jokes, icebreakers or introductions
- 5 key points
- 1 message or the take-away that listeners should receive from you



“The Commander’s Guide to Leadership Development in the SAF” - SAF Centre For Leadership Development



INDIVIDUAL DEVELOPMENT PROCESS (IDP)



Individual Development Process (IDP)

The overall intent of the IDP is to facilitate an individual's progression through different learning and knowledge tracks. It focuses on development and strictly not on assessment and appraisal. It emphasises the importance of experiential learning at the workplace to reinforce previous learning in the schoolhouse. The three components of IDP are:

1. Personal Vision
2. Individual Development Action Plan (IDAP)
3. Feedback
 - MSLF (360°)
 - Pen Picture
 - Informal Feedback

Each component, if used appropriately will provide a holistic learning development plan and regular feedback to foster an effective relationship between the supervisor and subordinate.

The Benefits of IDP are:

- Ensure that learning and performance is relevant to the organisation and individual.
- Motivate and inspire subordinates to learn and perform.
- Help supervisors focus support and resources on the learning needs of subordinates to create greater opportunities for self-learning and development.
- Help subordinates develop skills in independent experiential learning which will enhance their ability to manage changing situations and changing needs in the future.

*“Guide to Individual Development Process in the SAF”
- SAF Centre For Leadership Development*



INDIVIDUAL DEVELOPMENT ACTION PLAN (IDAP)

1

**My Personal Vision
& Developmental Goal
(Where I want to be?)**

3

**What I CAN & WILL do
to achieve my
developmental goal?
Long-term (1-3yrs)
Mid-term (6mths-1yr)
Short-term (1-6mths)**

2

**My Current Reality
(Where I am right now?)**



Doing up your own IDAP

- **Step 1.** Identify your **Personal Vision** and translate it into developmental goals that will enable you to achieve your personal vision. Use the S.M.A.R.T criteria and SAF LCM skills as a reference.
- **Step 2.** Identify your Current Reality objectively from a broader perspective.
- **Step 3.** Clarify between your current state and desired state and make a list of actions that you CAN and WILL do in order to achieve your goal. Break them down further into actions you can do in the short-/mid-/long-term.

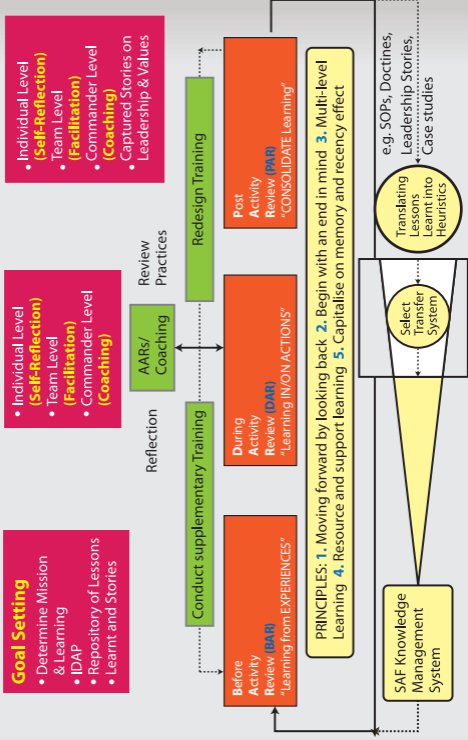
Complementing AFR and IDAP

- While the AFR is streamlined to focus only on the intent of performance appraisal, the IDP will address the developmental needs of our servicemen and focus on engaging them at the workplace, through regular coaching conversations.
- The Individual Development Action Plan (IDAP) will provide supervisors and subordinates with a common frame on which to base their coaching conversations, to better engage and communicate the subordinate's aspirations, his goals, and his desire for personal development.

*"Guide to Individual Development Process in the SAF"
- SAF Centre For Leadership Development*



ACTION LEARNING PROCESS (ALP)



Action Learning Process (ALP)

The Action Learning Process (ALP) is a process comprising **three stages**:

1. **BAR** - Before Activity Review
2. **DAR** - During Activity Review
3. **PAR** - Post Activity Review

The **five ALP skills** are:

- Goal Setting
- Story-Telling
- Summarisation
- Team Learning
- Critical Reflection

The **seven ALP tools** are:

- Process Outcome Model
- Snapshot Coaching
- 2-5-1 Story-Telling
- Observations, Reflections & Recommendations (ORR)
- Tetra Team Learning
- STOP Story-telling
- 3-2-1

The seven ALP tools enable Leaders to confidently lead the learning in teams. This reduces the possibility of making mistakes in training, not using previous lessons learnt in exercises, and reduce bias in decision making.

Not attending to the ALP reduces the chances of learning from the experience, and this translates to less effective Leaders and Teams.

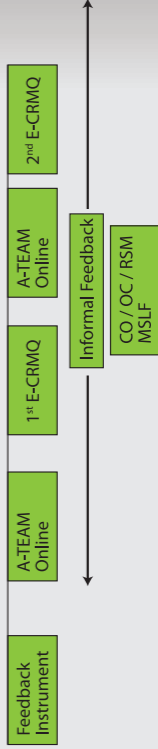
"The Commander's Guide to Leadership Development in the SAF" - SAF Centre For Leadership Development



COMMAND EFFECTIVENESS PROCESS (CEP)

Team Stages		Forming	Storming	Norming	Performing	Adjourning
Milestone	Assuming Command	Bn Tum Ops	Bn Re-set	Bn Evaluation (ATEC)	Relinquish Command	
Timeline	0-2 mths	6 mths	12 mths	18 mths	24 mths	

CEP Phase	1	2	3	4a	4b
	Self-Learning	Peer-Learning (BCC, CPP, SCC)	Command Team Building (CTB): 3 to 4 Days of TB/TL & CAP (by EC)	Command Team Review (CTR): 1 Day (by EC)	CTR (by CO): CTR (by EC) can be activated when there is 50% turnover in command team.
					CTR: (by CO)
	Freq of CT review pegged to unit's key milestones. (6-mth interval is recommended)				



Command Effectiveness Process (CEP)

The CEP is a process aimed at helping unit Commanders forge command teams effectively. The CEP aims to:

- Provide relevant training for the CO to assume command;
- Instil greater alignment between Higher HQ and unit Values, Purpose and Vision;
- Systematise Team Effectiveness through embedding LD processes and practices.

The CEP is made up of 4 phases:

Phase 1 (Individual Learning):

- Attend pre-command course.
- Meet Chain of Command for CPG.

Phase 2 (Peer Learning):

- Commanders develop their Command Vision, Philosophy and Strategy, which they will share with outgoing COs and Formation Commanders.
- Produce a final draft of their Command Action Plan (CAP) to be shared with their Command Team.

Phase 3 (Team Building):

- Command Team Building for Team Learning (facilitated by SAF Executive Coaches). The Command Team involves the CO, PSOs, RSM, OCs and CSMs (or equivalent appointments).
- The CO and the Command Team will work through the shared Vision, Roles, Rules and Relationships (V3Rs) and with the collective thinking, discuss ways to operationalise the CAP.

Phase 4 (Review and Refine):

- Command Team Reviews facilitated by Executive Coaches/ self-facilitated;
- Review the Command Action Plan (CAP), assess command team performance, the challenges and way ahead.

“The Commander’s Guide to Leadership Development in the SAF” - SAF Centre For Leadership Development

