

# Developing Others Through On-the-Job Training

## TECHNIQUES TO PROMOTE DEVELOPMENT

Technique	Description
<b>Set the Example</b>	<p>Leaders who model investing in development:</p> <ul style="list-style-type: none"> <li>• Send the message that leader development is a priority.</li> <li>• Encourage learning.</li> <li>• Carve out time in unit training plan.</li> </ul>
<b>Find Opportunities Within Daily Tasks</b>	<p>Part of your job is to create opportunities for development within day-to-day tasks. These developmental opportunities should be challenging, where mistakes can be made when risks are low. That way, when risks are high and mistakes are costly, their skills have been sufficiently honed so that mistakes aren't made.</p> <ul style="list-style-type: none"> <li>• For a serious mistake, you should take immediate action to address or correct the issue so that the individual has no doubt that a serious mistake was made.</li> <li>• For mistakes with lesser consequences, turn a mistake into a learning opportunity. Address the mistake. Focus the conversation on the learning point, not the person. For instance, if someone demonstrates a lack of good judgment, address the specific demonstrated behaviors rather than blame the individual or suggest that they are incompetent or unintelligent.</li> </ul>
<b>Communicate Your Expectations</b>	<p>It's important that you communicate your expectations when you assign an individual a developmental opportunity.</p> <ul style="list-style-type: none"> <li>• Be explicit. Let them know that this is an opportunity to grow their technical/tactical/leadership skills and that you're developing them for their next job or upcoming mission.</li> <li>• Explain the gaps in their skills or performance that you're trying to strengthen. The Army wants self-aware leaders who have an honest understanding of their capabilities and limitations.</li> <li>• Explain the support that will be provided, if any. This may include allowing extra time to complete the task, pairing the individual with an expert or more experienced leader, shadowing, document what they're learning in a journal, etc.</li> </ul>
<b>Use Guided Discovery Learning Methods</b>	<p>It can be helpful to use an indirect approach, such as guided discovery learning, when developing subordinates' leadership skills. It places more responsibility on the subordinate to identify personal strengths and developmental needs. Guided discovery learning will also help you avoid micromanaging the subordinate and being overly prescriptive.</p> <p>Methods you can use include:</p> <ul style="list-style-type: none"> <li>• <b>Positive reinforcement</b> – Your first observations should focus on what the subordinate is doing right. Commenting on positive actions up front helps build the subordinate's confidence and reinforces performance that accomplishes the objective.</li> <li>• <b>Open-ended questioning</b> – Rather than giving your subordinates the answer to problems or issues, you guide them to solutions by</li> </ul>

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	<p>asking open-ended questions to help them think about the situation and their actions as a leader. An advantage of this approach is it gives the subordinate hints about what they need to do differently while allowing them to discover the actual issue on their own. It helps the subordinate build their self-confidence and independent thinking.</p> <ul style="list-style-type: none"> <li>• <b>Multiple perspectives</b> – The purpose of multiple perspectives is to prompt the subordinate to think creatively and innovatively in their approach. You should act as devil’s advocate to help the subordinate see the situation from other perspectives. You can help the subordinate reframe the current situation through open-ended questions or by getting feedback from other stakeholders.</li> <li>• <b>Scaling questions</b> – Ask the subordinate to use a 10-point scale, where 10 is the highest or best and 1 is the lowest or worst to assess their personal performance on an action of task. Have the subordinate share what they could do differently to improve their performance a point or two on the scale.</li> <li>• <b>Cause and effect analysis</b> – It is not always obvious to developing leaders how certain behaviors affect outcomes further down the line. The cause-and-effect analysis is a method to identify the root (or original) cause of consequences and outcomes.</li> </ul>