



Individual Development Plan Resource Guide



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Individual Development Plan Resource Guide

This resource guide supplements the [Individual Development Planning Guide](#) by providing ideas and examples of developmental activities that can be incorporated into your Individual Development Plan (IDP). Airmen at all levels can use this guide to jump-start their self-development.

Background

This guide provides ideas and examples to help you to identify and tailor developmental activities to achieve your desired outcomes in areas you want to develop. Ultimately, the developmental activities you select and/or adapt from this guide (or create on your own) should be linked to the 'Areas to Develop' you have listed in your IDP. The ideas and examples provided in this guide are organized in terms of a collective set of core performance domains called the Air Power Capabilities (APCs). Each section discusses its respective APC in more detail.

As you use this guide, remember that it is designed as a resource to initiate ideas for how you can improve in areas you want to develop. While completing the 'Developmental Activities' section of your IDP, this guide can get you thinking about the types of developmental activities you can complete to achieve your 'Desired Outcomes.'

TIP: When considering learning and developmental activities, you may automatically think to take a formal training or education course or read a book. While these may be helpful, you are encouraged to identify developmental activities that fit with your learning style preferences and your situation. It is also important to think through your personal and career goals when deciding on a developmental activity.

The Individual Development Plan: Overview

The purpose of this resource guide is to assist you in completing boxes 3-7 of your **Individual Development Plan (IDP)**. Therefore, to maximize the utility of this resource guide a brief overview of the IDP is warranted. The IDP is a document designed to help guide your professional development. A blank IDP form is shown below and can be accessed through the [Air Power 360](#) site.

The IDP is not part of your performance evaluation, but rather, is a plan that you create to guide your self-development. While what you put into your IDP is entirely up to you, the Air Power 360 provides a framework for you to consider when selecting the APCs you wish to develop. The APCs are described in more detail in the next section.

INDIVIDUAL DEVELOPMENT PLAN (IDP)		
(1) Airman's Name:		
(2) Areas to Develop:	(3) Supported Capabilities:	
(4) Desired Outcomes:	(5) Developmental Activities:	(6) Progress Indicators:
(7) Resources and Logistics Needed:		

The Air Force Institutional Competencies: A Brief Explanation

The Air Force is comprised of a wide variety of functional specialties and Airmen within these specialties working independently and in concert around the globe. While the positions available within the Air Force are many and diverse, a core set of performance domains that are relevant for to all Airmen have been identified as applicable across all Airmen ranks and grades, and across all Air Force occupations. These performance domains are referred to as Air Power Capabilities (APCs).



The APCs relate to, support, and expand on the personal and people/team competencies in the Air Force Institutional Competency Model. The APFs are organized into five categories: a) Foundational Airmanship, b) Professional Ability, c) Humanity, d) Communication, and e) Leadership. These categories contain capabilities that provide a framework for thinking about the areas you want to develop and also serve as the organizing framework for this guide.

See **Appendix A** for additional detail and description of the Air Power 360 categories and capabilities.

AIR POWER CAPABILITIES	
CATEGORY	CAPABILITY
Professional Airmanship	Moral Courage
	Warrior Ethos
	Ethics and Values
	Discipline
Professional Ability	Competence
	Fitness and Resilience
	Decision Making
	Composure
	Adaptability
	Mission-Focus
Humanity	Empathy
	Interpersonal Skills
	Taking Care of People
	Work-Life Balance
Communication	Active Listening
	Writing
	Speaking
Leadership	Followership
	Motivating Others
	Initiative
	Creating a Team Environment
	Trustworthy
	Developing Others

Tip: To review specific Air Power Capability categories within this guide, click on the category titles in the table above to navigate to specific performance category and its associated capabilities. To review all Air Power Capabilities and their definitions, see Appendix A.

Using This Guide

This guide is intended to facilitate your self-development by offering ideas and examples of developmental activities that you can complete. When using the guide, keep the following in mind:

- Opportunities for development are endless; this guide presents only a small sample of possible activities. Think about what opportunities you have within your current role when considering potential developmental activities.
- The design of this guide is intended to help you begin your development quickly.
- Developmental activities for each of the Air Power Capabilities can be modified to fit your needs, or just used to jump-start your thinking regarding the areas you wish to improve.

It is valuable for you to be aware of your preferred approaches to learning before selecting developmental activities. Approaches may include learning through self-study, hands-on application, visual models, verbal explanation, feedback, self-assessment, and/or observation. When you select development activities consider your past learning experiences - those that were successful as well as those that were less successful. Successful learning experiences provide evidence of your preferred learning approach.

Remember that some learning approaches are better suited for acquiring knowledge, whereas some learning approaches are better suited for acquiring and/or enhancing skills. For example, if you want to improve your skills in Communicating, an effective approach is to practice communication skills and gain feedback on your performance. Reading a book on communication may be informative, but you will need to practice these skills in order to develop them.

Air Power Capability Categories and Definitions

This guide contains a section for each of the five categories of Air Power Capabilities (APCs). Each APC category section begins with a table that identifies the capabilities within that category, as well as corresponding definitions for each capability.

Strength and Need Indicators

Following these sub-competency definitions, strength and need indicators are presented:

- **Strength Indicators.** Behaviors and actions that contribute to or support successful performance of the APC.
- **Need Indicators.** Behaviors and actions that reduce or hinder successful performance of the APC.

The strength and need indicators are diagnostic, meaning that they help you evaluate your performance on a given capability, and provide examples of why you may or may not be excelling. While reading this information, ask yourself if the strength and need indicators describe your behavior with respect to the category and underlying capability. Keep in mind that you may want to consider other sources of information when evaluating your capabilities (e.g., formal performance feedback, insight from others, and/or your own experience).

Sample Developmental Activities

Each capability category section concludes by providing examples of developmental activities. The activities are organized into the following categories:

- **Feedback.** Sources and methods for obtaining feedback on your capabilities that may help guide your self-development efforts.
- **Study.** Topics and activities you can use to learn more about an area you want to develop.
- **Practice.** Actions you can take to improve your skills and put your learning into action.

To determine how to tailor an example developmental activity to meet your needs, first consider the behaviors on which you can ask for feedback. Next, identify what you want to learn or perform, and determine how to practice and apply what you have learned. Evaluate your thinking through the “If-Then” model shown below.

The “If-Then” model for selecting developmental activities.

IF...	THEN...
I need more insight into how well I am demonstrating a fundamentals and what I can do to improve...	I should seek Feedback . Feedback is an opportunity to gain information from others about how well you are doing. Feedback can include direct feedback from others, your own observations, analysis of response patterns, and acknowledgement of outcomes.
I need to gain or expand my understanding of skills, principles, or knowledge of a fundamental...	I should Study . Study facilitates an intellectual understanding of what you are learning. Study can include attending training courses, reading books or articles, watching movies, observing others on the job, and analyzing various sources of information.
I need more experience or I need to enhance/build a current capability through increased opportunities to perform a fundamental...	I should Practice . Practice provides activities to convert your learning into action. Practice includes engaging in physical exercises, methods of team activities, “walk-throughs,” and drills.

Because this guide offers many types of developmental activities, consider the suggestions within the context of your own circumstances. The questions below are examples of what you may ask yourself when attempting to tailor a developmental activity to fit your needs. Be willing to take risks and choose challenging activities that stretch your abilities.

- *In what areas do I want to develop?*
- *What is my desired end result?*
- *What will I do to develop?*
- *How will I know whether I am advancing?*
- *What resources do I need to achieve my desired developmental outcomes?*

The remainder of this guide presents information regarding each of the five APC categories and their respective capabilities. Each category section presents information in accordance with the three areas described above.

- Capabilities and definitions
- Strength and need indicators
- Sample developmental activities

Air Power Capability Category: Foundational Airmanship

The Foundational Airmanship category includes capabilities that represent factors internal to an Airman and that constitute an individual's core and conduct. These capabilities directly relate to Air Force core values. They are learned at the tactical level and continue to play a critical role as Airmen move to operational and strategic levels. Foundational Airmanship capabilities are essential to Airmen's ability to set positive examples for others and to demonstrate the professionalism expected of all Airmen. The Foundational Airmanship capabilities include Moral Courage, Warrior Ethos, Ethics and Values, and Discipline.

FOUNDATIONAL AIRMANSHIP: CAPABILITIES	
CAPABILITY	DEFINITION
Moral Courage	<ul style="list-style-type: none"> Exhibits a positive spirit despite physical and mental hardships. Makes morally sound choices even when those choices may be unpopular. Displays strong moral character.
Warrior Ethos	<ul style="list-style-type: none"> Maintains professional conduct and appearance. Maintains mission focus despite harsh environmental conditions and or stressful situations. Projects an outward respect for authority.
Ethics & Values	<ul style="list-style-type: none"> Promotes Air Force core values through goals, actions, and behaviors. Develops trust and commitment through words and actions. Accountable for areas of responsibility, operations of unit, and personal actions. Maintains checks and balances on self and others.
Discipline	<ul style="list-style-type: none"> Controls one's own behavior to Air Force values. Obeys and enforces orderly practices in operational duties.

FOUNDATIONAL AIRMANSHIP: STRENGTH & NEED INDICATORS	
<p>Strength Indicators</p> <ul style="list-style-type: none"> Considers ethical implications of actions before making decisions. Demonstrates the will to succeed and perseveres through difficult and complicated situations. Maintains a professional image at all times. Demonstrates a clear understanding of rules and practices set in place. 	<p>Need Indicators</p> <ul style="list-style-type: none"> Does not take responsibility for actions when faced with an undesirable outcome. Displays reduced motivation when challenged physically or mentally. Demonstrates disrespect of authority. Does not follow established practices and protocols in the conduct of duties.

FOUNDATIONAL AIRMANSHIP: DEVELOPMENTAL ACTIVITIES	
Feedback	<ul style="list-style-type: none"> Reflect on your personal values and the Air Force core values. Do any conflict with one another? If you perceive a conflict, consult a mentor with respected values and judgment for discussion and guidance. Ask other Airmen about their understanding of expectations and standards of personal appearance in the Air Force. Ensure that you are meeting those standards. Gather input from peers and subordinates how well they think you uphold the Air Force core values. How do your behaviors represent those values? Select a role model and watch how they demonstrate discipline. Ask about how discipline is important to them, the pitfalls of slipping standards, and how they maintain their self-discipline.
Study	<ul style="list-style-type: none"> Observe other Airmen within your unit or organization who effectively demonstrate and uphold the Air Force core values. Consider how these Airmen attained their rank and current position. Tailor the approach to your situation. Reflect on your experiences with demonstrating physical and moral courage. In a difficult or prolonged task, what factors most made you want to give up, and what factors helped you keep going? Research historical military figures who demonstrated physical and emotional courage and the will to succeed. What actions and attitudes led them to success? In times of intense hardship, what was their approach to leadership? Consider what the Air Force Values mean and their implications for your personal/professional behavior and development. Think about your behaviors and how others might view your self-discipline if they knew what you know about yourself. How would you change your behavior then?
Practice	<ul style="list-style-type: none"> Make decisions based on what you know is right. Do not be swayed by circumstances or internal or external factors that may affect your decision. Act according to clear principles rather than the "easy path." Consider what each of the Air Force core values means and its implications for your behavior and development. When receiving a mission, restate the mission and your commander's intent in your own words to ensure you understand what you must accomplish. Practice what you preach. Demonstrate the Air Force core values to others. Consider how others would view your discipline if they were aware of your thoughts/actions; design a plan to fix shortcomings.

Air Power Capability Category: Professional Ability

Professional Ability capabilities are central to Airmen's effectiveness and ability to accomplish the mission. Professional Ability capabilities are essential for individual contribution and for contributing to success in a changing environment with a high operational tempo. Professional Ability capabilities are applicable at all levels in the Air Force and are vital for Airmen's ability to adapt and make well-informed decisions. The Professional Ability capabilities include: Competence, Fitness and Resilience, Decision Making, Composure, Adaptability, and Mission-Focus.

PROFESSIONAL ABILITY: CAPABILITIES	
CAPABILITY	DEFINITION
Competence	<ul style="list-style-type: none"> ■ Demonstrates a set of knowledge, skills, and abilities required to successfully perform on the job.
Fitness and Resilience	<ul style="list-style-type: none"> ■ Manages regular exercise and leisure activities. ■ Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self.
Decision Making	<ul style="list-style-type: none"> ■ Integrates and uses information to shape decisions. ■ Develops and evaluates alternative solutions to problems. ■ Makes sound and timely decisions despite conditions of risk and uncertainty. ■ Anticipates second and third order effects of proposed actions. ■ Evaluates results and adapts approaches accordingly.
Composure	<ul style="list-style-type: none"> ■ Exercises self-control when under pressure in demanding or challenging situations. ■ Responds proactively rather than reacting immediately or without thinking. ■ Remains focused and thinks clearly.
Adaptability	<ul style="list-style-type: none"> ■ Maintains effectiveness when experiencing major changes in work tasks or environment. ■ Adjusts to changes in work structures, processes, requirements, and cultures. ■ Responds quickly and proactively to emerging conditions, opportunities, and risks.
Mission-Focus	<ul style="list-style-type: none"> ■ Agile and able to make decisions in operational environment with uncertainty, complexity, and change. ■ Skilled at applying the Air Force methodology in operations.

PROFESSIONAL ABILITY: STRENGTH & NEED INDICATORS	
<p>Strength Indicators</p> <ul style="list-style-type: none"> ■ Displays competence on the job. ■ Remains healthy, both physically and mentally. ■ Acts to recognize and resolve misunderstandings. ■ Determines the causes, effects, and contributing factors to problems. ■ Displays self-control and composure in adverse conditions; remains calm under pressure. ■ Considers contingencies and their consequences. ■ Makes necessary, on-the-spot adjustments. 	<p>Need Indicators</p> <ul style="list-style-type: none"> ■ Uses outdated or ineffective approaches to problems. ■ Plans for the short term, failing to take long-term goals into account. ■ Jumps to decisions based on the first answer that comes to mind, or conversely, continuously collects information to help make a decision until the window of opportunity has closed. ■ Becomes discouraged when faced with setbacks. ■ Allows anger or emotion to compromise the mission. ■ Is rigid and inflexible; refuses to be open to alternative ways of thinking. ■ Refuses to give up a course of action when the mission or tasking changes.

PROFESSIONAL ABILITY: DEVELOPMENTAL ACTIVITIES	
Feedback	<ul style="list-style-type: none"> ■ Learn from those around you by asking about mission-critical skills and knowledge. Ask others how they learned it, and follow a similar path. ■ Discuss with the team how to improve training exercises to meet specific objectives. ■ Ask your subordinates if the purpose and intent of the mission or task is clear to them. Have them restate the purpose and intent to you. Ask what you could do to facilitate their understanding of what you are trying to convey. ■ Meet with your team to brainstorm creative solutions to a challenge that your unit or organization currently faces. Try to approach the problem from a new and different direction. ■ Gain feedback from superiors, peers, or trusted subordinates on how well you demonstrate flexibility to alternative ways of thinking. Use the feedback to decide how you can become more open to new ideas. ■ Request feedback from subordinates on how well you intervene and make adjustments to their work. Do you provide appropriate and timely adjustments with clear direction? ■ Gather input from more senior Airmen, such as your Air Force mentor, to help ensure your plans for development are targeted at a level that is appropriate given your current position and responsibilities.
Study	<ul style="list-style-type: none"> ■ Build personal expertise by reviewing doctrine, technical manuals, and non-military references in areas of interest. ■ Question the value of training exercises. Are they rigorous for rigor's sake or do they serve a specific objective, such as safer or more efficient operations? ■ Complete a mission or problem analysis when faced with a tough decision. Consider multiple possible courses of action, select one, and develop a plan of action to enact it. ■ Observe a leader who has consistently achieved under seemingly unfavorable circumstances. What behaviors can you model to ensure similar personal success? ■ Reflect upon times when external influences negatively affected your performance or decision making or the performance of your team. How did you allow the external influence to affect you or your team? What should you have done? Reflect upon times when you dealt more effectively with external factors. Why were you successful?
Practice	<ul style="list-style-type: none"> ■ Volunteer for opportunities that will provide technical or tactical experience in new areas. ■ Take on a series of increasingly demanding tasks or challenges to build a record of success and bolster your confidence in difficult situations. ■ When planning a task or mission, begin by visualizing and drafting a written description of the end-state that you want to achieve. ■ If a mission or project is not on track, take a different action by devising creative solutions or work-arounds. Be open to the idea that there may be a better way. ■ Develop alternative strategies and solutions to accomplish an existing project or task. This serves as a contingency plan in case unexpected outcomes occur. ■ Keep an open mind even when ideas do not fit conventional thinking or seem to be tangential to the mission. ■ Purposefully assemble diverse teams for your projects or tasks. Solicit input and opinions from all team members when trying to find a solution to the problem. ■ Meet with your team to brainstorm creative solutions to a current challenge. Try to approach the problem from a new and different direction. ■ Establish and stick to a regular exercise routine.

Air Power Capability Category: Humanity

Whereas the Professional Ability capabilities focus primarily on Airmen's ability to effectively perform their duties, Humanity capabilities emphasize creating positive interpersonal relationships and fostering compassion and understanding for others. They represent capabilities that, when combined with other Air Power Capability categories, are essential to developing cohesive groups and a compassionate workforce. Airmen at all levels use these capabilities to set the organizational climate. The Humanity capabilities include: Empathy, Interpersonal Skills, Taking Care of People, and Work-Life Balance.

HUMANITY: CAPABILITIES	
CAPABILITY	DEFINITION
Empathy	<ul style="list-style-type: none"> Understands the emotions of other Airmen and interacts accordingly. Perceives others' feelings, needs, and concerns.
Interpersonal Skills	<ul style="list-style-type: none"> Understands others' reactions and adjusts own responses to keep the interaction positive. Creates an atmosphere of openness with clear lines of communication. Handles all situations diplomatically.
Taking Care of People	<ul style="list-style-type: none"> Attends to the physical, mental, ethical, and spiritual well-being of Airmen and their families. Creates an environment where Airmen take care of Airmen 24/7. Integrates wellness into mission accomplishment.
Work-Life Balance	<ul style="list-style-type: none"> Creates work-life balance through time management and setting clear expectations.

HUMANITY: STRENGTH & NEED INDICATORS	
<p>Strength Indicators</p> <ul style="list-style-type: none"> Understands the viewpoint of others and can see things from their perspective. Empowers others in activities and objectives. Ensures subordinates' and their families' health, welfare, and development are provided for. Understands other's emotions and reactions. 	<p>Need Indicators</p> <ul style="list-style-type: none"> Ignores other people's view points and undermines other's emotions. Micromanages subordinates and fails to allow them autonomy in choosing how to do their work. Ignores morale indicators and fails to address the well-being of fellow Airmen. Consistently puts their needs before the needs of others.

HUMANITY: DEVELOPMENTAL ACTIVITIES	
Feedback	<ul style="list-style-type: none"> Seek regular input on your developmental efforts. Assess the extent to which subordinate development occurs in your unit. Adjust efforts accordingly. Speak with your team and their families to determine how you can better serve them. Solicit feedback on specific issues that may be affecting morale. Communicate to your subordinates that you are seeking their assistance in developing a full understanding of the issues. Consult with a trusted subordinate to discover biases that members of the unit may hold towards individuals in the unit (e.g., based on their character, personality, religion, race, ethnicity, or culture). Discuss the biases and devise strategies to overcome them. Gather input from more senior Airmen, such as your Air Force mentor, to help ensure your plans for development are targeted at a level that is appropriate given your current position and responsibilities.
Study	<ul style="list-style-type: none"> Study your unit. Get to know as many people on an individual-basis as possible. Understand their strengths, weaknesses, expectations, and motivations. Use this knowledge to establish greater rapport. Observe the behaviors of leaders who you admire. Note how these leaders make difficult decisions that balance the welfare of Airmen with mission accomplishment. In addition to maintaining your knowledge and awareness of Air Force programs, identify and investigate programs offered by local communities and social service organizations that may be of help to your Airmen and their families. Create an action plan with specific tactics detailing how you can make your unit more fair and inclusive. Document your progress towards your goals on a monthly basis.
Practice	<ul style="list-style-type: none"> When developing others through actions such as mentoring, coaching, or counseling, create mutual agreement on performance change, goals, and specific follow-up or corrective actions. Help subordinates recover from failure by demonstrating understanding and empathy. Counsel subordinates by providing feedback on the course of action and the results, as well as alternatives. Set aside social time with subordinates, peers, and their families. These activities can help you develop compassion and provide insight for ways to help meet their needs. Draft a statement of how you want your unit to be treated. When your unit's treatment doesn't live up to your standards, list objectives for improvement you can work to implement. Lead by example by treating others the way you want to be treated. Favoritism makes team members and subordinates feel that they are not important contributors to the unit. Invest your time and effort in all of your team members and subordinates to develop them.

Air Power Capability Category: Communication

The Communication capabilities emphasize Airmen expressing themselves dynamically and articulately through reading, writing, and listening. By understanding the nature and importance of communication capabilities and practicing effective communication techniques, Airmen will relate better to others and be able to translate goals into actions. The Communication capabilities include: Active Listening, Writing, and Speaking.

COMMUNICATION: CAPABILITIES	
CAPABILITY	DEFINITION
Active Listening	<ul style="list-style-type: none"> ■ Fosters the free flow of ideas in an atmosphere of open exchange. ■ Actively attempts to understand others' points of view and clarifies information as needed. ■ Requests feedback to ensure that others understand messages as they were intended.
Writing	<ul style="list-style-type: none"> ■ Expresses ideas and intent in a clear, concise, and convincing manner through written communication. ■ Adjusts communication approach to unique environment and audience needs. ■ Effectively creates communication bridges between units, organizations, and institutions. ■ Effectively uses digital mediums to convey information
Speaking	<ul style="list-style-type: none"> ■ Expresses ideas and intent in a clear, concise, and convincing manner through verbal communication. ■ Adjusts communication approach to unique environment and audience needs. ■ Effectively creates communication bridges between units, organizations, and institutions.

COMMUNICATION: STRENGTH & NEED INDICATORS	
<p>Strength Indicators</p> <ul style="list-style-type: none"> ■ Speaks in a clear manner and maintains the audience's interest and involvement. ■ Written communication is easily understood by recipients. ■ Acts to determine, recognize, and resolve misunderstandings. ■ Pays attention to non-verbal cues. 	<p>Need Indicators</p> <ul style="list-style-type: none"> ■ Delivers unclear ideas or key messages. ■ Mismatches the message to be delivered and the communication medium. ■ Does not request additional information to make communication streams clear. ■ Misunderstands others non-verbal cues.

COMMUNICATION: DEVELOPMENTAL ACTIVITIES	
Feedback	<ul style="list-style-type: none"> ■ Ask team members or subordinates to give you specific feedback on your ability to deliver information in a way that is engaging and easily comprehensible. Ask how you can improve. ■ Talk to your team members or subordinates about misunderstandings when they arise. Analyze the reasons why a misunderstanding may have occurred.
Study	<ul style="list-style-type: none"> ■ Assess the best way to communicate with various individuals in your organization including superiors, peers, and subordinates. Match your method with the individual. ■ During your daily activities, try to observe someone who you feel is a strong listener interacting with someone else. What makes that person a good listener? What types of verbal and non-verbal cues do they use? ■ Learn what behaviors limit active listening. Consider how often you make statements such as, "Yes, but..." or "Let's get to the point." Do you check your phone or continue to type on your computer during conversations? These types of behaviors tend to communicate an unwillingness to listen and limit conversation.
Practice	<ul style="list-style-type: none"> ■ Communicate thoughts and ideas in a simple way that everyone understands using a logical and sequential progression. Provide supporting details to prove your central idea. ■ Employ a variety of techniques to ensure that your audience is engaged in the information you are presenting, such as stories, anecdotes, and examples. ■ Use visual aids, when appropriate, to support your message. Make sure that visual aids have a clear and direct relationship to the information being presented. ■ During conversations, offer very brief summary statements of the person's statements and associated feelings. Look for confirmation of your understanding from the other person. Paraphrase in your own words to avoid parroting the words of the other person, which may be perceived as mocking. ■ Employ verbal prompts, such as "Yes...", "Go on...", and "Tell me more..." and nonverbal prompts, such as nodding your head, leaning toward the other person, and making good eye contact to encourage the other person to talk. ■ When planning a task or mission, begin by visualizing and drafting a written description of the end-state that you want to achieve. ■ If you do not understand what a speaker is trying to communicate, ask them to restate it another way.

Air Power Capability Category: Leadership

The Leadership category emphasizes developing strong teams and promoting diversity. These capabilities encourage getting the best out of all airmen. Leadership capabilities, when combined with Humanity, are essential to success as Airmen move on to lead larger groups or organizations. Airmen at all levels utilize these fundamentals to develop robust, cohesive teams, creating trusting bonds with others, and to contribute to the continual success of tactical missions. The Leadership capabilities include: Followership, Motivating Others, Initiative, Creating a Team Environment, Trustworthy, and Developing Others.

LEADERSHIP: CAPABILITIES	
CAPABILITY	DEFINITION
Followership	<ul style="list-style-type: none"> Seeks command, guidance and/or leadership while providing unbiased advice. Aligns priorities and actions toward chain of command guidance for mission accomplishment. Exercises flexibility and adapts quickly to changing role as leader/follower: follower first, leader at times.
Motivating Others	<ul style="list-style-type: none"> Inspires others to a greater effort by setting an example in his or her own behavior of courage, dedication, or self-sacrifice. Recognizes others for a job well done. Models excellence and enthusiasm for the work.
Initiative	<ul style="list-style-type: none"> Takes advantage of opportunities as they arise. Takes appropriate action as needed without requiring additional guidance or direction. Seeks additional responsibilities.
Creating a Team Environment	<ul style="list-style-type: none"> Builds effective teams for goal and mission accomplishment and improves team performance. Contributes to group identity while fostering cohesiveness, confidence, and cooperation. Sees and attends to the interests, goals, and values of other individuals and institutions. Develops networks and alliances that span organizational, Service, department, agency, and national boundaries.
Trustworthy	<ul style="list-style-type: none"> Follows through on commitments and promises. Communicates the truth to others, even if the truth is unpopular or difficult. Displays confidence in other Airmen. Sustains a climate of trust through transparency and consistency.
Developing Others	<ul style="list-style-type: none"> Empowers others to improve their skills and enhance their performance through feedback, coaching, mentoring, and delegating. Guides others in the direction of their goals and mission accomplishment. Inspires others to exceed their own self-interests and embrace personal sacrifice. Senses other Airmen's developmental needs and strengthens their abilities.

LEADERSHIP: STRENGTH & NEED INDICATORS

Strength Indicators

- Follows command guidance and requests further clarification when needed.
- Presents challenging assignments that require team or group interaction and cooperation.
- Sustains and improves the relationships among team or group members.
- Identifies individual and group positions and needs.
- Sees conflict as an opportunity for shared understanding.
- Communicates the truth, regardless of how unfavorable that may be.
- Uses unit activities to build cohesion and trust.
- Seeks additional job responsibilities.

Need Indicators

- Does not take responsibility for actions when faced with an undesirable outcome.
- Unclear on personal and professional values, priorities, and objectives.
- Does not seek additional job responsibilities outside of job description.
- Displays reduced motivation when physically or mentally challenged.
- Does not recognize potential areas for improvement or take advantage of developmental opportunities.
- Maximizes the skills and talents of only a few team members.
- Attributes mission success or failure to the performance of individuals.

LEADERSHIP: DEVELOPMENTAL ACTIVITIES

Feedback

- Consult with a trusted subordinate to discover biases that members of the unit may hold towards individuals in the unit (e.g., based on their character, personality, religion, race, ethnicity, or culture). Discuss the biases and devise strategies to overcome them.
- Ask your subordinates about activities they engage in outside of the Air Force that require teamwork. Then compile these examples, and share any best practices with the unit.
- Seek feedback on how you work with team members and subordinates in a way that promotes accomplishment of the mission, and how you provide purpose, direction, and motivation to team members.
- Gather feedback on organizational behaviors that demonstrate a high degree of trust within the Air Force. These may include open communication, collaboration, and clear work expectations.
- Hold a brainstorming session or forum with team members to discuss possible solutions to obstacles currently impeding progress. Ask for opinions on how to remove the obstacle.

LEADERSHIP: DEVELOPMENTAL ACTIVITIES

Study	<ul style="list-style-type: none"> ■ Study your unit. Get to know as many people on an individual-basis as possible. Understand their strengths, weaknesses, expectations, and motivations. Use this knowledge to establish greater rapport. ■ Create an action plan with specific tactics detailing how you can make your unit more fair and inclusive. Document your progress towards your goals on a monthly basis. ■ Set aside time to become familiar with subordinates' career goals. Ask subordinates questions that treat them as individuals who you want to see succeed. ■ Study how teamwork and team-building is used in other organizations or in other fields (e.g., sports teams, business organizations). Then document tips and strategies that stand out to you that could be adapted for use within your unit. ■ Find an opportunity to exercise diplomacy and tact to achieve a favorable decision or outcome. ■ Study other airmen's ability to build trust within their interpersonal relationships. Reflect on your trust-building abilities. ■ Take a course on soliciting input and open communications. Make sure the course has hands-on examples and scenarios so you can practice improving your skills. ■ Allocate time to create an initiatives wish list that you as a leader would like to take on. Share the list with team members and subordinates and discuss how to make wish list items a reality.
Practice	<ul style="list-style-type: none"> ■ When developing others through actions such as mentoring, coaching, or counseling, create mutual agreement on performance change, goals, and specific follow-up or corrective actions. ■ Draft a statement of how you want your unit to be treated. When your unit's treatment doesn't live up to your standards, list objectives for improvement you can work to implement. ■ Lead by example by treating others the way you want to be treated. Favoritism makes team members and subordinates feel that they are not important contributors to the unit. Invest your time and effort in all of your team members and subordinates to develop them. ■ Promote discussions in your unit about teamwork. Encourage your subordinates to share their views on what a team is, and the similarities and differences between teamwork and other types of collaboration (e.g., partnerships). ■ Build trust by believing in other airmen's abilities and encourage a culture where individuals build confidence in others with trust. ■ Encourage team members and subordinates to stretch themselves to reach for new goals during their performance review. Ask yourself how you know it is a stretch.

Wrap Up

This resource guide supplements the [Individual Development Planning Guide](#) by providing ideas and examples of developmental activities that can be incorporated into your Individual Development Plan (IDP). The ideas and examples provided here are intended to help you identify developmental activities that will allow to achieve your desired outcomes in areas you want to develop. Remember, the developmental activities you select and/or adapt from this guide (or create on your own) should be linked to the 'Areas to Develop' you have listed in your IDP.

APPENDIX A: THE AIR POWER CAPABILITIES



THE AIR POWER CAPABILITIES

CATEGORY	CATEGORY DEFINITION	CAPABILITY	CAPABILITY DEFINITION
Foundational Airmanship	Factors internal to a leader that constitute an individual's core and conduct	Moral Courage	<ul style="list-style-type: none"> ▪ Exhibits a positive spirit despite physical and mental hardships. ▪ Makes morally sound choices even when those choices may be unpopular. ▪ Displays strong moral character.
		Warrior Ethos	<ul style="list-style-type: none"> ▪ Exhibits a positive spirit despite physical and mental hardships. ▪ Makes morally sound choices even when those choices may be unpopular. ▪ Displays strong moral character.
		Ethics & Values	<ul style="list-style-type: none"> ▪ Promotes Air Force core values through goals, actions, and behaviors. ▪ Develops trust and commitment through words and actions. ▪ Accountable for areas of responsibility, operations of unit, and personal actions. ▪ Maintains checks and balances on self and others.
		Discipline	<ul style="list-style-type: none"> ▪ Controls one's own behavior to Air Force values. ▪ Obeys and enforces orderly practices in operational duties.
Professional Ability	Leader's effectiveness and ability to accomplish the mission	Competence	<ul style="list-style-type: none"> ▪ Demonstrates a set of knowledge, skills, and abilities required to successfully perform on the job.
		Fitness & Resilience	<ul style="list-style-type: none"> ▪ Manages regular exercise and leisure activities. ▪ Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self.
		Decision Making	<ul style="list-style-type: none"> ▪ Integrates and uses information to shape decisions. ▪ Develops and evaluates alternative solutions to problems. ▪ Makes sound and timely decisions despite conditions of risk and uncertainty. ▪ Anticipates second and third order effects of proposed actions. ▪ Evaluates results and adapts approaches accordingly.
		Composure	<ul style="list-style-type: none"> ▪ Exercises self-control under trying or tough circumstances or situations or under any kind of pressure. ▪ Responds proactively rather than reacting immediately or without thinking. ▪ Remains focused and thinks clearly.
		Adaptability	<ul style="list-style-type: none"> ▪ Maintains effectiveness when experiencing major changes in work tasks or environment. ▪ Adjusts to changes in work structures, processes, requirements, and cultures. ▪ Responds quickly and proactively to emerging conditions, opportunities, and risks.
		Mission-Focus	<ul style="list-style-type: none"> ▪ Agile and able to make decisions in operational environment with uncertainty, complexity, and change. ▪ Skilled at applying the Air Force methodology in operational processes.

THE AIR POWER CAPABILITIES

CATEGORY	CATEGORY DEFINITION	CAPABILITY	CAPABILITY DEFINITION
Humanity	Fostering and Demonstrating compassion, sympathy, and understanding for others	Empathy	<ul style="list-style-type: none"> ▪ Understands the emotions of other Airmen and interacts accordingly. ▪ Perceives others' feelings, needs, and concerns.
		Interpersonal Skill	<ul style="list-style-type: none"> ▪ Understands others' reactions and adjusts own responses to keep the interaction positive. ▪ Creates an atmosphere of openness with clear lines of communication. ▪ Handles all situations diplomatically.
		Taking Care of People	<ul style="list-style-type: none"> ▪ Attends to the physical, mental, ethical, and spiritual well-being of Airmen and their families. ▪ Creates an environment where Airmen take care of Airmen 24/7. ▪ Integrates wellness into mission accomplishment.
		Work-Life Balance	<ul style="list-style-type: none"> ▪ Creates work-life balance through time management and setting clear expectations.
Communication	Expressing oneself dynamically and articulately through reading, writing, and listening	Active Listening	<ul style="list-style-type: none"> ▪ Fosters the free flow of ideas in an atmosphere of open exchange. ▪ Actively attempts to understand others' points of view and clarifies information as needed. ▪ Requests feedback to ensure that others understand messages as they were intended.
		Writing	<ul style="list-style-type: none"> ▪ Expresses ideas and intent in a clear, concise, and convincing manner through written communication. ▪ Adjusts communication approach to unique environment and audience needs. ▪ Effectively creates communication bridges between units, organizations, and institutions.
		Speaking	<ul style="list-style-type: none"> ▪ Expresses ideas and intent in a clear, concise, and convincing manner through verbal communication. ▪ Adjusts communication approach to unique environment and audience needs. ▪ Effectively creates communication bridges between units, organizations, and institutions.

THE AIR POWER CAPABILITIES

CATEGORY	CATEGORY DEFINITION	CAPABILITY	CAPABILITY DEFINITION
Leadership	Application of Foundational Airmanship, Professional Ability, Humanity, and Communication capabilities to achieve a common goal	Followership	<ul style="list-style-type: none"> ▪ Seeks command, guidance and/or leadership while providing unbiased advice. ▪ Aligns priorities and actions toward chain of command guidance for mission accomplishment. ▪ Exercises flexibility and adapts quickly to changing role as leader/follower: follower first, leader at times.
		Motivating Others	<ul style="list-style-type: none"> ▪ Inspires others to a greater effort by setting an example in his or her own behavior of courage, dedication, or self-sacrifice. ▪ Recognizes others for a job well done. ▪ Models excellence and enthusiasm for the work.
		Initiative	<ul style="list-style-type: none"> ▪ Takes advantage of opportunities as they arise. ▪ Takes appropriate action as needed without requiring additional guidance or direction. ▪ Seeks additional responsibilities.
		Creating a Team Environment	<ul style="list-style-type: none"> ▪ Builds effective teams for goal and mission accomplishment and improves team performance. ▪ Contributes to group identity while fostering cohesiveness, confidence, and cooperation. ▪ Sees and attends to the interests, goals, and values of other individuals and institutions. ▪ Develops networks and alliances that span organizational, Service, department, agency, and national boundaries.
		Trustworthy	<ul style="list-style-type: none"> ▪ Follows through on commitments and promises. ▪ Communicates the truth to others, even if the truth is unpopular or difficult. ▪ Displays confidence in other Airmen. ▪ Sustains a climate of trust through transparency and consistency.
		Developing Others	<ul style="list-style-type: none"> ▪ Empowers others to improve their skills and enhance their performance through feedback, coaching, mentoring, and delegating. ▪ Guides others in the direction of their goals and mission accomplishment. ▪ Inspires others to exceed their own self-interests and embrace personal sacrifice. ▪ Senses other Airmen's developmental needs and strengthens their abilities.