

NAVY LEADER DEVELOPMENT FRAMEWORK



VERSION 2.0
APRIL 2018





April 6, 2018

The Charge of Command

Ref: (a) 10 U.S.C. §5947
(b) U.S. Navy Regulations (1990)

Encl: (1) ADM Ernest King CINCLANT Serial 053 of January 21, 1941
(2) Hobson's Choice (Wall Street Journal, 1952)

The Privilege of Command

1. As a prospective or serving Commander or Commanding Officer, you have been identified as worthy of the privilege of command. The decision to select you for command was not made lightly; you were selected based on your demonstrated past performance and the **trust and confidence** that senior Navy officers have in you to lead Sailors under your charge.
2. Command is the foundation upon which our Navy rests. **Authority, responsibility, accountability, and expertise** are four essential principles at the heart of command. Effective command is at risk if any of these principles is lacking or out of balance.
3. You accept the extraordinary responsibility of command with full regard for its consequences. It is the duty of every Commanding Officer to understand his or her authorities and responsibilities prior to assuming command, which are clearly laid out in statute and regulations as outlined below.

The Scope of Command

1. "**All Commanding Officers and others in authority** in the naval service are required to show in themselves a good example of virtue, honor, patriotism, and subordination; to be vigilant in inspecting the conduct of all persons who are placed under their command; to guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Navy, all persons who are guilty of them; and to take all necessary and proper measures, under the laws, regulations, and customs of the naval service, to promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge." (Ref (a))
2. "**Commanders** shall be responsible for the satisfactory accomplishment of the mission and duties assigned to their commands. Their authority shall be commensurate with their responsibilities. Normally, commanders shall exercise authority through their immediate subordinate commanders." (Ref (b), Paragraph 0702)
3. "The responsibility of the **Commanding Officer** for his or her command is absolute, except when, and to the extent to which, he or she has been relieved therefrom by competent authority, or as provided otherwise in these regulations. The authority of the Commanding Officer is commensurate with his or her responsibility. While the Commanding Officer may, at his or her discretion, and when not contrary to law or regulations, delegate authority to subordinates for the execution of details, such delegation of authority shall in no way relieve the commanding officer of continued responsibility for the safety, well-being and efficiency of the entire command." (Ref (b), Paragraph 0802)

The Standards of Command

1. There are two standards to measure officers in command. The first is the standard for criminal behavior, which should be well known to you. The second — and higher standard — is trust and confidence, both with the American people we are sworn to protect and across all levels of the chain-of-command.
2. **A Commander's competence and character lead to trust and confidence.** Commanders can only feel comfortable delegating their authority — sending subordinate Commanding Officers and their teams over the horizon and into harm's way — with the knowledge that those CO's are both technically competent and share their values. If so, their teams will win — performing at or near their theoretical limits — and they will always come back stronger than when they left.
3. Trust and confidence are the two coins of the realm that enable decentralized command and operations at sea; they are the key to our effectiveness as a force. Work hard to build and guard trust and confidence.


J.M. RICHARDSON
Admiral, U.S. Navy



INTRODUCTION

The *Design for Maintaining Maritime Superiority* (http://www.navy.mil/ah_online/MaritimeSuperiority/index.html) makes clear that our Navy's operational and warfighting success requires that we be ready to prevail in a strategic environment that is changing quickly and becoming increasingly more complex. In support of the Design, the Navy *Leader Development Framework* (NLDF 1.0) was issued in January 2017, emphasizing that leaders are essential to our success. The 2018 *National Defense Strategy* (<https://www.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf>) stresses a return to great power competition. To win in this environment, our leaders must personally learn, and improve their teams, faster than our adversaries. We must create opportunities to become better leaders and make our teams stronger. We must have engaged leaders who are laser-focused on building winning teams.

Effective Navy leaders demonstrate a deliberate commitment to grow personally and professionally throughout their careers. They work from a foundation of humility, embracing our core values of honor, courage, and commitment. They pursue excellence in accordance with our core attributes of integrity, accountability, initiative and toughness. They commit to improving competence and character in themselves and in their teams. They set ambitious goals, and then inspire their teams to learn so as to achieve their best possible performance to achieve those goals.

Serving as a leader in America's Navy requires a dedicated and coherent approach that starts on day one and continues throughout our careers. The *Navy Leader Development Framework* describes how to achieve this imperative.

The *Navy Leader Development Framework* is being updated (to Version 2.0) to incorporate three important ideas:

- The concept of advocacy as a way to more actively develop and promote winning leaders
- It emphasizes that we are all part of “*One Navy Team*” — while this memo is not new, the fundamental tenets expressed remain vital to Navy leader development
- It includes the updated *Charge of Command*, to dedicate a part of the *Navy Leader Development Framework* to the critical importance of command

This Framework outlines how our Navy will develop leaders who demonstrate both operational excellence and strong character at every level of seniority. While the specifics of leader development will be shaped by community leaders and be consistent with this framework, the concepts discussed apply to the entire Navy Team — everybody should read and use it.



ONE GOAL

When we think of truly world class leaders — those who are consistently at the top of the pack; victorious in the most challenging contests — they embody an essential quality:

Top leaders inspire their teams to perform at or near their theoretical limits. By making their teams stronger, they relentlessly chase “best ever” performance. They study every text, try every method, seize every moment, and expend every effort to outfox their competition. They ceaselessly communicate, train, test, and challenge their teams. They are toughest on themselves; they routinely seek out feedback, and are ready to be shown their errors in the interest of learning and getting better. When they win, they are grateful, humble, and spent from their effort. By doing all these things, great leaders bring their teams to a deeply shared commitment to each other in the pursuit of victory.

Our Navy needs leaders with this drive. An important question to ask yourself: are you driven to pursue the theoretical limits of performance? If so, you could be a Navy leader. If you can’t find the relentless drive to inspire others and be the best in the world, then leadership in our Navy is not for you. The security of the nation is too important.



TWO LANES ON THE PATH

Keeping this one goal in mind, our Navy will approach leader development as if traveling down a path with two lanes. The farther we travel down the path, the more accomplished we become as leaders.

LANE 1 develops operational and warfighting **competence**. We must become more skilled at our jobs as we grow. An incompetent leader is a recipe for disaster.

LANE 2 develops **character**. We must strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

As *junior* leaders at the beginning of the path, development is biased toward *individual competence* and *personal character*. We learn basic individual and team skills and learn to lead ourselves.

As we become *more experienced*, more senior, and lead bigger teams, the focus of leader development becomes *more about strengthening the performance and character of our teams*.

A leader's personal competency remains important, but the performance of the team becomes the primary measure of success. The standard for personal character becomes higher, and, as with competence, the measure of success shifts to how leaders develop the character of their teams.

Senior leaders are almost *exclusively judged by the performance of their teams*. The standard for personal performance is extremely high; senior leaders are judged by their ability to consistently and sustainably produce winning teams.

At the end of the path, a Navy leader comes to be identified with and embody the Navy's competence to execute our mission and character to uphold our values. The leader and the Navy are seen as one.



THREE METHODS TO MOVE DOWN THE PATH

Given the internal drive to bring a team to the limits of performance, and recognizing that there are two lanes — competence and character — on the path of leader development, the Navy has a rich program that provides three methods to make progress:

Education and certification in a well-developed network of **SCHOOLS**

ON-THE-JOB TRAINING and qualification, in our workspaces

SELF-GUIDED LEARNING through reading and other forms of research and self-study

These three methods—formal schools, on-the-job training, and self-guided learning—move us forward in our development as leaders. Navy leaders progress along the general paths shown in Appendices 1 and 2. Each community has its own specifically tailored plan to develop leaders according to these paths.

A QUICK BUT IMPORTANT WORD ABOUT COMPLIANCE. It's not uncommon for discussions of competence and character to put the matters of creativity and compliance in tension: operational creativity versus procedural compliance, or a values-based approach versus adherence to policy. The truth is that a fully-developed approach to leadership must recognize the value of all three: compliance, creativity and values. To reduce leadership to one or the other is to limit effectiveness and to cede advantage to the enemy. As Navy leaders, we must create space for values and creativity. But we must also understand the importance of compliance for its unique and irreplaceable contribution when properly applied. Leadership that creates an imbalance among these three runs the risk of limiting effectiveness and ceding advantage to the enemy.

DEVELOPING COMPETENCE

We initially become familiar in our chosen fields through formal accession and initial skill-centered schools. This is followed by on-the-job training (typically including a qualification path and milestones, scenario-based and technical training and operations), and self-study activities that focus on developing technical expertise. Up to the level of Major Command or its equivalent, each community provides a specific program aimed at producing operational experts.

SCHOOLS: At each step in his or her career path, a Sailor can expect to receive a combination of formal schooling and training. Formal education at the entry levels includes recruit and officer candidate training and more advanced A-schools and officer warfare schools. As one's career progresses, these schools are followed by additional formal education opportunities such as C-schools, chief petty officer, department head, and command schools.

ON-THE-JOB TRAINING: OJT, to include achieving qualifications, is a blend of command training, coaching, encouragement and self-motivation. Each successive qualification is an important step.

SELF-GUIDED LEARNING: To be world-class leaders, Sailors must strive on their own to expand on the knowledge provided in schools and on-the-job training. Once they have achieved the typical qualifications expected for a tour, they look for what other qualifications can be done. They learn about the history of their profession. They learn their shipmate's job. They learn their boss's job. They prepare themselves for the unexpected. The CNO's Professional Reading Program provides a jumping-off point to build knowledge about both competence and character - free, online access can be found at

http://www.navy.mil/ah_online/CNO-ReadingProgram/

Winning leaders will read, cross-train and build their breadth of experience at every opportunity. This is what will keep us the best Navy in the world.

DEVELOPING CHARACTER

Character development also consists of formal schools, on-the-job training and self-study. The Naval War College will support our Navy's character education and training and helps integrate the competence and character lanes into a coherent path of leader development. The College exercises this responsibility in partnership with other parts of the Navy — including community leaders and operational commands — coordinating and supporting each in their leader development efforts.

SCHOOLS: Formal entry-level schools lay the foundation for character by making our institutional values and expectations clear. Within the enlisted community, each successive promotion includes local classes that consist of formal lectures, small group discussions and coaching. These classes are capped off by the Senior Enlisted Academy for our Navy's senior enlisted leaders. Officers participate in similar entry-level character development, which is furthered through formal leadership schooling associated with major career milestones at the Naval Leadership & Ethics Center, to include department head, commanding officer and major command courses.



ON-THE-JOB TRAINING: Every day top leaders put into practice what they learn. There are a multitude of opportunities to strengthen each other's character. In formal and informal settings, they take the time to discuss the importance of integrity and accountability. Character applies in an operational setting — it's not just for the classroom. The best leaders mention it at briefs, during execution, and during debriefs. They get out in front and avoid bad decisions. The strongest message comes through their personal example.

SELF-GUIDED LEARNING: Self-study is also important in character development, and the opportunities have never been better. Some will contribute to leader development by writing — it improves oneself and the Navy. There's much more: books, articles, blogs; taking college courses at night or online; attending or listening to lectures; joining professional societies; or participating in innovation opportunities. The intensity of one's self-guided learning effort is perhaps the most direct reflection of the drive to be the best leader possible. The CNO's reading program mentioned on page 6 is just one of many sites to help leaders take charge of their own development and discover writings to help build winning teams of character. Leaders with the passion to make themselves and their teams the best do not wait for schools — they get to it on their own.

SHARED COMMITMENT

MENTORS: A discussion about leader development would be incomplete without a word about mentors. Much of what's been discussed so far has been about teachers in schools, and coaches on the job. *Teachers* focus on transferring knowledge from themselves to their students. *Coaches* develop operational skills through “sets and reps” — drills and routines that perfect an operational skill. *Mentors* do all of the above, and more, in a way that is more personal, involved, and longer term. Mentors probe deeply into their protégé's strengths and weaknesses, challenging them to be a more complete “whole person.”

Mentors also commit themselves to their protégés' growth and success. They transfer energy from within themselves to their charge. In a productive mentor-protégé relationship, development comes from the clear sense of mutual commitment — from mentor to protégé and from protégé to mentor — beyond what can happen in a teaching or coaching relationship. This can be extremely important in leader development — the farther one travels down the two-lane path, the more valuable a mentor can be. While it's hard, maybe impossible, to mandate an effectual mentor program, it's important to seek opportunities to be a mentor and to find a mentor. It can be decisive.

ADVOCATES: Let's go one step further — from the personal commitment of a mentor to the public commitment of an advocate. By advocating for their protégés, mentors move into action. They scan the environment for professional opportunities — projects, jobs, workshops — for which one of their protégés would be well matched; where they could so well and also grow. But there's more. An advocate then contacts the decision-maker for that opportunity — makes the phone call, sends an email, has a conversation — recommends that they consider their protégé for the position. This active step is important in leader development, requiring the advocate to move from personal to public commitment.



One last note: consistent with the “*One Navy Team*” memo on inclusion copied on the inside back cover of this Framework, mentors and advocates should periodically and deliberately evaluate their group of protégés. Is it a diverse group? Do they represent the true spectrum of talent and perspectives of the American people we're sworn to defend? It likely won't happen unless a deliberate commitment is made.

WAY AHEAD

The refinement and execution of strategies to implement this Framework are an essential next step. Each community lead, as designated by the Chief of Naval Personnel, will execute a strategy to develop leaders up to major command or its equivalent. Each community lead will brief their leader development program to the Chief of Naval Operations or Vice Chief of Naval Operations semi-annually. The Naval War College will supplement and support each community in their community leader development, and will maintain a strategy for leader development beyond major command. The Naval War College will brief this program and progress to the CNO or VCNO semi-annually.



CONCLUSION

WORLD-CLASS LEADERSHIP IS OUR NAVY'S DECISIVE ADVANTAGE. First and foremost, Navy leaders must have a burning drive to develop their teams to consistently and sustainably deliver maximum performance. Competence and character are so tightly intertwined that they must be strengthened together. The Navy has a robust program of schools, on-the-job training, and self-guided learning. By executing this Framework, our Navy will produce leaders and teams who learn and adapt to achieve maximum possible performance, and who set and maintain high standards, to be ready for decisive — winning — operations and combat. Let's get to it.

Handwritten signature of J.M. Richardson in blue ink.

J.M. RICHARDSON
ADMIRAL, U.S. NAVY

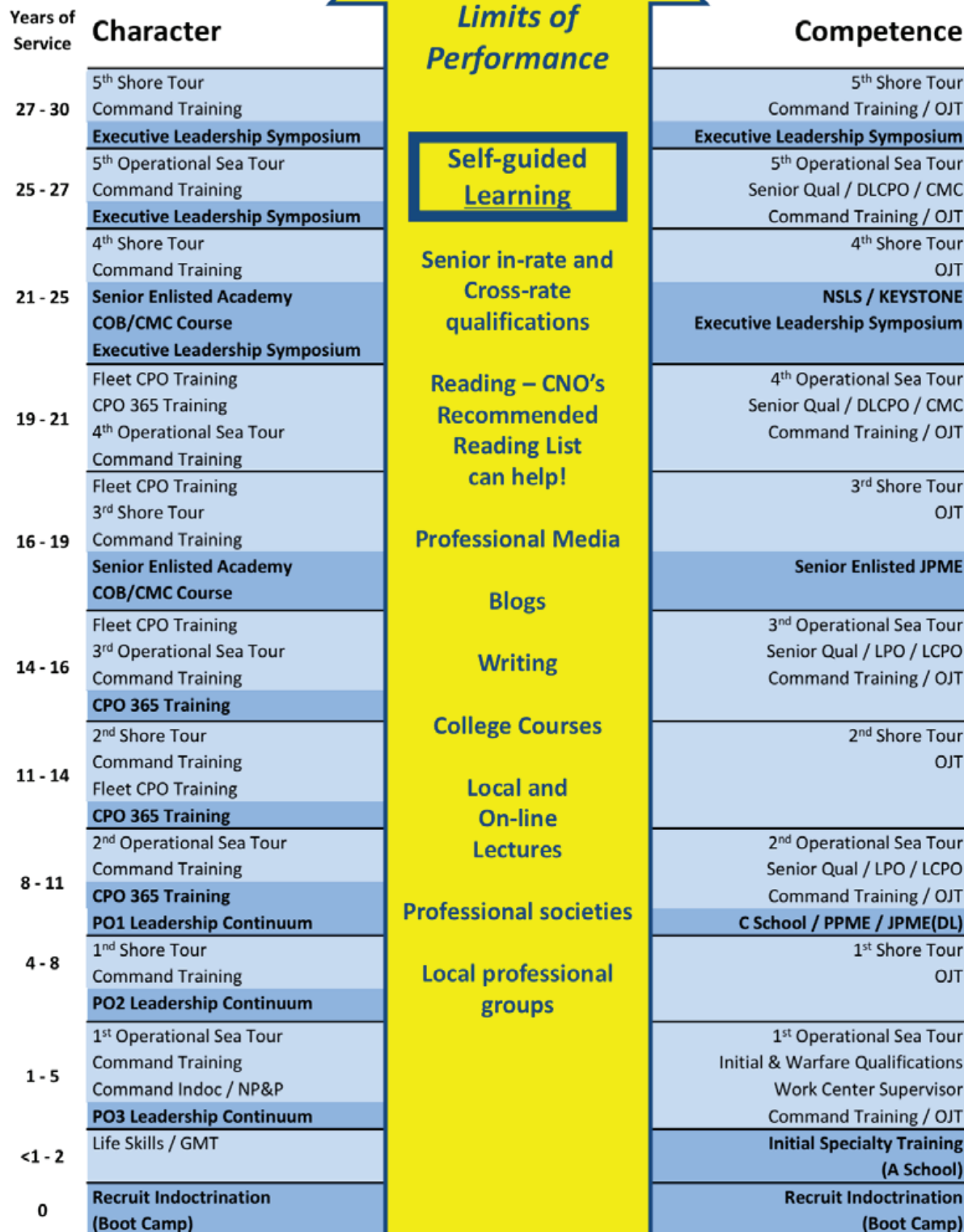
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
Schools:

On-the-job training:

Selected Abbreviations

NP&P: Navy Pride & Professionalism

**Enlisted Leader Development Path**

Legend	
Schools:	
On-the-job training:	

Years of Service	Character	Achieve Theoretical Limits of Performance	Competence
28+	Flag Operational Tours Executive Coaching ST/LI/TS/PINNACLE CAPSTONE/CFMCC/JFMCC	Self-guided Learning	Flag Operational Tours ST/LI/TS/PINNACLE CAPSTONE/CFMCC/JFMCC
28+	NFOSES Training NFLEX		NFOSES Training NFLEX
26 – 30	Flag Selection	Senior in-rate and Cross-rate qualifications	Flag Selection
25 – 30	Post MC Shore Tour Command Training Joint/War College		Post MC Shore Tour Joint/War College
22 - 25	Major CMD Operational (Sea) Tour Command Training Major CMD Leadership Course	Reading – CNO's Recommended Reading List can help!	Major CMD Operational (Sea) Tour CMD Training / OJT Major CMD Operational Training
18 - 22	Post XO/CO Shore Tour Command Training Joint/War College		Post XO/CO Shore Tour OJT Joint/War College
15 - 18	XO/CO Operational (Sea) Tour Command Training PXO/PCO Leadership Course	Professional Media Blogs	XO/CO Operational (Sea) Tour Command Training PXO/PCO Operational Training
12 - 15	Post DH Shore Tour Command Training JPME-I / Master's Program	Writing College Courses	Post DH Shore Tour OJT JPME-I / Master's Program
7 - 12	DH Operational (Sea) Tour Command Training JPME – Phase 1 Dept Head Leadership Course	Local and On-line Lectures	DH Operational (Sea) Tour Command Training / OJT JPME – Phase 1 Dept Head Operational Training
5 – 7	JO Shore Tour Command Training JPME-I / Master's Program		JO Shore Tour Command Training / OJT JPME-I / Master's Program
<1 – 5	JO Operational (Sea) Tour Command Training Division Officer Leadership Course	Professional societies Local professional groups	JO Operational (Sea) Tour Command Training / OJT Initial Designator Training
0	Commissioning Education USNA/NROTC/OCS		Commissioning Education USNA/NROTC/OCS

Officer Leader Development Path



CHIEF OF NAVAL OPERATIONS

September 27, 2016

One Navy Team

"A Design for Maintaining Maritime Superiority" speaks to the operational and warfighting advantage strengthened by developing high performing, fast learning teams. Leveraging our diversity - from around the country and around the world - is key to reaching our potential and maintaining our advantage against our adversaries.

Respect for the dignity of all in the Navy Team, as well as our many partners, is essential to conducting ourselves according to our core attributes of accountability, integrity, toughness and initiative, as the expression of our core values of honor, courage, and commitment.

In our Navy, we have individuals from many different cultures, ethnicities, and histories. We must recognize this advantage and include the broadest-possible spectrum of people and perspectives.

As well, we often work with organizations that have different cultures than ours. Expanding and strengthening our partnerships requires us to welcome these partners as far as possible into our trust and confidence. We must work hard to forge unity of effort as one team.

Generating success as a team means going beyond merely understanding the unique perspectives of different people and cultures - understanding is too passive. Achieving top performance is enhanced when leaders tap into the energy and capability of an actively inclusive team.

This is harder than it sounds. We all have built-in biases that unconsciously influence our choices and decisions. Putting measures in place to help us overcome these biases will help us first to form a diverse team and then to include that team to achieve the fullest advantage.

Trust is the foundation of strong teams - we cannot win tough fights without it. In our business, trust is earned by demonstrating competence and character. We welcome verification and validation of that trust. Including diverse views and perspectives, and appreciating everyone for what they bring to the team, helps us improve trust - and therefore performance - throughout all phases of naval operations. Creativity and new ideas are important in the beginning, when our plans are just forming, to ensure we don't miss something. During execution, we must communicate openly, trust each other, and hold each other accountable. Finally, we should listen intently to all contributions during rigorous post-event assessments. Different perspectives shine lights into our blind spots and illuminate things we wouldn't otherwise see. In this way, we will learn and improve faster.

Actively being inclusive and open to diverse perspectives will produce leaders and teams who learn and adapt to achieve maximum possible performance, and who achieve and maintain high standards, to be ready for decisive operations and combat. Let's get to it.



J. M. RICHARDSON
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