

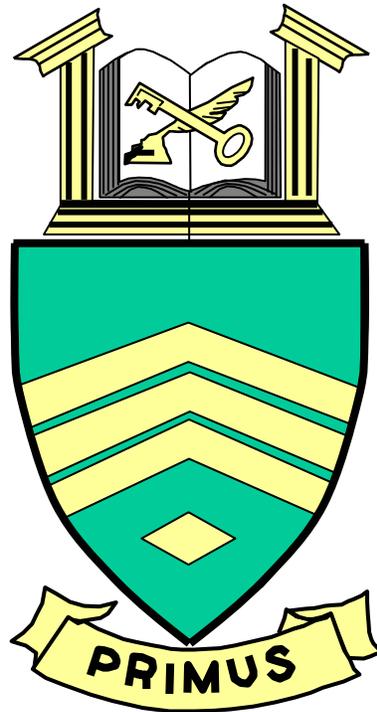
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L666

JUN 04

DEVELOP SUBORDINATE LEADERS IN A COMPANY

PRERESIDENT TRAINING SUPPORT PACKAGE



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PRERESIDENT TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L666 / DEVELOP SUBORDINATE LEADERS IN A COMPANY
Effective Date	01 Jun 2004
Supersedes TSP(s) / Lesson(s)	L666, Develop Subordinate Leaders in a Company, Jun 01
TSP Users	521-SQIM (DL), First Sergeant Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the student with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

158-100-1373

Develop Subordinate Leaders in a Company

This TSP
Contains

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DEVELOP SUBORDINATE LEADERS IN A COMPANY
L666 / Version 1
01 Jun 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM (DL)	1	First Sergeant Course

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>
158-100-1373	Develop Subordinate Leaders in a Company

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>
None	

Academic Hours

The academic hours required to teach this lesson are as follows:

	<u>Distance Learning Hours/Methods</u>
	2 hrs 20 mins /Practical Exercise (Performance)
	2 hrs 30 mins /Study Assignment
Test	0 hrs
Test Review	0 hrs
Total Hours:	5 hrs

Test Lesson Number

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E651 version 1

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

Clearance Access

Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

Student Study Assignments

- Read Student Handout 1.

Instructor Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
MSG, FSC graduate, ITC, and SGITC graduate (Enlisted)	1:14	1	5 hrs

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:
None

Student Materials:

- TSP.
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

None

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

None

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Colyer, Donald J.	GS09	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Bucher, George V.	GS11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Mission accomplishment, day in and day out, will always be the leader’s priority. Everyone has experienced how fast “the train” is whether deployed in Korea, Germany/Bosnia, or here in CONUS installations. The pace is unbelievable, but we are getting the job done well – the question is, “Are we each doing what we need to do to develop tomorrow’s NCOs to be equally capable?” An essential leader responsibility is the development of his/her subordinates. A number of senior leaders stated that leader development is critical to the Army’s success and is the #1 mission. **We touch leader development at the tactical-level; but its ramifications are significant and strategic.** The Army’s current emphasis about leader development parallels, in importance, the technological growth simultaneously taking place as we transition into the 21st Century. This is fitting since, according to our own doctrine, “leadership is the most essential dynamic of combat power.”

Terminal Learning Objective

At the completion of this lesson, you [the student] will:

Action:	Determine the fundamentals of a company leadership development program.
Conditions:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).
Standards:	Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

At the end of your phase I training and before entering phase II, you will take an on-line, multiple choice examination. It will test your comprehension of the learning objectives from this and other lessons in phase I. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in you dismissal from the course.

**Instructional
Lead-In**

A leader development program is essential in today's modern Army. The program trains leaders and incorporates formal and informal training; progressive and sequential assignments; and assessment, counseling, coaching and feedback to maximize a leader's potential. The focus of this lesson is to familiarize you with the fundamentals of this program.

SECTION III. PRESENTATION

A. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret the leadership framework.
CONDITIONS:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).
STANDARDS:	Interpreted the leadership framework IAW FM 22-100 (SH-1).

1. Learning Step / Activity 1. The Leadership Framework

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read FM 22-100 (SH-1), pp SH-1-2 thru SH-1-7.

2. Learning Step / Activity 2. The Leadership Framework

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

Complete the questions in the practical exercise without referring to the student handout. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 20 minutes to complete the questions.
- Complete questions 1 thru 7 of Practical Exercise 1, p C-2.
- Compare your responses with the solutions on p C-5 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

CHECK ON LEARNING: Practical Exercise 1 serves as the check on learning for this ELO.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret the leader and leadership.
CONDITIONS:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).
STANDARDS:	Interpreted the leader and leadership IAW FM 22-100 (SH-1).

1. Learning Step / Activity 1. The Leader and Leadership

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read FM 22-100 (SH-1), pp SH-1-8 thru SH-1-26.

2. Learning Step / Activity 2. The Leader and Leadership

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

Complete the questions in the practical exercise without referring to the student handout. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 20 minutes to complete the questions.
- Complete questions 8 thru 14 of Practical Exercise 1, pp C-2 and C-3.
- Compare your responses with the solutions on pp C-5 and C-6 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

CHECK ON LEARNING: Practical Exercise 1 serves as the check on learning for this ELO.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret the basis of leadership.
CONDITIONS:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).
STANDARDS:	Interpreted the basis of leadership IAW FM 22-100 (SH-1).

1. Learning Step / Activity 1. The Basis of Leadership

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read FM 22-100 (SH-1), pp SH-1-26 thru SH-1-31, and SH-1-40.

2. Learning Step / Activity 2. The Basis of Leadership

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

Complete the questions in the practical exercise without referring to the student handout. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 20 minutes to complete the questions.
- Complete questions 15 thru 23 of Practical Exercise 1, p C-3.
- Compare your responses with the solutions on pp C-6 and C-7 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

CHECK ON LEARNING: Practical Exercise 1 serves as the check on learning for this ELO.

D. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret direct leadership skills.
CONDITIONS:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).
STANDARDS:	Interpreted direct leadership skills IAW FM 22-100 (SH-1).

1. Learning Step / Activity 1. Direct Leadership Skills

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read FM 22-100 (SH-1), pp SH-1-32 thru SH-1-41.

2. Learning Step / Activity 2. Direct Leadership Skills

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

Complete the questions in the practical exercise without referring to the student handout. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 20 minutes to complete the questions.
- Complete questions 24 thru 30 of Practical Exercise 1, p C-3 and C-4.
- Compare your responses with the solutions on p C-8 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

3. Learning Step / Activity 3. Develop Subordinate Leaders in a Company

Method of Instruction: Practical Exercise (Performance)

Technique of Delivery: Individualized, self-paced Instruction

Instructor to Student Ratio: 1:14

Time of Instruction: 40 mins

Media: None

Complete the questions in the practical exercise without referring to the student handout. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 40 minutes to complete the matching exercise on pp C-10 and C-11.
- Compare your responses with the solutions on p C-12 for Practical Exercise 2.
- If your response does not agree, review the appropriate reference/lesson material.

CHECK ON LEARNING: Practical Exercises 1 and 2 serves as the check on learning for this ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Individualized, self-paced Instruction</u>

Check on Learning

Practical Exercises 1 and 2 serve as the check on learning for this lesson.

Review / Summarize Lesson

The values emphasize the basis for the character and self-discipline that generate the will to win and the motivation to persevere. You learned in this lesson the various linkages between how soldiers perform in organizations and how to improve their performance. Finally, you learned how leaders use their mastery of equipment and doctrine to train their subordinates. This knowledge helps create teams with the skill, trust, and confidence to win.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

At the end of your phase I training and before entering phase II, you will take an on-line, multiple choice examination. It will test your comprehension of the learning objectives from this and other lessons in phase I. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Please complete the student questionnaire and mail to USASMA.

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Complete the following actions:

- Enter your name, your rank, and the date you complete this questionnaire.

Name:

Rank:

Date:

- Answer items 1 through 6 below.
- Fold the questionnaire, so the address for USASMA is visible.
- Print your return address, add postage, and mail.

NOTE: Your response to this questionnaire will assist the Academy in refining and improving this course. When completing the questionnaire, answer each question frankly. Your assistance helps build and maintain the best curriculum possible.

Item 1:

Do you feel you have met the learning objectives of this lesson?

Item 2:

Was the material covered in this lesson new to you?

Item 3:

Which parts of this lesson were most helpful to you in learning the objectives?

Item 4:

How could we improve the format of this lesson?

Item 5:

How could we improve the content of this lesson?

Item 6:

Do you have additional questions or comments? If you do, please list them here. You may add additional pages if necessary

CMDT USASMA
ATTN ATSS DCF FSC TATS
BLDG 11291 BIGGS FLD
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Appendix A - Viewgraph Masters (N/A)

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C

PRACTICAL EXERCISE 1

Title	DEVELOP SUBORDINATE LEADERS IN A COMPANY						
Lesson Number / Title	L666 version 1 / DEVELOP SUBORDINATE LEADERS IN A COMPANY						
Introduction	None						
Motivator	None						
Terminal Learning Objective	At the completion of this lesson, you [the student] will: <table border="1"><tr><td>Action:</td><td>Determine the fundamentals of a company leadership development program.</td></tr><tr><td>Conditions:</td><td>As a first sergeant in a self-study environment given FM 22-100 (SH-1).</td></tr><tr><td>Standards:</td><td>Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).</td></tr></table>	Action:	Determine the fundamentals of a company leadership development program.	Conditions:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).	Standards:	Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).
Action:	Determine the fundamentals of a company leadership development program.						
Conditions:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).						
Standards:	Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	This is a self-graded exercise. Check your responses to the situations with the solutions on pp C-5 thru C-8. If your responses do not match the responses in the solution, you should study the appropriate references as indicated.						
Instructional Lead-In	None						
Resource Requirements	Instructor Materials: None Student Materials: <ul style="list-style-type: none">• TSP.• Pen or pencil and writing paper.						
Special Instructions	Do not use any reference material or refer to the solution until after you complete the questions in this practical exercise. Write your answers in the space provided.						

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Procedures

QUESTION 1: What is character?

QUESTION 2: What are the four categories containing skills an Army leader must KNOW? Define each of them.

QUESTION 3: What are the three actions that a leader must do? Define each of them.

QUESTION 4: What are the three leadership levels?

QUESTION 5: What is the definition of leadership?

QUESTION 6: When do leaders achieve excellence?

QUESTION 7: What does excellence in leadership mean?

QUESTION 8: What two interacting parts make up character?

QUESTION 9: What do the Army values form?

QUESTION 10: Define each of the seven Army Values.

QUESTION 11: What are attributes?

QUESTION 12: Name and define the mental attributes of a leader.

**Procedures,
continued**

QUESTION 13: What are the physical attributes?

QUESTION 14: What does a leader who maintains self-control inspire and encourage?

QUESTION 15: What does true discipline demand?

QUESTION 16: What does taking care of soldiers mean?

QUESTION 17: What factor will have a major impact on Army leadership in the near future?

QUESTION 18: What does mentoring allow your subordinates to do?

QUESTION 19: What are the five leadership styles?

QUESTION 20: Which leadership style would you use if you do not have time to explain things?

QUESTION 21: Which leadership style are you using if you have mature, experienced subordinates and you give them the authority to make decisions to carry out the mission?

QUESTION 22: What are intended and unintended consequences?

QUESTION 23: Which level of leadership is face-to-face, front line leadership?

QUESTION 24: Under interpersonal skills, what are the three skills necessary for a leader to understand?

QUESTION 25: What should a leader look for from his superiors or subordinates in nonverbal conversation?

**Procedures,
continued**

QUESTION 26: What does a direct leader's constant check and recheck minimize?

QUESTION 27: What are direct leader conceptual skills?

QUESTION 28: Which conceptual skill do you use when thinking through problems?

QUESTION 29: What are the four steps of ethical reasoning?

QUESTION 30: Define the leader who has tactical skills?

**Feedback
Requirements**

None

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SOLUTION TO PRACTICAL EXERCISE 1

QUESTION 1: What is character?

ANSWER: Character describes a person's inner strength

Ref: FM 22-100 (SH-1), p SH-1-3, para 1-22

QUESTION 2: What are the four categories containing skills an Army leader must KNOW? Define each of them.

ANSWER:

- Interpersonal Skill—know our people and how to work with them.
- Conceptual Skill—skill with ideas and thinking required in our job.
- Technical Skill—job related skills, including basic soldier skills.
- Tactical Skill—incorporate the above skills to get the job done in war.

Ref: FM 22-100 (SH-1), p SH-1-24, para 2-107

QUESTION 3: What are the three actions that a leader must do? Define each of them.

ANSWER:

- Influencing—make decisions, communicate those decisions, and motivate people to accomplish those decisions.
- Operating—the short term action that accomplishes the mission.
- Improving—the long-term investment we make, the things we do today to better the unit tomorrow.

Ref: FM 22-100 (SH-1), pp SH-1-3 and SH-1-4, para 1-28

QUESTION 4: What are the three leadership levels?

ANSWER: Direct, Organizational, and Strategic.

Ref: FM 22-100 (SH-1), p SH-1-5, para 1-36

QUESTION 5: What is the definition of leadership?

ANSWER: Leadership is influencing people –by providing purpose, direction, and motivation—while operating to accomplish the mission and improving the organization.

Ref: FM 22-100 (SH-1), p SH-1-1, top of page

QUESTION 6: When do leaders achieve excellence?

ANSWER: Leaders achieve excellence when their people are disciplined and committed to Army values.

Ref: FM 22-100 (SH-1), p SH-1-6, para 1-72

QUESTION 7: What does excellence in leadership mean?

ANSWER: Excellence in leadership does not mean perfection; on the contrary, an excellent leader allows subordinates room to learn from their mistakes as well as their successes.

Ref: FM 22-100 (SH-1), p SH-1-7, para 1-82

QUESTION 8: What two interacting parts make up character?

ANSWER: The two interacting parts that make up character are values and attributes.

Ref: FM 22-100 (SH-1), p SH-1-8, para 2-3

QUESTION 9: What do the Army values form?

ANSWER: The Army values form the very identity of America's Army, the solid rock upon which everything else stands especially in combat.

Ref: FM 22-100 (SH-1), p SH-1-8, para 2-4

QUESTION 10: Define each of the seven Army Values.

ANSWER:

- **Loyalty:** Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
- **Duty:** Fulfill your obligations.
- **Respect:** Treat people as they should be treated.
- **Selfless-Service:** Put the welfare of the nation, the Army, and your subordinates before your own.
- **Honor:** Live up to all the Army values.
- **Integrity:** Do what is right, legally and morally.
- **Personal courage:** Face fear, danger, or adversity (physical or moral).

Ref: FM 22-100 (SH-1), pp SH-1-9 thru SH-1-15, para 2-6 thru 2-39

QUESTION 11: What are attributes?

ANSWER: Attributes are a person's fundamental qualities and characteristics.

Ref: FM 22-100 (SH-1), p SH-1-16, para 2-41

QUESTION 12: Name and define the mental attributes of a leader.

ANSWER:

- **Will:** the inner drive that compels soldiers and leaders to keep going when they are exhausted, hungry, afraid, cold, and wet-- when it would be easier to quit.
- **Self-discipline:** allows Army leaders to do the right thing regardless of the consequences for them or their subordinates.
- **Initiative:** the ability to be a self-starter—to act when there are no clear instructions, to act when the situation changes or when the plan falls apart.
- **Judgment:** making the best decision for the situation.
- **Self-confidence:** acting correctly and properly in any situation, even one in which you're under stress and don't have all the information you want.
- **Intelligence:** is the combination of knowledge and experience—what we have learned on the job-- and the ability to think in order to make smart decisions.
- **Cultural awareness:** a group's shared set of beliefs, values, and assumptions about what's important.

Ref: FM 22-100 (SH-1), pp SH-1-16 thru SH-1-20, para 2-43 thru 2-66

QUESTION 13: What are the physical attributes?

ANSWER: health fitness, physical fitness, military and professional bearing.

Ref: FM 22-100 (SH-1), p SH-1-21, para 2-67

QUESTION 14: What does a leader who maintains self-control inspire and encourage?

ANSWER: A leader who maintains self-control inspires calm confidence in subordinates—the coolness under fire so essential to a successful unit—and encourages subordinate feedback that expands the leader's sense of what is really going on.

Ref: FM 22-100 (SH-1), p SH-1-22, para 2-77

QUESTION 15: What does true discipline demand?

ANSWER: True discipline demands habitual and reasoned obedience, an obedience that preserves initiative and works even when the leader is not around.

Ref: FM 22-100 (SH-1), p SH-1-26, para 3-8

QUESTION 16: What does taking care of soldiers mean?

ANSWER:

- Holding them to high standards.
- Training them to do their jobs so they can function in peace and win in war.
- Creating a disciplined environment where they can learn and grow.
- Treat them fairly, refuse to cut corners, set the example.
- Take care of their families.
- It means demanding that they do their duty, even at the risk of their lives.

Ref: FM 22-100 (SH-1), p SH-1-27, para 3-18

QUESTION 17: What factor will have a major impact on Army leadership in the near future?

ANSWER: The changing nature of the threat.

Ref: FM 22-100 (SH-1), p SH-1-28, para 3-47

QUESTION 18: What does mentoring allow your subordinates to do?

ANSWER: It encourages them to develop their own character and leader attributes based on the leader's example.

Ref: FM 22-100 (SH-1), p SH-1-40, para 5-84

QUESTION 19: What are the five leadership styles?

ANSWER: Directing, Participating, Delegating, Transformational and Transactional.

Ref: FM 22-100 (SH-1), pp SH-1-28 thru SH-1-30, para 3-69 thru 3-82

QUESTION 20: Which type of leadership style would you use if you do not have time to explain things?

ANSWER: The directing leadership style.

Ref: FM 22-100 (SH-1), p SH-1-28, para 3-70

QUESTION 21: Which leadership style are you using if you have mature, experienced subordinates and you give them the authority to make decisions to carry out the mission?

ANSWER: The delegating style.

Ref: FM 22-100 (SH-1), p SH-1-29, para 3-75

QUESTION 22: What are intended and unintended consequences?

ANSWER:

Intended are the anticipated results of a leader's decisions and actions.

Unintended consequences are results of things a leader does that have an unplanned impact on the organization or accomplishment of the mission.

Ref: FM 22-100 (SH-1), p SH-1-31, para 3-86 and 3-87

QUESTION 23: Which level of leadership is face-to-face, front line leadership?

ANSWER: The direct leadership level.

Ref: FM 22-100 (SH-1), p SH-1-5, para 1-39

QUESTION 24: Under interpersonal skills, what are the three skills necessary for a leader to understand?

ANSWER:

- Communicating.
- Supervising.
- Counseling.

Ref: FM 22-100 (SH-1), p SH-1-33, fig 4-1

QUESTION 25: What should a leader look for from his superiors or subordinates in nonverbal conversation?

ANSWER: Facial expressions, tone of voice, and body language.

Ref: FM 22-100 (SH-1), p SH-1-33, para 4-10

QUESTION 26: What does a direct leader's constant check and recheck minimize?

ANSWER: Checking minimizes the chance of oversights, mistakes, or other circumstances that might derail a mission. It also gives a leader the chance to see and recognize soldiers that do things right.

Ref: FM 22-100 (SH-1), p SH-1-34, para 4-13

QUESTION 27: What are direct leader conceptual skills?

ANSWER: Critical reasoning, creative thinking, ethical reasoning, and reflective thinking.

Ref: FM 22-100 (SH-1), p SH-1-37, fig 4-2

QUESTION 28: Which conceptual skill do you use when thinking through problems?

ANSWER: Critical reasoning.

Ref: FM 22-100 (SH-1), p SH-1-36, para 4-19

QUESTION 29: What are the four steps of ethical reasoning?

ANSWER:

Define the problem.

Know the relevant rules.

Develop and evaluate courses of action.

Choose the course of action that best represents Army values.

Ref: FM 22-100 (SH-1), p SH-1-38, para 4-30

QUESTION 30: Define the leader who has tactical skills?

ANSWER: Tactical skills apply to solving tactical problems, that is, problems concerning employment of units in combat. You enhance tactical skills when you combine them with interpersonal, conceptual, and technical skills to accomplish the mission.

Ref: FM 22-100 (SH-1), p SH-1-24, para 2-107

PRACTICAL EXERCISE 2

Title	DEVELOP SUBORDINATE LEADERS IN A COMPANY						
Lesson Number / Title	L666 version 1 / DEVELOP SUBORDINATE LEADERS IN A COMPANY						
Introduction	None						
Motivator	None						
Terminal Learning Objective	At the completion of this lesson, you [the student] will: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 15%;">Action:</td> <td>Determine the fundamentals of a company leadership development program.</td> </tr> <tr> <td>Conditions:</td> <td>As a first sergeant in a self-study environment given FM 22-100 (SH-1).</td> </tr> <tr> <td>Standards:</td> <td>Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).</td> </tr> </table>	Action:	Determine the fundamentals of a company leadership development program.	Conditions:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).	Standards:	Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).
Action:	Determine the fundamentals of a company leadership development program.						
Conditions:	As a first sergeant in a self-study environment given FM 22-100 (SH-1).						
Standards:	Determined the fundamentals of a company leadership development program IAW FM 22-100 (SH-1).						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	This is a self-graded exercise. Check your responses to the situations with the solutions on p C-12. If your responses do not match the responses in the solution, you should study the appropriate references as indicated.						
Instructional Lead-In	A leader development program is essential in today's modern Army. The program trains leaders and incorporates formal and informal training; progressive and sequential assignments; and assessment, counseling, coaching and feedback to maximize a leader's potential. The focus of this practical exercise is to familiarize you with the fundamentals of this program.						
Resource Requirements	<p>Instructor Materials: None</p> <p>Student Materials:</p> <ul style="list-style-type: none"> • TSP. • Pen or pencil and writing paper. 						
Special Instructions	None						

Procedures

Use the knowledge that you gained during the lesson and PE-1 and match the 23 leadership dimensions to the correct answers without using SH-1. Do not use the solution sheet until you complete the PE.

Select the appropriate definitions for each of the 23 Core Leadership Dimensions.

VALUES:

- _____ 1. Honor
- _____ 2. Integrity
- _____ 3. Courage
- _____ 4. Loyalty
- _____ 5. Respect
- _____ 6. Selfless Service
- _____ 7. Duty

ATTRIBUTES:

- _____ 8. Mental
- _____ 9. Physical
- _____ 10. Emotional

SKILLS:

- _____ 11. Conceptual
- _____ 12. Interpersonal
- _____ 13. Technical
- _____ 14. Tactical

ACTIONS:

- _____ 15. Communicating
 - _____ 16. Decision-making
 - _____ 17. Motivating
 - _____ 18. Planning
 - _____ 19. Executing
 - _____ 20. Assessing
 - _____ 21. Developing
 - _____ 22. Building
 - _____ 23. Learning
-

**Procedures,
continued**

-
- a. Evaluating the efficiency and effectiveness of a plan.
 - b. Inspires, motivates, and guides others toward mission accomplishment.
 - c. Adherence to the Army's publicly declared code of values.
 - d. Places Army priorities before self.
 - e. Maintains appropriate level of physical fitness and military bearing.
 - f. Job related skills including basic soldier skills.
 - g. Ability to handle ideas, requires judgment, the ability to think creatively and reason analytically, critically, and ethically.
 - h. Manifests physical and moral bravery.
 - i. Spends time and resources improving teams, groups and units; fosters ethical climate.
 - j. Possesses will, initiative, judgment, self-confidence and self-discipline.
 - k. Coaching, teaching, counseling, motivating, and empowering.
 - l. Promotes dignity, consideration, fairness, and EO.
 - m. Displays self-control; balance and stability.
 - n. Bears true faith and allegiance to the U.S. Constitution, the Army, the unit, and the soldier.
 - o. Develops detailed, executable plans that are feasible, acceptable, and suitable.
 - p. Seeks self-improvement and organizational growth; envisioning, adapting, and leading change.
 - q. Displays good oral, written, and listening skills for individuals / groups.
 - r. Fulfills professional, legal, and moral obligations.
 - s. Knowing whether to decide, when and what to decide.
 - t. Possesses high personal moral standards; honest in word and deed.
 - u. Solving problems concerning employment of units in combat.
 - v. Invests adequate time and effort to develop individual subordinates as leaders.
 - w. Shows tactical proficiency, meets mission standards, and takes care of people and resources

**Feedback
Requirements**

None

SOLUTION TO PRACTICAL EXERCISE 2

VALUES:

<u>C</u>	1. Honor	FM 22-100 (SH-1), p SH-1-13, para 2-28
<u>T</u>	2. Integrity	FM 22-100 (SH-1), p SH-1-14, para 2-31
<u>H</u>	3. Courage	FM 22-100 (SH-1), p SH-1-14, para 2-34
<u>N</u>	4. Loyalty	FM 22-100 (SH-1), p SH-1-9, para 2-8
<u>L</u>	5. Respect	FM 22-100 (SH-1), p SH-1-11, para 2-19
<u>D</u>	6. Selfless Service	FM 22-100 (SH-1), p SH-1-11, para 2-22
<u>R</u>	7. Duty	FM 22-100 (SH-1), p SH-1-10, para 2-13

ATTRIBUTES:

<u>J</u>	8. Mental	FM 22-100 (SH-1), p SH-1-16, para 2-42
<u>E</u>	9. Physical	FM 22-100 (SH-1), p SH-1-21, para 2-67
<u>M</u>	10. Emotional	FM 22-100 (SH-1), p SH-1-22, para 2-74

SKILLS:

<u>G</u>	11. Conceptual	FM 22-100 (SH-1), p SH-1-24, para 2-107
<u>K</u>	12. Interpersonal	FM 22-100 (SH-1), p SH-1-24, para 2-107
<u>F</u>	13. Technical	FM 22-100 (SH-1), p SH-1-24, para 2-107
<u>U</u>	14. Tactical	FM 22-100 (SH-1), p SH-1-24, para 2-107

ACTIONS:

<u>Q</u>	15. Communicating	FM 22-100 (SH-1), p SH-1-24, para 2-113
<u>S</u>	16. Decision-making	FM 22-100 (SH-1), p SH-1-39, para 5-14
<u>B</u>	17. Motivating	FM 22-100 (SH-1), p SH-1-24, para 2-113
<u>O</u>	18. Planning	FM 22-100 (SH-1), p SH-1-25, para 2-114
<u>W</u>	19. Executing	FM 22-100 (SH-1), p SH-1-25, para 2-114
<u>A</u>	20. Assessing	FM 22-100 (SH-1), p SH-1-25, para 2-114
<u>V</u>	21. Developing	FM 22-100 (SH-1), p SH-1-25, para 2-118
<u>I</u>	22. Building	FM 22-100 (SH-1), p SH-1-25, para 2-118
<u>P</u>	23. Learning	FM 22-100 (SH-1), p SH-1-25, para 2-118

- a. Evaluating the efficiency and effectiveness of a plan.
- b. Inspires, motivates, and guides others toward mission accomplishment.
- c. Adherence to the Army's publicly declared code of values.
- d. Places Army priorities before self.
- e. Maintains appropriate level of physical fitness and military bearing.
- f. Job related skills, including basic soldier skills.
- g. Ability to handle ideas, requires judgment, the ability to think creatively and reason analytically, critically, and ethically.
- h. Demonstrated in 2 forms: physical and moral.
- i. Spends time and resources improving teams, groups and units; fosters ethical climate.
- j. Possesses will, initiative, judgment, self-confidence and self-discipline.
- k. Coaching, teaching, counseling, motivating and empowering.
- l. Promotes dignity, consideration, fairness, and EO.
- m. Displays self-control, balance and stability.
- n. Bears true faith and allegiance to the U.S. Constitution, the Army, the unit, and the soldier.
- o. Develops detailed, executable plans that are feasible, acceptable, and suitable.
- p. Seeks self-improvement and organizational growth; envisioning, adapting, and leading change.
- q. Displays good oral, written, and listening skills for individuals/groups.
- r. Begins with everything required of you by law, regulation, and orders.
- s. Knowing whether to decide, when and what to decide.
- t. Possesses high personal moral standards; honest in word and deed.
- u. Solving problems concerning employment of units in combat.
- v. Invests adequate time and effort to develop individual subordinates as leaders.
- w. Shows tactical proficiency, meets mission standards, and takes care of people and resources.

Appendix D

HANDOUTS FOR LESSON 1: L666 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Extracted Material from FM 22-100, Army Leadership	SH-1-1 and SH-1-41

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Student Handout 1

This student handout contains 40 pages of extracted material from FM 22-100, Army Leadership, 31 August 1999

<u>Chapter 1</u>	<u>Pages</u>
Leadership Defined	SH-1-2
BE, KNOW, DO	SH-1-3
<u>Chapter 2</u>	
Character: What a leader must BE	SH-1-8
Leader Attributes	SH-1-16
<u>Chapter 3</u>	
The Human Dimension	SH-1-26
<u>Chapter 4</u>	
Direct Leadership Skills	SH-1-32
<u>Chapter 5</u>	
Direct Leadership Actions	SH-1-39

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LEADERSHIP DEFINED

Leadership is **influencing** people—by providing purpose, direction, and motivation—while **operating** to accomplish the mission and **improving** the organization.

INFLUENCING

1-7. Influencing means getting people to do what you want them to do. It is the means or method to achieve two ends: operating and improving. But there's more to influencing than simply passing along orders. The example you set is just as important as the words you speak. And you set an example—good or bad—with every action you take and word you utter, on or off duty. Through your words and example, you must communicate purpose, direction, and motivation.

Purpose

1-8. Purpose gives people a reason to do things. This does not mean that as a leader you must explain every decision to the satisfaction of your subordinates. It does mean you must earn their trust: they must know from experience that you care about them and would not ask them to do something—particularly something dangerous—unless there was a good reason, unless the task was essential to mission accomplishment.

1-9. Look, for example, at a battalion maintenance section. Its motor sergeant always takes the time—and has the patience—to explain to the mechanics what is required of them. Nothing fancy; the motor sergeant usually just calls them together for a few minutes to talk about the workload and the time crunch. The soldiers may get tired of hearing “And, of course, unless we get the work finished, this unit doesn't roll and the mission doesn't get done,” but they know it's true. And every time he passes information this way, the motor sergeant sends this signal to the soldiers: that he cares about their time and work and what they think, that they are members of a team, not cogs in the “green machine.”

1-10. Then one day the unit is alerted for an emergency deployment. Things are happening at breakneck speed; there is no time to pause, and everything and everyone is under stress. The motor sergeant cannot stop to explain things, pat people on the back, or talk them up. But the soldiers will work themselves to

exhaustion, if need be, because the motor sergeant has earned their trust. They know and is a professional discussion of an event, focused on performance standards, that allows participants to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. Chapter 5 discusses AARs.) The motor sergeant is self-confident enough to ask subordinates for their ideas on how to make things work better (always a key goal). He then acts based on his own and team members' observations. The motor sergeant looks for strong areas to sustain and praises team members as appropriate; however if the motor sergeant saw the team members spend too much time on some tasks and not enough on others, he changes the section standing operating procedures (SOP) or counsels the people involved. (Developmental counseling is not an adverse action; it is a skill you use to help your subordinates become better team members, improve performance, and prepare for the future. Counseling should address strong areas as well as weak ones and successes as well as failures. Appendix C discusses developmental counseling.) If the motor sergeant discovers gaps in individual or collective skills, he plans and conducts the training necessary to fill them. If something the motor sergeant did or a decision he made didn't turn out quite right, he will not make the same error again. More than that, the motor sergeant lets his people know what went wrong, finds out their impressions of why it happened, and determines how they will make it work next time.

1-20. By doing these things, the motor sergeant is creating a better organization, one that will work smarter the next time. His example sends an important message. The soldiers see their leader look at his own and the organization's performance, evaluate it, identify strong areas to sustain as well as mistakes and shortcomings, and commit to a better way of doing things. These actions are more powerful than any lecture on leadership.

BE, KNOW, DO

1-21. BE, KNOW, DO clearly and concisely state the characteristics of an Army leader. You have just read about leader actions, the DO of BE, KNOW, DO. Leadership is about taking action, but there's more to being a leader than just what you do. Character and competence, the BE and the KNOW, underlie everything a leader does. So becoming a leader involves developing all aspects of yourself. This includes adopting and living Army values. It means developing the attributes and learning the skills of an Army leader. Only by this self-development will you become a confident and competent leader of character. Being an Army leader is not easy. There are no cookie-cutter solutions to leadership challenges, and there are no shortcuts to success. However, the tools are available to every leader. It is up to you to master and use them.

BE

1-22. Character describes a person's inner strength, the BE of BE, KNOW, DO. Your character helps you know what is right; more than that, it links that knowledge to action. Character gives you the courage to do what is right regardless of the circumstances or the consequences. (Appendix E discusses character development.)

1-23. You demonstrate character through your behavior. One of your key responsibilities as a leader is to teach Army values to your subordinates. The old saying that actions speak louder than words has never been more true than here. Leaders who talk about honor, loyalty, and selfless service but do not live these values—both on and off duty—send the wrong message, that this “values stuff” is all just talk.

1-24. Understanding Army values and leader attributes (which Chapter 2 discusses) is only the first step. You also must embrace Army values and develop leader attributes, living them until they become habit. You must teach Army values to your subordinates through action and example and help them develop leader attributes in themselves.

KNOW

1-25. A leader must have a certain level of knowledge to be competent. That knowledge is spread across four skill domains. You must

develop **interpersonal skills**, knowledge of your people and how to work with them. You must have **conceptual skills**, the ability to understand and apply the doctrine and other ideas required to do your job. You must learn **technical skills**, how to use your equipment. Finally, warrior leaders must master **tactical skills**, the ability to make the right decisions concerning employment of units in combat. Tactical skills include mastery of the art of tactics appropriate to the leader's level of responsibility and unit type. They're amplified by the other skills—interpersonal, conceptual, and technical—and are the most important skills for warfighters. (FM 100-40 discusses the art of tactics.)

1-26. Mastery of different skills in these domains is essential to the Army's success in peace and war. But a true leader is not satisfied with knowing only how to do what will get the organization through today; you must also be concerned about what it will need tomorrow. You must strive to master your job and prepare to take over your boss's job. In addition, as you move to jobs of increasing responsibility, you'll face new equipment, new ideas, and new ways of thinking and doing things. You must learn to apply all these to accomplish your mission.

1-27. Army schools teach you basic job skills, but they are only part of the learning picture. You'll learn even more on the job. Good leaders add to their knowledge and skills every day. True leaders seek out opportunities; they're always looking for ways to increase their professional knowledge and skills. Dedicated squad leaders jump at the chance to fill in as acting platoon sergeant, not because they've mastered the platoon sergeant's job but because they know the best place to learn about it is in the thick of the action. Those squad leaders challenge themselves and will learn through doing; what's more, with coaching, they'll learn as much from their mistakes as from their successes.

DO

1-28. You read about leader actions, the DO of Army leadership doctrine, at the beginning of this chapter. Leader actions include—

- **Influencing:** making decisions, communicating those decisions, and motivating people.
- **Operating:** the things you do to accomplish your organization's immediate mission.
- **Improving:** the things you do to increase the organization's capability to accomplish current or future missions.

1-29. Earlier in this chapter, you read about a motor sergeant who lives Army values, has developed leader attributes, and routinely performs leader actions. But that was an example, and a garrison example at that. What about reality? What about combat? Trained soldiers know what they are supposed to do, but under stress, their instincts might tell them to do something different. The exhausted, hungry, cold, wet, disoriented, and frightened soldier is more likely to do the wrong thing—stop moving, lie down, retreat—than one not under that kind of stress. This is when the leader must step in—when things are falling apart, when there seems to be no hope—and get the job done.

1-30. The fight between the 20th Regiment of Maine Volunteers and the 15th and 47th Regiments of Alabama Infantry during the Civil War illustrates what can happen when a leader acts decisively. It shows how the actions of one leader, in a situation that looked hopeless, not

only saved his unit, but allowed the entire Union Army to maintain its position and defeat the Confederate invasion of Pennsylvania. The story's hero is a colonel—but it could have been a captain, or a sergeant, or a corporal. At other times and in other places it has been.

1-34. This is how you should think about the Army leadership framework: all its pieces work in combination to produce something bigger and better than the sum of the parts. BE the leader of character: embrace Army values and demonstrate leader attributes. Study and practice so that you have the skills to KNOW your job. Then act, DO what's right to achieve excellence.

1-35. The Army leadership framework applies to all Army leaders. However, as you assume positions of increasing responsibility, you'll need to develop additional attributes and master more skills and actions. Part of this knowledge includes understanding what your bosses are doing—the factors that affect their decisions and the environment in which they work. To help you do this, Army leadership positions are divided into three levels—direct, organizational, and strategic.

LEVELS OF LEADERSHIP

NCOs like to make a decision right away and move on to the next thing...so the higher up the flagpole you go, the more you have to learn a very different style of leadership.

Command Sergeant Major Douglas E. Murray
United States Army Reserve



Figure 1-2. Army Leadership Levels

1-36. Figure 1-2 shows the perspectives of the three levels of Army leadership: direct, organizational, and strategic. Factors that determine a position's leadership level can include the position's span of control, its headquarters level, and the extent of the influence the leader holding the position exerts. Other factors include the size of the unit or organization, the type of operations it conducts, the number of people assigned, and its planning horizon.

1-37. Sometimes the rank or grade of the leader holding a position does not indicate the position's leadership level. That's why Figure 1-2 does not show rank. A sergeant first class serving as a platoon sergeant works at the direct leadership level. If the same NCO holds a headquarters job dealing with issues and policy affecting a brigade-sized or larger organization, the NCO works at the organizational leadership level. However, if the NCO's primary duty is running a staff section that supports the leaders who run the organization, the NCO is a direct leader. In fact, most leadership positions are direct leadership positions, and every leader at every level acts as a direct leader when dealing with immediate subordinates.

1-38. The headquarters echelon alone doesn't determine a position's leadership level. Soldiers and DA civilians of all ranks and grades serve in strategic-level headquarters, but they are not all strategic-level leaders. The responsibilities of a duty position, together with the other factors paragraph 1-36 lists, determine its leadership level. For example, a DA civilian at a training area range control with a dozen subordinates works at the direct leadership level while a DA civilian deputy garrison commander with a span of influence over several thousand people works at the organizational leadership level. Most NCOs, company grade officers, field grade officers, and DA civilian leaders serve at the direct leadership level. Some senior NCOs, field grade officers, and higher-grade DA civilians serve at the organizational leadership level. Most general officers and equivalent Senior Executive Service DA civilians serve at the organizational or strategic leadership levels.

DIRECT LEADERSHIP

1-39. Direct leadership is face-to-face, first-line leadership. It takes place in those organizations where subordinates are used to seeing their leaders all the time: teams and squads, sections and platoons, companies, batteries, and

troops—even squadrons and battalions. The direct leader's span of influence, those whose lives he can reach out and touch, may range from a handful to several hundred people.

1-40. Direct leaders develop their subordinates one-on-one; however, they also influence their organization through their subordinates. For instance, a cavalry squadron commander is close enough to his soldiers to have a direct influence on them. They're used to seeing him regularly, even if it is only once a week in garrison; they expect to see him from time to time in the field. Still, during daily operations, the commander guides the organization primarily through his subordinate officers and NCOs.

1-41. For direct leaders there is more certainty and less complexity than for organizational and strategic leaders. Direct leaders are close enough to see—very quickly—how things work, how things don't work, and how to address any problems. (Chapter 4 discusses direct leader skills. Chapter 5 discusses direct leader actions.)

ORGANIZATIONAL LEADERSHIP

1-42. Organizational leaders influence several hundred to several thousand people. They do this indirectly, generally through more levels of subordinates than do direct leaders. The additional levels of subordinates can make it more difficult for them to see results. Organizational leaders have staffs to help them lead their people and manage their organizations' resources. They establish policies and the organizational climate that support their subordinate leaders. (Chapter 3 introduces climate and culture and explains the role of direct leaders in setting the organizational climate. Chapters 6 and 7 discuss the roles of organizational and strategic leaders in establishing and maintaining the organizational climate and institutional culture.)

1-43. Organizational leadership skills differ from direct leadership skills in degree, but not in kind. That is, the skill domains are the same, but organizational leaders must deal with more complexity, more people, greater uncertainty, and a greater number of unintended consequences. They find themselves influencing people more through policymaking and systems integration than through face-to-face contact.

1-44. Organizational leaders include military leaders at the brigade through corps levels, military and DA civilian leaders at 1-37.

Small Unit Leaders' Initiative in Normandy (continued)

"This certainly wasn't the way I had thought the invasion would go, nor had we ever rehearsed it in this manner." But he was moving out to accomplish the mission. Throughout the Cotentin Peninsula, small unit leaders from both divisions were doing the same.

This was the payoff for hard training and leaders who valued soldiers, communicated the importance of the mission, and trusted their subordinate leaders to accomplish it. As they trained their commands for the invasion, organizational leaders focused downward as well as upward. They took care of their soldiers' needs while providing the most realistic training possible. This freed their subordinate leaders to focus upward as well as downward. Because they knew their units were well-trained and their leaders would do everything in their power to support them, small unit leaders were able to focus on the force's overall mission. They knew and understood the commander's intent. They believed that if they exercised disciplined initiative within that intent, things would turn out right. Events proved them correct.

1-69. You read earlier about how COL Joshua Chamberlain accomplished his mission and took care of his soldiers at Little Round Top. Empower subordinates to take initiative and be the subordinate leader who stands up and makes a difference. That lesson applies in peace and in combat, from the smallest organization to the largest. Consider the words of GEN Edward C. Meyer, former Army Chief of Staff:

When I became chief of staff, I set two personal goals for myself. The first was to ensure that the Army was continually prepared to go to war, and the second was to create a climate in which each member could find personal meaning and fulfillment. It is my belief that only by attainment of the second goal will we ensure the first.

1-70. GEN Meyer's words and COL Chamberlain's actions both say the same thing: leaders must accomplish the mission and take care of their soldiers. For COL Chamberlain, this

meant he had to personally lead his men in a bayonet charge and show he believed they could do what he asked of them. For GEN Meyer the challenge was on a larger scale: his task was to make sure the entire Army was ready to fight and win. He knew—and he tells us—that the only way to accomplish such a huge goal is to pay attention to the smallest parts of the machine, the individual soldiers and DA civilians. Through his subordinate leaders, GEN Meyer offered challenges and guidance and set the example so that every member of the Army felt a part of the team and knew that the team was doing important work.

1-71. Both leaders understood the path to excellence: disciplined leaders with strong values produce disciplined soldiers with strong values. Together they become disciplined, cohesive units that train hard, fight honorably, and win decisively.

THE PAYOFF: EXCELLENCE

Leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States.

1-72. You achieve excellence when your people are disciplined and committed to Army values. Individuals and organizations pursue excellence to improve, to get better and better. The Army is

led by leaders of character who are good role models, consistently set the example, and accomplish the mission while improving

ACHIEVING COLLECTIVE EXCELLENCE

1-80. Some examples of excellence are obvious: COL Chamberlain's imaginative defense of Little Round Top, GA Dwight Eisenhower drafting his D-Day message (you'll read about it in Chapter 2), MSG Gary Gordon and SFC Randall Shughart putting their lives on the line to save other soldiers in Somalia (their story is in Chapter 3). Those examples of excellence shine, and good leaders teach these stories; soldiers must know they are part of a long tradition of excellence and valor.

1-81. But good leaders see excellence wherever and whenever it happens. Excellent leaders make certain all subordinates know the important roles they play. Look for everyday examples that occur under ordinary circumstances: the way a soldier digs a fighting position, pre-pares for guard duty, fixes a radio, lays an artillery battery; the way a DA civilian handles an action, takes care of customers, meets a dead-line on short notice. Good leaders know that each of these people is contributing in a small but important way to the business of the Army. An excellent Army is the collection of small tasks done to standard, day in and day out. At the end of the day, at the end of a career, those leaders, soldiers and DA civilians—the ones whose excellent work created an excellent Army—can look back confidently. Whether they commanded an invasion armada of thousands of soldiers or supervised a technical section of three people, they know they did the job well and made a difference.

1-82. Excellence in leadership does not mean perfection; on the contrary, an excellent leader allows subordinates room to learn from their mistakes as well as their successes. In such a climate, people work to improve and take the risks necessary to learn. They know that when they fall short—as they will—their leader will pick them up, give them new or more detailed instructions, and send them on their way again. This is the only way to improve the force, the only way to train leaders.

1-83. A leader who sets a standard of “zero defects, no mistakes” is also saying “Don't take any chances. Don't try anything you can't already do perfectly, and for heaven's sake, don't try anything new.” That organization will not improve; in fact, its ability to perform the mission will deteriorate rapidly. Accomplishing the Army's mission requires leaders who are imaginative, flexible, and daring. Improving the Army for future missions requires leaders who are thoughtful and reflective. These qualities are incompatible with a “zero-defects” attitude.

1-84. Competent, confident leaders tolerate honest mistakes that do not result from negligence. The pursuit of excellence is not a game to achieve perfection; it involves trying, learning, trying again, and getting better each time. This in no way justifies or excuses failure. Even the best efforts and good intentions cannot take away an individual's responsibility for his actions.

SUMMARY

1-85. Leadership in combat is your primary and most important challenge. It requires you to accept a set of values that contributes to a core of motivation and will. If you fail to accept and live these Army values, your soldiers may die unnecessarily. Army leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States. The Army leadership framework identifies the dimensions of Army leadership: what the Army expects you, as one

of its leaders, to BE, KNOW, and DO.

1-86. Leadership positions fall into one of three leadership levels: direct, organizational, and strategic. The perspective and focus of leaders change and the actions they must DO become more complex with greater consequences as they assume positions of greater responsibility. Nonetheless, they must still live Army values and possess leader attributes.

SECTION I

CHARACTER: WHAT A LEADER MUST BE

Everywhere you look—on the fields of athletic competition, in combat training, operations, and in civilian communities—soldiers are doing what is right.

Former Sergeant Major of the Army
Julius W. Gates

2-3. Character—who you are—contributes significantly to how you act. Character helps you know what's right and do what's right, all the time and at whatever the cost. Character is made up of two interacting parts: values and attributes. Stephen Ambrose, speaking about the Civil War, says that "at the pivotal point in

the war it was always the character of individuals that made the difference." Army leaders must be those critical individuals of character themselves and in turn develop character in those they lead. (Appendix E discusses character development.)

ARMY VALUES



Figure 2-1. Army Values

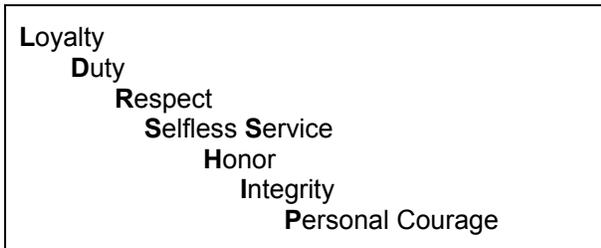
2-4. Your attitudes about the worth of people, concepts, and other things describe your values. Everything begins there. Your subordinates enter the Army with their own values, developed in childhood and nurtured through experience. All people are all shaped by what they've seen, what they've learned, and whom they've met. But when soldiers and DA civilians take the oath, they enter an institution guided by Army values. These are more than a system of rules. They're not just a code tucked away in a drawer or a list in a dusty book. These values tell you what you need to be, every day, in every action you take. Army values form the very identity of the Army, the solid rock upon which everything

else stands, especially in combat. They are the glue that binds together the members of a noble profession. As a result, the whole is much greater than the sum of its parts. Army values are nonnegotiable: they apply to everyone and in every situation throughout the Army.

2-5. Army values remind us and tell the rest of the world—the civilian government we serve, the nation we protect, even our enemies—who we are and what we stand for. The trust soldiers and DA civilians have for each other and the trust the American people have in us depends on how well we live up to Army values. They are the fundamental building blocks that enable us

to discern right from wrong in any situation. Army values are consistent; they support one another. You can't follow one value and ignore another.

2-6. Here are the Army values that guide you, the leader, and the rest of the Army. They form the acronym LDRSHIP:



2-7. The following discussions can help you understand Army values, but understanding is only the first step. As a leader, you must not only understand them; you must believe in them, model them in your own actions, and teach others to accept and live by them.

LOYALTY

Bear true faith and allegiance to the US Constitution, the Army, your unit, and other soldiers.

Loyalty is the big thing, the greatest battle asset of all. But no man ever wins the loyalty of troops by preaching loyalty. It is given to him as he proves his possession of the other virtues.

Brigadier General S. L. A. Marshall
Men Against Fire

2-8. Since before the founding of the republic, the Army has respected its subordination to its

civilian political leaders. This subordination is fundamental to preserving the liberty of all Americans. You began your Army career by swearing allegiance to the Constitution, the basis of our government and laws. If you've never read it or if it has been a while, the Constitution is in Appendix F. Pay particular attention to Article I, Section 8, which outlines congressional responsibilities regarding the armed forces, and Article II, Section 2, which designates the president as commander in chief. Beyond your allegiance to the Constitution, you have an obligation to be faithful to the Army—the institution and its people—and to your unit or organization. Few examples illustrate loyalty to country and institution as well as the example of GEN George Washington in 1782.

2-9. GEN Washington's example shows how the obligation to subordinates and peers fits in the context of loyalty to the chain of command and the institution at large. As commander of the Continental Army, GEN Washington was obligated to see that his soldiers were taken care of. However, he also was obligated to ensure that the new nation remained secure and that the Continental Army remained able to fight if necessary. If the Continental Army had marched on the seat of government, it may well have destroyed the nation by undermining the law that held it together. It also would have destroyed the Army as an institution by destroying the basis for the authority under which it served. GEN Washington realized these things and acted based on his knowledge. Had he done nothing else, this single act would have been enough to establish GEN George Washington as the father of his country.

GEN Washington at Newburgh

Following its victory at Yorktown in 1781, the Continental Army set up camp at Newburgh, New York, to wait for peace with Great Britain. The central government formed under the Articles of Confederation proved weak and unwilling to supply the Army properly or even pay the soldiers who had won the war for independence. After months of waiting many officers, angry and impatient, suggested that the Army march on the seat of government in Philadelphia, Pennsylvania, and force Congress to meet the Army's demands. One colonel even suggested that GEN Washington become King George I.

Upon hearing this, GEN Washington assembled his officers and publicly and emphatically rejected the suggestion. He believed that seizing power by force would have destroyed everything for which the Revolutionary War had been fought. By this action, GEN Washington firmly established an enduring precedent: America's armed forces are subordinate to civilian authority and serve the democratic principles that are now enshrined in the Constitution. GEN Washington's action demonstrated the loyalty to country that the Army must maintain in order to protect the freedom enjoyed by all Americans.

2-10. Loyalty is a two-way street: you should not expect loyalty without being prepared to give it as well. Leaders can neither demand loyalty nor win it from their people by talking about it. The loyalty of your people is a gift they give you when, and only when, you deserve it—when you train them well, treat them fairly, and live by the concepts you talk about. Leaders who are loyal to their subordinates never let them be misused.

2-11. Soldiers fight for each other—loyalty is commitment. Some of you will encounter the most important way of earning this loyalty: leading your soldiers well in combat. There's no loyalty fiercer than that of soldiers who trust their leader to take them through the dangers of combat. However, loyalty extends to all members of an organization—to your superiors and subordinates, as well as your peers.

2-12. Loyalty extends to all members of all components of the Army. The reserve components—Army National Guard and Army Re-serve—play an increasingly active role in the Army's mission. Most DA civilians will not be called upon to serve in combat theaters, but their contributions to mission accomplishment are nonetheless vital. As an Army leader, you'll serve throughout your career with soldiers of the active and reserve components as well as DA civilians. All are members of the same team, loyal to one another.

DUTY

Fulfill your obligations.

The essence of duty is acting in the absence of orders or direction from others, based on an inner sense of what is morally and professionally right....

General John A. Wickham Jr.
Former Army Chief of Staff

2-13. Duty begins with everything required of you by law, regulation, and orders; but it includes much more than that. Professionals do their work not just to the minimum standard, but to the very best of their ability. Soldiers and DA civilians commit to excellence in all aspects of their professional responsibility so that when the job is done they can look back and say, "I couldn't have given any more."

2-14. Army leaders take the initiative, figuring out what needs to be done before being told what to do. What's more, they take full responsibility for their actions and those of their subordinates. Army leaders never shade the truth to make the unit look good—or even to make their subordinates feel good. Instead, they follow their higher duty to the Army and the nation.

Duty in Korea

CPT Viola B. McConnell was the only Army nurse on duty in Korea in July of 1950. When hostilities broke out, she escorted nearly 700 American evacuees from Seoul to Japan aboard a freighter designed to accommodate only 12 passengers. CPT McConnell assessed priorities for care of the evacuees and worked exhaustively with a medical team to care for them. Once in Japan, she requested reassignment back to Korea. After all she had already done, CPT McConnell returned to Taejon to care for and evacuate wounded soldiers of the 24th Infantry Division.

2-15. CPT McConnell understood and fulfilled her duty to the Army and to the soldiers she supported in ways that went beyond her medical training. A leader's duty is to take charge, even in unfamiliar circumstances. But duty isn't reserved for special occasions. When a platoon sergeant tells a squad leader to inspect weapons, the squad leader has fulfilled his minimum obligation when he has checked the weapons. He's done what he was told to do. But if the squad leader finds weapons that are not clean or serviced, his sense of duty tells him to go beyond the platoon sergeant's instructions. The squad leader does his duty when he corrects the problem and ensures the weapons are up to standard.

RESPECT

Treat people as they should be treated.

The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and to give commands in such manner and such a tone of voice to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the

commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.

Major General John M. Schofield
Address to the United States Corps of Cadets
11 August 1879

2-17. Respect for the individual forms the basis for the rule of law, the very essence of what makes America. In the Army, respect means recognizing and appreciating the inherent dignity and worth of all people. This value reminds you that your people are your greatest resource. Army leaders honor everyone's individual worth by treating all people with dignity and respect.

2-18. As America becomes more culturally diverse, Army leaders must be aware that they will deal with people from a wider range of ethnic, racial, and religious backgrounds. Effective leaders are tolerant of beliefs different from their own as long as those beliefs don't conflict with Army values, are not illegal, and are not unethical. As an Army leader, you need to avoid misunderstandings arising from cultural differences. Actively seeking to learn about people and cultures different from your own can help you do this. Being sensitive to other cultures can also aid you in counseling your people more effectively. You show respect when you seek to understand your people's background, see things from their perspective, and appreciate what's important to them.

2-19. As an Army leader, you must also foster a climate in which everyone is treated with dignity and respect regardless of race, gender, creed, or religious belief. Fostering this climate begins with your example: how you live Army values shows your people how they should live them. However, values training is another major contributor. Effective training helps create a common understanding of Army values and the standards you expect. When you conduct it as part of your regular routine—such as during developmental counseling sessions—you reinforce the message that respect for others is part of the character of every soldier and DA civilian. Combined with your example, such training creates an organizational climate that promotes consideration for others, fairness in all dealings, and equal opportunity. In essence, Army leaders treat others as they wish to be treated.

2-20. As part of this consideration, leaders create an environment in which subordinates are challenged, where they can reach their full potential and be all they can be. Providing tough training doesn't demean subordinates; in fact, building their capabilities and showing faith in their potential is the essence of respect. Effective leaders take the time to learn what their subordinates want to accomplish. They advise their people on how they can grow, personally and professionally. Not all of your subordinates will succeed equally, but they all deserve respect.

2-21. Respect is also an essential component for the development of disciplined, cohesive, and effective warfighting teams. In the deadly confusion of combat, soldiers often overcome incredible odds to accomplish the mission and protect the lives of their comrades. This spirit of selfless service and duty is built on a soldier's personal trust and regard for fellow soldiers. A leader's willingness to tolerate discrimination or harassment on any basis, or a failure to cultivate a climate of respect, eats away at this trust and erodes unit cohesion. But respect goes beyond issues of discrimination and harassment; it includes the broader issue of civility, the way people treat each other and those they come in contact with. It involves being sensitive to diversity and one's own behaviors that others may find insensitive, offensive, or abusive. Soldiers and DA civilians, like their leaders, treat everyone with dignity and respect.

SELFLESS SERVICE

Put the welfare of the nation, the Army, and subordinates before your own.

The nation today needs men who think in terms of service to their country and not in terms of their country's debt to them.

General of the Army Omar N. Bradley

2-22. You have often heard the military referred to as "the service." As a member of the Army, you serve the United States. Selfless service means doing what's right for the nation, the Army, your organization, and your people—and putting these responsibilities above your own interests. The needs of the Army and the nation come first. This doesn't mean that you neglect your family or yourself; in fact, such neglect weakens a leader and can cause the Army more harm than good. Selfless service doesn't mean that you can't have a strong ego, high self-

esteem, or even healthy ambition. Rather, selfless service means that you don't make decisions or take actions that help your image or your career but hurt others or sabotage the mission. The selfish superior claims credit for work his subordinates do; the selfless leader gives credit to those who earned it. The Army can't function except as a team, and for a team to work, the individual has to give up self-interest for the good of the whole.

2-23. Soldiers are not the only members of the Army who display selfless service. DA civilians display this value as well. Then Army Chief of Staff, Gordon R. Sullivan assessed the DA civilian contribution to Operation Desert Storm this way:

Not surprisingly, most of the civilians deployed to Southwest Asia volunteered to serve there. But the civilian presence in the Gulf region meant more than moral support and filling in for soldiers. Gulf War veterans say that many of the

combat soldiers could owe their lives to the DA civilians who helped maintain equipment by speeding up the process of getting parts and other support from 60 logistics agencies Army-wide.

2-24. As GEN Sullivan's comment indicates, selfless service is an essential component of teamwork. Team members give of themselves so that the team may succeed. In combat some soldiers give themselves completely so that their comrades can live and the mission can be accomplished. But the need for selflessness isn't limited to combat situations. Requirements for individuals to place their own needs below those of their organization can occur during peacetime as well. And the requirement for selflessness doesn't decrease with one's rank; it increases. Consider this example of a soldier of long service and high rank who demonstrated the value of selfless service.

GA Marshall Continues to Serve

GA George C. Marshall served as Army Chief of Staff from 1939 until 1945. He led the Army through the buildup, deployment, and worldwide operations of World War II. Chapter 7 outlines some of his contributions to the Allied victory. In November 1945 he retired to a well-deserved rest at his home in Leesburg, Virginia. Just six days later President Harry S Truman called on him to serve as Special Ambassador to China. From the White House President Truman telephoned GA Marshall at his home: "General, I want you to go to China for me," the president said. "Yes, Mr. President," GA Marshall replied. He then hung up the telephone, informed his wife of the president's request and his reply, and prepared to return to government service. President Truman didn't appoint GA Marshall a special ambassador to reward his faithful service; he appointed GA Marshall because there was a tough job in China that needed to be done. The Chinese communists under Mao Tse-tung were battling the Nationalists under Chiang Kai-shek, who had been America's ally against the Japanese; GA Marshall's job was to mediate peace between them. In the end, he was unsuccessful in spite of a year of frustrating work; the scale of the problem was more than any one person could handle. However, in January 1947 President Truman appointed GA Marshall Secretary of State. The Cold War had begun and the president needed a leader Americans trusted. GA Marshall's reputation made him the one; his selflessness led him to continue to serve.

2-25. When faced with a request to solve a difficult problem in an overseas theater after six years of demanding work, GA Marshall didn't say, "I've been in uniform for over thirty years, we just won a world war, and I think I've done enough." Instead, he responded to his commander in chief the only way a professional could. He said yes, took care of his family, and prepared to accomplish the mission. After a year overseas, when faced with a similar question, he gave the same answer. GA Marshall always placed his country's interests first and his own second. Army leaders who follow his example do the same.

HONOR

Live up to all the Army values.

What is life without honor? Degradation is worse than death.

Lieutenant General Thomas J. "Stonewall"
Jackson

2-26. Honor provides the “moral compass” for character and personal conduct in the Army. Though many people struggle to define the term, most recognize instinctively those with a keen sense of right and wrong, those who live such that their words and deeds are above reproach. The expression “honorable person,” therefore, refers to both the character traits an individual actually possesses and the fact that the community recognizes and respects them.

2-27. Honor holds Army values together while at the same time being a value itself. Together, Army values describe the foundation essential to develop leaders of character. Honor means demonstrating an understanding of what’s right and taking pride in the community’s acknowledgment of that reputation. Military ceremonies recognizing individual and unit achievement demonstrate and reinforce the importance the Army places on honor.

2-28. For you as an Army leader, demonstrating an understanding of what’s right and taking pride in that reputation means this: **Live up to all the Army values**. Implicitly, that’s what you promised when you took your oath of office or enlistment. You made this promise publicly, and the standards—Army values—are also public. To be an honorable person, you must be true to your oath and live Army values in all you do. Living honorably strengthens Army values, not

only for yourself but for others as well: all members of an organization contribute to the organization’s climate (which you’ll read about in Chapter 3). By what they do, people living out Army values contribute to a climate that encourages all members of the Army to do the same.

2-29. How you conduct yourself and meet your obligations defines who you are as a person; how the Army meets the nation’s commitments defines the Army as an institution. For you as an Army leader, honor means putting Army values above self-interest, above career and comfort. For all soldiers, it means putting Army values above self-preservation as well. This honor is essential for creating a bond of trust among members of the Army and between the Army and the nation it serves. Army leaders have the strength of will to live according to Army values, even though the temptations to do otherwise are strong, especially in the face of personal danger. The military’s highest award is the Medal of Honor. Its recipients didn’t do just what was required of them; they went beyond the expected, above and beyond the call of duty. Some gave their own lives so that others could live. It’s fitting that the word we use to describe their achievements is “honor.”

MSG Gordon and SFC Shughart in Somalia

During a raid in Mogadishu in October 1993, MSG Gary Gordon and SFC Randall Shughart, leader and member of a sniper team with Task Force Ranger in Somalia, were providing precision and suppressive fires from helicopters above two helicopter crash sites. Learning that no ground forces were available to rescue one of the downed aircrews and aware that a growing number of enemy were closing in on the site, MSG Gordon and SFC Shughart volunteered to be inserted to protect their critically wounded comrades. Their initial request was turned down because of the danger of the situation. They asked a second time; permission was denied. Only after their third request were they inserted.

MSG Gordon and SFC Shughart were inserted one hundred meters south of the downed chopper. Armed only with their personal weapons, the two NCOs fought their way to the downed fliers through intense small arms fire, a maze of shanties and shacks, and the enemy converging on the site. After MSG Gordon and SFC Shughart pulled the wounded from the wreckage, they established a perimeter, put themselves in the most dangerous position, and fought off a series of attacks. The two NCOs continued to protect their comrades until they had depleted their ammunition and were themselves fatally wounded. Their actions saved the life of an Army pilot.

2-30. No one will ever know what was running through the minds of MSG Gordon and SFC Shughart as they left the comparative safety of their helicopter to go to the aid of the downed aircrew. The two NCOs knew there was no ground rescue force available, and they certainly knew there was no going back to their

helicopter. They may have suspected that things would turn out as they did; nonetheless, they did what they believed to be the right thing. They acted based on Army values, which they had clearly made their own: *loyalty* to their fellow soldiers; the *duty* to stand by them, regardless of the circumstances; the *personal courage* to act,

even in the face of great danger; *selfless service*, the willingness to give their all. MSG Gary I. Gordon and SFC Randall D. Shughart lived Army values to the end; they were posthumously awarded Medals of Honor.

INTEGRITY

Do what's right—legally and morally.

The American people rightly look to their military leaders not only to be skilled in the technical aspects of the profession of arms, but also to be men of integrity.

General J. Lawton Collins
Former Army Chief of Staff

2-31. People of integrity consistently act according to principles—not just what might work at the moment. Leaders of integrity make their principles known and consistently act in accordance with them. The Army requires leaders of integrity who possess high moral standards and are honest in word and deed. Being honest means being truthful and upright all the time, despite pressures to do otherwise. Having integrity means being both morally complete and true to yourself. As an Army leader, you're honest to yourself by committing to and consistently living Army values; you're honest to others by not presenting yourself or your actions as anything other than what they are. Army leaders say what they mean and do what they say. If you can't accomplish a mission, inform your chain of command. If you inadvertently pass on bad information, correct it as soon as you find out it's wrong. People of integrity do the right thing not because it's convenient or because they have no choice. They choose the right thing because their character permits no less. Conducting yourself with integrity has three parts:

- Separating what's right from what's wrong.
- Always acting according to what you know to be right, even at personal cost.
- Saying openly that you're acting on your understanding of right versus wrong.

2-32. Leaders can't hide what they do: that's why you must carefully decide how you act. As an Army leader, you're always on display. If you want to instill Army values in others, you must internalize and demonstrate them yourself. Your personal values may and probably do extend beyond the Army values, to include such things as political, cultural, or religious beliefs.

However, if you're to be an Army leader *and* a person of integrity, these values must reinforce, not contradict, Army values.

2-33. Any conflict between your personal values and Army values must be resolved before you can become a morally complete Army leader. You may need to consult with someone whose values and judgment you respect. You would not be the first person to face this issue, and as a leader, you can expect others to come to you, too. Chapter 5 contains the story of how SGT Alvin York and his leaders confronted and resolved a conflict between SGT York's personal values and Army values. Read it and reflect on it. If one of your subordinates asks you to help resolve a similar conflict, you must be prepared by being sure your own values align with Army values. Resolving such conflicts is necessary to become a leader of integrity.

PERSONAL COURAGE

Face fear, danger, or adversity (physical or moral).

The concept of professional courage does not always mean being as tough as nails either. It also suggests a willingness to listen to the soldiers' problems, to go to bat for them in a tough situation, and it means knowing just how far they can go. It also means being willing to tell the boss when he's wrong.

Former Sergeant Major of the Army William
Connelly

2-34. Personal courage isn't the absence of fear; rather, it's the ability to put fear aside and do what's necessary. It takes two forms, physical and moral. Good leaders demonstrate both.

2-35. Physical courage means overcoming fears of bodily harm and doing your duty. It's the bravery that allows a soldier to take risks in combat in spite of the fear of wounds or death. Physical courage is what gets the soldier at Airborne School out the aircraft door. It's what allows an infantryman to assault a bunker to save his buddies.

2-36. In contrast, moral courage is the willingness to stand firm on your values, principles, and convictions—even when threatened. It enables leaders to stand up for what they believe is right, regardless of the consequences. Leaders who take responsibility for their decisions and actions, even when things go wrong, display moral courage. Courageous leaders are willing to look critically inside

themselves, consider new ideas, and change what needs changing.

2-37. Moral courage is sometimes overlooked, both in discussions of personal courage and in the everyday rush of business. A DA civilian at a meeting heard *courage* mentioned several times in the context of combat. The DA civilian pointed out that consistent moral courage is every bit as important as momentary physical courage. Situations requiring physical courage are rare; situations requiring moral courage can occur frequently. Moral courage is essential to living the Army values of integrity and honor every day.

2-38. Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice. Candor means calling things as you see them, even

when it's uncomfortable or you think it might be better for you to just keep quiet. It means not allowing your feelings to affect what you say about a person or situation. A candid company commander calmly points out the first sergeant's mistake. Likewise, the candid first sergeant respectfully points out when the company commander's pet project isn't working and they need to do something different. For trust to exist between leaders and subordinates, candor is essential. Without it, subordinates won't know if they've met the standard and leaders won't know what's going on.

2-39. In combat physical and moral courage may blend together. The right thing to do may not only be unpopular, but dangerous as well. Situations of that sort reveal who's a leader of character and who's not. Consider this example.

WO1 Thompson at My Lai

Personal courage—whether physical, moral, or a combination of the two—may be manifested in a variety of ways, both on and off the battlefield. On March 16, 1968 Warrant Officer (WO1) Hugh C. Thompson Jr. and his two-man crew were on a reconnaissance mission over the village of My Lai, Republic of Vietnam. WO1 Thompson watched in horror as he saw an American soldier shoot an injured Vietnamese child. Minutes later, when he observed American soldiers advancing on a number of civilians in a ditch, WO1 Thompson landed his helicopter and questioned a young officer about what was happening on the ground. Told that the ground action was none of his business, WO1 Thompson took off and continued to circle the area.

When it became apparent that the American soldiers were now firing on civilians, WO1 Thompson landed his helicopter between the soldiers and a group of 10 villagers who were headed for a homemade bomb shelter. He ordered his gunner to train his weapon on the approaching American soldiers and to fire if necessary. Then he personally coaxed the civilians out of the shelter and airlifted them to safety. WO1 Thompson's radio reports of what was happening were instrumental in bringing about the cease-fire order that saved the lives of more civilians. His willingness to place himself in physical danger in order to do the morally right thing is a sterling example of personal courage.

LEADER ATTRIBUTES

Leadership is not a natural trait, something inherited like the color of eyes or hair...Leadership is a skill that can be studied, learned, and perfected by practice.

The Noncom's Guide, 1962

Will

The will of soldiers is three times more important than their weapons.

Colonel Dandridge M. "Mike" Malone
Small Unit Leadership: A Commonsense Approach



Figure 2-2. Leader Attributes

2-40. Values tell us part of what the leader must BE; the other side of what a leader must BE are the attributes listed in Figure 2-2. Leader attributes influence leader actions; leader actions, in turn, always influence the unit or organization. As an example, if you're physically fit, you're more likely to inspire your subordinates to be physically fit.

2-41. Attributes are a person's fundamental qualities and characteristics. People are born with some attributes; for instance, a person's genetic code determines eye, hair, and skin color. However, other attributes—including leader attributes—are learned and can be changed. Leader attributes can be characterized as mental, physical, and emotional. Successful leaders work to improve those attributes.

MENTAL ATTRIBUTES

2-42. The mental attributes of an Army leader include will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.

2-43. Will is the inner drive that compels soldiers and leaders to keep going when they are exhausted, hungry, afraid, cold, and wet—when it would be easier to quit. Will enables soldiers to press the fight to its conclusion. Yet will without competence is useless. It's not enough that soldiers are willing, or even eager, to fight; they must know how to fight. Likewise, soldiers who have competence but no will don't fight. The leader's task is to develop a winning spirit by building their subordinates' will as well as their skill. That begins with hard, realistic training.

2-44. Will is an attribute essential to all members of the Army. Work conditions vary among branches and components, between those deployed and those closer to home. In the Army, personal attitude must prevail over any adverse external conditions. All members of the Army—active, reserve, and DA civilian—will experience situations when it would be easier to quit rather than finish the task at hand. At those times, everyone needs that inner drive to press on to mission completion.

2-45. It's easy to talk about will when things go well. But the test of your will comes when things go badly—when events seem to be out of control, when you think your bosses have forgotten you, when the plan doesn't seem to work and it looks like you're going to lose. It's then that you must draw on your inner reserves to persevere—to do your job until there's nothing left to do it with and then to remain faithful to your people, your organization, and your country. The story of the American and Filipino stand on the Bataan Peninsula and their subsequent captivity is one of individuals, leaders, and units deciding to remain true to the end—and living and dying by that decision.

The Will to Persevere

On 8 December 1941, hours after the attack on Pearl Harbor, Japanese forces attacked the American and Filipino forces defending the Philippines. With insufficient combat power to launch a counterattack, GEN Douglas MacArthur, the American commander, ordered his force to consolidate on the Bataan Peninsula and hold as long as possible. Among his units was the 12th Quartermaster (QM) Regiment, which had the mission of supporting the force.

Completely cut off from outside support, the Allies held against an overwhelming Japanese army for the next three and a half months. Soldiers of the 12th QM Regiment worked in the debris of warehouses and repair shops under merciless shelling and bombing, fighting to make the meager supplies last. They slaughtered water buffaloes for meat, caught fish with traps they built themselves, and distilled salt from sea water. In coffeepots made from oil drums they boiled and reboiled the tiny coffee supply until the grounds were white. As long as an ounce of food existed, it was used. In the last desperate days, they resorted to killing horses and pack mules. More important, these supporters delivered rations to the foxholes on the front lines—fighting their way in when necessary. After Bataan and Corregidor fell, members of the 12th QM Regiment were prominent among the 7,000 Americans and Filipinos who died on the infamous Bataan Death March.

Though captured, the soldiers of the 12th QM Regiment maintained their will to resist. 1LT Beulah Greenwalt, a nurse assigned to the 12th QM Regiment, personified this will. Realizing the regimental colors represent the soul of a regiment and that they could serve as a symbol for resistance, 1LT Greenwalt assumed the mission of protecting the colors from the Japanese. She carried the colors to the prisoner of war (PW) camp in Manila by wrapping them around her shoulders and convincing her Japanese captors that they were “only a shawl.” For the next 33 months 1LT Greenwalt and the remains of the regiment remained PWs, living on starvation diets and denied all comforts. But through it all, 1LT Greenwalt held onto the flag. The regimental colors were safeguarded: the soul of the regiment remained with the regiment, and its soldiers continued to resist.

When the war ended in 1945 and the surviving PWs were released, 1LT Greenwalt presented the colors to the regimental commander. She and her fellow PWs had persevered. They had resisted on Bataan until they had no more means to resist. They continued to resist through three long years of captivity. They decided on Bataan to carry on, and they renewed that decision daily until they were liberated. The 12th QM Regiment—and the other units that had fought and resisted with them—remained true to themselves, the Army, and their country. Their will allowed them to see events through to the end.

Self-Discipline

The core of a soldier is moral discipline. It is intertwined with the discipline of physical and mental achievement. Total discipline overcomes adversity, and physical stamina draws on an inner strength that says “drive on.”

Former Sergeant Major of the Army
William G. Bainbridge

2-46. Self-disciplined people are masters of their impulses. This mastery comes from the habit of doing the right thing. Self-discipline allows Army leaders to do the right thing regardless of the consequences for them or their subordinates. Under the extreme stress of com-bat, you and your team might be cut off and alone, fearing for your lives, and having to act without guidance or knowledge of what’s going on around you. Still, you—the leader—must think clearly and act reasonably. Self-discipline is the key to this kind of behavior.

2-47. In peacetime, self-discipline gets the unit out for the hard training. Self-discipline makes the tank commander demand another run-through of a battle drill if the performance doesn’t meet the standard—even though everyone is long past ready to quit. Self-discipline doesn’t mean that you never get tired or discouraged—after all, you’re only human. It does mean that you do what needs to be done regardless of your feelings.

Initiative

The leader must be an aggressive thinker—always anticipating and analyzing. He must be able to make good assessments and solid tactical judgments.

Brigadier General John. T. Nelson II

2-48. Initiative is the ability to be a self-starter—to act when there are no clear instructions, to act when the situation changes or when the plan falls apart. In the operational context, it means

setting and dictating the terms of action throughout the battle or operation. An individual leader with initiative is willing to decide and initiate independent actions when the concept of operations no longer applies or when an unanticipated opportunity leading to accomplishment of the commander's intent presents itself. Initiative drives the Army leader to seek a better method, anticipate what must be done, and perform without waiting for instructions. Balanced with good judgment, it becomes *disciplined* initiative, an essential leader attribute. (FM 100-5 discusses initiative as it relates to military actions at the operational level. FM 100-34 discusses the relationship of initiative to command and control. FM 100-40 discusses the place of initiative in the art of tactics.)

2-49. As an Army leader, you can't just give orders: you must make clear the intent of those

orders, the final goal of the mission. In combat, it's critically important for subordinates to understand their commander's intent. When they are cut off or enemy actions derail the original plan, well-trained soldiers who understand the commander's intent will apply disciplined initiative to accomplish the mission.

2-50. Disciplined initiative doesn't just appear; you must develop it within your subordinates. Your leadership style and the organizational climate you establish can either encourage or discourage initiative: you can instill initiative in your subordinates or you can drive it out. If you underwrite honest mistakes, your subordinates will be more likely to develop initiative. If you set a "zero defects" standard, you risk strangling initiative in its cradle, the hearts of your subordinates. (Chapter 5 discusses "zero defects" and learning.)

The Quick Reaction Platoon

On 26 December 1994 a group of armed and disgruntled members of the Haitian Army entered the Haitian Army Headquarters in Port-au-Prince demanding back pay. A gunfight ensued less than 150 meters from the grounds of the Haitian Palace, seat of the new government. American soldiers from C Company, 1-22 Infantry, who had deployed to Haiti as part of Operation Uphold Democracy, were guarding the palace grounds. The quick reaction platoon leader deployed and immediately maneuvered his platoon towards the gunfire. The platoon attacked, inflicting at least four casualties and causing the rest of the hostile soldiers to flee. The platoon quelled a potentially explosive situation by responding correctly and aggressively to the orders of their leader, who knew his mission and the commander's intent.

Judgment

I learned that good judgment comes from experience and that experience grows out of mistakes.

General of the Army Omar N. Bradley

2-51. Leaders must often juggle hard facts, questionable data, and gut-level intuition to arrive at a decision. Good judgment means making the best decision for the situation. It's a key attribute of the art of command and the transformation of knowledge into understanding. (FM 100-34 discusses how leaders convert data and information into knowledge and understanding.)

2-52. Good judgment is the ability to size up a situation quickly, determine what's important, and decide what needs to be done. Given a problem, you should consider a range of alternatives before you act. You need to think through the consequences of what you're about

to do before you do it. In addition to considering the consequences, you should also think methodically. Some sources that aid judgment are the boss's intent, the desired goal, rules, laws, regulations, experience, and values. Good judgment also includes the ability to size up subordinates, peers, and the enemy for strengths, weaknesses, and potential actions. It's a critical part of problem solving and decision making. (Chapter 5 discusses problem solving and decision making).

2-53. Judgment and initiative go hand in hand. As an Army leader, you must weigh what you know and make decisions in situations where others do nothing. There will be times when you'll have to make decisions under severe time constraints. In all cases, however, you must take responsibility for your actions. In addition, you must encourage disciplined initiative in, and teach good judgment to, your subordinates. Help your subordinates learn from mistakes by coaching and mentoring them along the way.

(Chapter 5 discusses mentoring.)

Self-Confidence

2-54. Self-confidence is the faith that you'll act correctly and properly in any situation, even one in which you're under stress and don't have all the information you want. Self-confidence comes from competence: it's based on mastering skills, which takes hard work and dedication. Leaders who know their own capabilities and believe in themselves are self-confident. Don't mistake bluster—loudmouthed bragging or self-promotion—for self-confidence. Truly self-confident leaders don't need to advertise; their actions say it all.

2-55. Self-confidence is important for leaders and teams. People want self-confident leaders, leaders who understand the situation, know what needs to be done, and demonstrate that understanding and knowledge. Self-confident leaders instill self-confidence in their people. In combat, self-confidence helps soldiers control doubt and reduce anxiety. Together with will and self-discipline, self-confidence helps leaders act—do what must be done in circumstances where it would be easier to do nothing—and to convince their people to act as well.

Intelligence

2-56. Intelligent leaders think, learn, and reflect; then they apply what they learn. Intelligence is more than knowledge, and the ability to think isn't the same as book learning. All people have some intellectual ability that, when developed, allows them to analyze and understand a situation. And although some people are smarter than others, all people can develop the capabilities they have. Napoleon himself observed how a leader's intellectual development applies directly to battlefield success:

It is not genius which reveals to me suddenly and secretly what I should do in circumstances unexpected by others; it is thought and meditation.

2-57. Knowledge is only part of the equation. Smart decisions result when you combine professional skills (which you learn through study) with experience (which you gain on the job) and your ability to reason through a problem based on the information available. Reflection is also important. From time to time, you find yourself carefully and thoughtfully considering how leadership, values, and other military principles apply to you and your job. When

things don't go quite the way they intended, intelligent leaders are confident enough to step back and ask, "Why did things turn out that way?" Then they are smart enough to build on their strengths and avoid making the same mistake again.

2-58. Reflection also contributes to your originality (the ability to innovate, rather than only adopt others' methods) and intuition (direct, immediate insight or understanding of important factors without apparent rational thought or inference). Remember COL Chamberlain at Little Round Top. To his soldiers, it sometimes appeared that he could "see through forests and hills and know what was coming." But this was no magical ability. Through study and reflection, the colonel had learned how to analyze terrain and imagine how the enemy might attempt to use it to his advantage. He had applied his intelligence and developed his intellectual capabilities. Good leaders follow COL Chamberlain's example.

Cultural Awareness

2-59. Culture is a group's shared set of beliefs, values, and assumptions about what's important. As an Army leader, you must be aware of cultural factors in three contexts:

- You must be sensitive to the different backgrounds of your people.
- You must be aware of the culture of the country in which your organization is operating.
- You must take into account your partners' customs and traditions when you're working with forces of another nation.

2-60. Within the Army, people come from widely different backgrounds: they are shaped by their schooling, race, gender, and religion as well as a host of other influences. Although they share Army values, an African-American man from rural Texas may look at many things differently from, say, a third-generation Irish-American man who grew up in Philadelphia or a Native American woman from the Pacific Northwest. But be aware that perspectives vary within groups as well. That's why you should try to understand individuals based on their own ideas, qualifications, and contributions and not jump to conclusions based on stereotypes.

2-61. Army values are part of the Army's institutional culture, a starting point for how you as a member of the Army should think and act. Beyond that, Army leaders not only recognize that people are different; they value them because of their differences, because they are people. Your job as a leader isn't to make everyone the same. Instead, your job is to take advantage of the fact that everyone is different and build a cohesive team. (Chapter 7 discusses the role strategic leaders play in establishing and maintaining the Army's institutional culture.)

2-62. There's great diversity in the Army—religious, ethnic, and social—and people of different backgrounds bring different talents to the table. By joining the Army, these people have agreed to adopt the Army culture. Army leaders make this easier by embracing and making use of everyone's talents. What's more, they create a team where subordinates know they are valuable and their talents are important.

2-63. You never know how the talents of an individual or group will contribute to mission accomplishment. For example, during World War II US Marines from the Navajo nation formed a group of radio communications specialists dubbed the Navajo Code Talkers. The code talkers used their native language—a unique talent—to handle command radio traffic. Not even the best Japanese code breakers could decipher what was being said.

2-64. Understanding the culture of your adversaries and of the country in which your organization is operating is just as important as understanding the culture of your own country

and organization. This aspect of cultural awareness has always been important, but today's operational environment of frequent deployments—often conducted by small units under constant media coverage—makes it even more so. As an Army leader, you need to remain aware of current events—particularly those in areas where America has national interests. You may have to deal with people who live in those areas, either as partners, neutrals, or adversaries. The more you know about them, the better prepared you'll be.

2-65. You may think that understanding other cultures applies mostly to stability operations and support operations. However, it's critical to planning offensive and defensive operations as well. For example, you may employ different tactics against an adversary who considers surrender a dishonor worse than death than against those for whom surrender is an honorable option. Likewise, if your organization is operating as part of a multinational team, how well you understand your partners will affect how well the team accomplishes its mission.

2-66. Cultural awareness is crucial to the success of multinational operations. In such situations Army leaders take the time to learn the customs and traditions of the partners' cultures. They learn how and why others think and act as they do. In multinational forces, effective leaders create a "third culture," which is the bridge or the compromise among partners. This is what GA Eisenhower did in the following example.

GA Eisenhower Forms SHAEF

During World War II, one of GA Eisenhower's duties as Supreme Allied Commander in the European Theater of Operations (ETO) was to form his theater headquarters, the Supreme Headquarters, Allied Expeditionary Force (SHAEF). GA Eisenhower had to create an environment in this multinational headquarters in which staff members from the different Allied armies could work together harmoniously. It was one of GA Eisenhower's toughest jobs.

The forces under his command—American, British, French, Canadian, and Polish—brought not only different languages, but different ways of thinking, different ideas about what was important, and different strategies. GA Eisenhower could have tried to bend everyone to his will and his way of thinking; he was the boss, after all. But it's doubtful the Allies would have fought as well for a bullying commander or that a bullying commander would have survived politically. Instead, he created a positive organizational climate that made best use of the various capabilities of his subordinates. This kind of work takes tact, patience, and trust. It doesn't destroy existing cultures but creates a new one. (Chapter 7 discusses how building this coalition contributed to the Allied victory in the ETO.)

PHYSICAL ATTRIBUTES

2-67. Physical attributes—health fitness, physical fitness, and military and professional bearing—can be developed. Army leaders maintain the appropriate level of physical fitness and military bearing.

Health Fitness

Disease was the chief killer in the [American Civil] war. Two soldiers died of it for every one killed in battle...In one year, 995 of every thousand men in the Union army contracted diarrhea and dysentery.

Geoffrey C. Ward
The Civil War

2-68. Health fitness is everything you do to maintain good health, things such as undergoing routine physical exams, practicing good dental hygiene, maintaining deployability standards, and even personal grooming and cleanliness. A soldier unable to fight because of dysentery is as much a loss as one who's wounded. Healthy soldiers can perform under extremes in temperature, humidity, and other conditions better than unhealthy ones. Health fitness also includes avoiding things that degrade your health, such as substance abuse, obesity, and smoking.

Physical Fitness

Fatigue makes cowards of us all.

General George S. Patton Jr.
Commanding General, Third Army, World War II

2-69. Unit readiness begins with physically fit soldiers and leaders. Combat drains soldiers physically, mentally, and emotionally. To minimize those effects, Army leaders are physically fit, and they make sure their subordinates are fit as well. Physically fit soldiers perform better in all areas, and physically fit leaders are better able to think, decide, and act appropriately under pressure. Physical readiness provides a foundation for combat readiness, and it's up to you, the leader, to get your soldiers ready.

2-70. Although physical fitness is a crucial element of success in battle, it's not just for front-line soldiers. Wherever they are, people who are physically fit feel more competent and confident. That attitude reassures and inspires

those around them. Physically fit soldiers and DA civilians can handle stress better, work longer and harder, and recover faster than ones who are not fit. These payoffs are valuable in both peace and war.

2-71. The physical demands of leadership positions, prolonged deployments, and continuous operations can erode more than just physical attributes. Soldiers must show up ready for deprivations because it's difficult to maintain high levels of fitness during deployments and demanding operations. Trying to get fit under those conditions is even harder. If a person isn't physically fit, the effects of additional stress snowball until their mental and emotional fit-ness are compromised as well. Army leaders' physical fitness has significance beyond their personal performance and well-being. Since leaders' decisions affect their organizations' combat effectiveness, health, and safety and not just their own, maintaining physical fitness is an ethical as well as a practical imperative.

2-72. The Army Physical Fitness Test (APFT) measures a baseline level of physical fitness. As an Army leader, you're required to develop a physical fitness program that enhances your soldiers' ability to complete soldier and leader tasks that support the unit's mission essential task list (METL). (FM 25-101 discusses METL-based integration of soldier, leader, and collective training.) Fitness programs that emphasize training specifically for the APFT are boring and don't prepare soldiers for the varied stresses of combat. Make every effort to design a physical fitness program that prepares your people for what you expect them to do in combat. Readiness should be your program's primary focus; preparation for the APFT itself is secondary. (FM 21-20 is your primary physical fitness resource.)

You have to lead men in war by requiring more from the individual than he thinks he can do. You have to [bring] them along to endure and to display qualities of fortitude that are beyond the average man's thought of what he should be expected to do. You have to inspire them when they are hungry and exhausted and desperately uncomfortable and in great danger; and only a man of positive characteristics of leadership, with the physical stamina [fitness] that goes with it, can function under those conditions.

General of the Army George C. Marshall
Army Chief of Staff, World War II

Military and Professional Bearing

Our...soldiers should look as good as they are.

Sergeant Major of the Army Julius W. Gates

2-73. As an Army leader, you're expected to look like a soldier. Know how to wear the uniform and wear it with pride at all times. Meet height and weight standards. By the way you carry yourself and through your military courtesy and appearance, you send a signal: I am proud of my uniform, my unit, and myself. Skillful use of your professional bearing—fitness, courtesy, and military appearance—can often help you manage difficult situations. A professional—DA civilian or soldier—presents a professional appearance, but there's more to being an Army professional than looking good. Professionals are competent as well; the Army requires you to both *look* good and *be* good.

EMOTIONAL ATTRIBUTES

Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy.

Aristotle

Greek philosopher and tutor to Alexander the Great

2-74. As an Army leader, your emotional attributes—self-control, balance, and stability—contribute to how you feel and therefore to how you interact with others. Your people are human beings with hopes, fears, concerns, and dreams. When you understand that will and endurance come from emotional energy, you possess a powerful leadership tool. The feedback you give can help your subordinates use their emotional energy to accomplish amazing feats in tough times.

Self-Control in Combat

An American infantry company in Vietnam had been taking a lot of casualties from booby traps. The soldiers were frustrated because they could not fight back. One night, snipers ambushed the company near a village, killing two soldiers. The rest of the company—scared, anguished, and frustrated—wanted to enter the village, but the commander—who was just as angry—knew that the snipers were long gone. Further, he knew that there was a danger his soldiers would let their emotions get the upper hand, that they might injure or kill some villagers out of a desire to strike back at something. Besides being criminal, such killings would drive more villagers to the Viet Cong. The commander maintained control of his emotions, and the company avoided the village.

2-75. Self-control, balance, and stability also help you make the right ethical choices. Chapter 4 discusses the steps of ethical reasoning. However, in order to follow those steps, you must remain in control of yourself; you can't be at the mercy of your impulses. You must remain calm under pressure, "watch your lane," and expend energy on things you can fix. Inform your boss of things you can't fix and don't worry about things you can't affect.

2-76. Leaders who are emotionally mature also have a better awareness of their own strengths and weaknesses. Mature leaders spend their energy on self-improvement; immature leaders spend their energy denying there's anything wrong. Mature, less defensive leaders benefit from constructive criticism in ways that immature people cannot.

Self-Control

Sure I was scared, but under the circumstances, I'd have been crazy not to be scared....There's nothing wrong with fear. Without fear, you can't

have acts of courage.

Sergeant Theresa Kristek
Operation Just Cause, Panama

2-77. Leaders control their emotions. No one wants to work for a hysterical leader who might lose control in a tough situation. This doesn't mean you never show emotion. Instead, you must display the proper amount of emotion and passion—somewhere between too much and too little—required to tap into your subordinates' emotions. Maintaining self-control inspires calm confidence in subordinates, the coolness under fire so essential to a successful unit. It also encourages feedback from your subordinates that can expand your sense of what's really going on.

Balance

An officer or noncommissioned officer who loses his temper and flies into a tantrum has failed to obtain his first triumph in discipline.

Noncommissioned Officer's Manual, 1917

2-78. Emotionally balanced leaders display the right emotion for the situation and can also read others' emotional state. They draw on their experience and provide their subordinates the proper perspective on events. They have a range of attitudes—from relaxed to intense—with which to approach situations and can choose the one appropriate to the circumstances. Such leaders know when it's time to send a message that things are urgent and how to do that without throwing the organization into chaos. They also know how to encourage people at the toughest moments and keep them driving on.

Stability

Never let yourself be driven by impatience or anger. One always regrets having followed the first dictates of his emotions.

*Marshal de Belle-Isle
French Minister of War, 1757-1760*

2-79. Effective leaders are steady, levelheaded under pressure and fatigue, and calm in the face of danger. These characteristics calm their subordinates, who are always looking to their leader's example. Display the emotions you want your people to display; don't give in to the temptation to do what feels good for you. If you're under great stress, it might feel better to vent—scream, throw things, kick furniture—but that will not help the organization. If you want your subordinates to be calm and rational under pressure, you must be also.

BG Jackson at First Bull Run

At a crucial juncture in the First Battle of Bull Run, the Confederate line was being beaten back from Matthews Hill by Union forces. Confederate BG Thomas J. Jackson and his 2,000-man brigade of Virginians, hearing the sounds of battle to the left of their position, pressed on to the action. Despite a painful shrapnel wound, BG Jackson calmly placed his men in a defensive position on Henry Hill and assured them that all was well.

As men of the broken regiments flowed past, one of their officers, BG Barnard E. Bee, exclaimed to BG Jackson, "General, they are driving us!" Looking toward the direction of the enemy, BG Jackson replied, "Sir, we will give them the bayonet." Impressed by BG Jackson's confidence and self-control, BG Bee rode off towards what was left of the officers and men of his brigade. As he rode into the throng he gestured with his sword toward Henry Hill and shouted, "Look, men! There is Jackson standing like a stone wall! Let us determine to die here, and we will conquer! Follow me!"

BG Bee would later be mortally wounded, but the Confederate line stiffened and the nickname he gave to BG Jackson would live on in American military history. This example shows how one leader's self-control under fire can turn the tide of battle by influencing not only the leader's own soldiers, but the leaders and soldiers of other units as well.

(leadership). The self-discipline that leads to teamwork is rooted in character. In the Army, teamwork depends on the actions of competent leaders of proven character who know their profession and act to improve their organizations. The best Army leaders constantly strive to improve, to get better at what they do. Their self-discipline focuses on learning more about their profession and continually getting the team to perform better. They build competence in themselves and their subordinates. Leader skills increase in scope and complexity as one moves from direct leader positions to organizational and strategic leader positions. Chapters 4, 6, and 7 discuss in detail the

different skills direct, organizational, and strategic leaders require.

2-105. Competence results from hard, realistic training. That's why Basic Training starts with simple skills, such as drill and marksmanship. Soldiers who master these skills have a couple of victories under their belts. The message from the drill sergeants—explicit or not—is, "You've learned how to do those things; now you're ready to take on something tougher." When you lead people through progressively more complex tasks this way, they develop the confidence and will—the inner drive—to take on the next, more difficult challenge.



Figure 2-3. Leader Skills

2-106. For you as an Army leader, competence means much more than being well-trained. Competence links character (knowing the right thing to do) and leadership (doing or influencing your people to do the right thing). Leaders are responsible for being personally competent, but even that isn't enough: as a leader, you're responsible for your subordinates' competence as well.

2-107. Figure 2-3 highlights the four categories containing skills an Army leader must KNOW:

- **Interpersonal skills** affect how you deal with people. They include coaching, teaching, counseling, motivating, and empowering.

INFLUENCING

2-113. Army leaders use interpersonal skills to guide others toward a goal. Direct leaders most often influence subordinates face to face—such as when a team leader gives instructions, recognizes achievement, and encourages hard work. Organizational and strategic leaders also influence their immediate subordinates and staff face to face; however, they guide their organizations primarily by indirect influence. Squad leaders, for example, know what their division commander wants, not because the general has briefed each one personally, but because his intent is passed through the chain of command.

- **Conceptual skills** enable you to handle ideas. They require sound judgment as well as the ability to think creatively and reason analytically, critically, and ethically.
- **Technical skills** are job-related abilities. They include basic soldier skills. As an Army leader, you must possess the expertise necessary to accomplish all tasks and functions you're assigned.
- **Tactical skills** apply to solving tactical problems, that is, problems concerning employment of units in combat. You enhance tactical skills when you combine them with interpersonal, conceptual, and technical skills to accomplish a mission.

2-108. Leaders in combat combine interpersonal, conceptual, technical, and tactical skills to accomplish the mission. They use their interpersonal skills to communicate their intent effectively and motivate their soldiers. They apply their conceptual skills to determine viable concepts of operations, make the right decisions, and execute the tactics the operational environment requires. They capitalize on their technical skills to properly employ the techniques, procedures, fieldcraft, and equipment that fit the situation. Finally, combat leaders employ tactical skill, combining skills from the other skill categories with knowledge of the art of tactics appropriate to their level of responsibility and unit type to accomplish the mission. When plans go wrong and leadership must turn the tide, it is tactical skill, combined with

Influencing actions fall into these categories:

- **Communicating** involves displaying good oral, written, and listening skills for individuals and groups.
- **Decision making** involves selecting the line of action intended to be followed as the one most favorable to the successful accomplishment of the mission. This involves using sound judgment, reasoning logically, and managing resources wisely.
- **Motivating** involves inspiring and guiding others toward mission accomplishment.

OPERATING

2-114. Operating is what you do to accomplish the immediate mission, to get the job done on time and to standard. Operating actions fall into these categories:

- **Planning and preparing** involve developing detailed, executable plans that are feasible, acceptable, and suitable; arranging unit support for the exercise or operation; and conducting rehearsals. During tactical operations, decision making and planning are enhanced by two methodologies: the military decision making process (MDMP) and the troop leading procedures (TLP). Battalion and higher echelons follow the MDMP. Company and lower echelons

Follow the TLP. (FM 101-5 discusses the MDMP.)

- **Executing** involves meeting mission standards, taking care of people, and efficiently managing resources.
- **Assessing** involves evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission.

2-115. Leaders assess, or judge, performance so they can determine what needs to be done to sustain the strong areas and improve weak ones. This kind of forward thinking is linked to the last leader action, improving.

IMPROVING

2-116. Good leaders strive to leave an organization better than they found it. A child struggling to understand why it is better to put money in a piggy bank is learning what leaders know: plan and sacrifice now for the sake of the future. All leaders are tempted to focus on the short-term gain that makes them and their organizations look good today: “Why bother to fix it now? By the time next year rolls around, it will be someone else’s problem.” But that attitude doesn’t serve either your subordinates or the Army well. When an organization sacrifices important training with long-term effects—say, training that leads to true marksmanship skill—and focuses exclusively on short-term appearances—such as qualification scores—the organization’s capabilities suffers.

2-117. The results of shortsighted priorities may not appear immediately, but they will appear. Loyalty to your people as well as the Army as an institution demands you consider the long-term effects of your actions. Some of your people will remain in the organization after you’ve moved on. Some will still be in the Army after you’re long gone. Soldiers and DA civilians tomorrow must live with problems leaders don’t fix today.

2-118. Army leaders set priorities and balance competing demands. They focus their

organizations’ efforts on short- and long-term goals while continuing to meet requirements that may or may not contribute directly to achieving those goals. In the case of weapons proficiency, qualification is a requirement but true marksmanship skill is the goal. For battle-field success, soldiers need training that leads to understanding and mastery of technical and tactical skills that hold up under the stress of combat. Throw in all the other things vying for an organization’s time and resources and your job becomes even more difficult. Guidance from higher headquarters may help, but you must make the tough calls. Improving actions fall into these categories:

- **Developing** involves investing adequate time and effort to develop individual subordinates as leaders. It includes mentoring.
- **Building** involves spending time and resources to improve teams, groups, and units and to foster an ethical climate.
- **Learning** involves seeking self-improvement and organizational growth. It includes envisioning, adapting, and leading change.

SUMMARY

2-119. As an Army leader, leadership in combat is your primary and most important challenge. It requires you to accept a set of values that contributes to a core of motivation and will. If you fail to accept and live these Army values, your soldiers may die unnecessarily and you may fail to accomplish your mission.

2-120. What must you, as an Army leader, BE, KNOW, and DO? You must have character, that combination of values and attributes that underlie your ability to see what needs to be done, decide to do it, and influence others to follow you. You must be competent, that is, possess the knowledge and skills required to do your job right. And you must lead, take the proper actions to accomplish the mission based on what your character tells you is ethically right and appropriate for the situation.

2-121. Leadership in combat, the greatest challenge, requires a basis for your motivation and will. That foundation is Army values. In them are rooted the basis for the character and self-discipline that generate the will to succeed and the motivation to persevere. From this motivation derives the lifelong work of self-development in the skills that make a successful Army leader, one who walks the talk of BE, KNOW, DO. Chapter 3 examines the environment that surrounds your people and how what you do as a leader affects it. Understanding the human dimension is essential to mastering leader skills and performing leader actions.

Soldiers Are Our Credentials

In September 1944 on the Cotentin Peninsula in France, the commander of a German stronghold under siege by an American force sent word that he wanted to discuss surrender terms. German MG Hermann Ramcke was in his bunker when his staff escorted the assistant division commander of the US 8th Infantry Division down the concrete stairway to the underground headquarters. MG Ramcke addressed BG Charles D. W. Canham through an interpreter: "I am to surrender to you. Let me see your credentials." Pointing to the dirty, tired, disheveled—but victorious—American infantrymen who had accompanied him and were now crowding the dugout entrance, the American officer replied, "These are my credentials."

DISCIPLINE

I am confident that an army of strong individuals held together by a sound discipline based on respect for personal initiative and rights and dignity of the individual, will never fail this nation in time of need.

General J. Lawton Collins
Former Army Chief of Staff

3-7. People are our most important resource; soldiers are in fact our "credentials." Part of knowing how to use this most precious resource is understanding the stresses and demands that influence people.

3-8. One sergeant major has described discipline as "a moral, mental, and physical state in which all ranks respond to the will of the [leader], whether he is there or not." Disciplined people take the right action, even if they don't feel like it. True discipline demands habitual and reasoned obedience, an obedience that preserves initiative and works, even when the

leader isn't around. Soldiers and DA civilians who understand the purpose of the mission, trust the leader, and share Army values will do the right thing because they're truly committed to the organization.

3-9. Discipline doesn't just mean barking orders and demanding an instant response—it's more complex than that. You build discipline by training to standard, using rewards and punishment judiciously, instilling confidence in and building trust among team members, and creating a knowledgeable collective will. The confidence, trust, and collective will of a disciplined, cohesive unit is crucial in combat.

3-10. You can see the importance of these three characteristics in an example that occurred during the 3 October 1993 American raid in Somalia. One soldier kept fighting despite his wounds. His comrades remembered that he seemed to stop caring about himself, that he had to keep fighting because the other guys—his buddies—were all that mattered. When

things go badly, soldiers draw strength from their own and their unit's discipline; they know that other members of the team are de-pending on them.

3-18. Taking care of soldiers means creating a disciplined environment where they can learn and grow. It means holding them to high standards, training them to do their jobs so they can function in peace and win in war. You take care of soldiers when you treat them fairly, refuse to cut corners, share their hardships, and set the example. Taking care of soldiers encompasses everything from making sure a soldier has time for an annual dental exam to visiting off-post housing to make sure it's adequate. It also means providing the family support that assures soldiers their families will be taken care of, whether the soldier is home or deployed. Family support means ensuring there's a support group in place, that even the most junior soldier and most inexperienced family members know where to turn for help when their soldier is deployed.

3-19. Taking care of soldiers also means demanding that soldiers do their duty, even at the risk of their lives. It doesn't mean coddling them or making training easy or comfortable. In fact, that kind of training can get soldiers killed. Training must be rigorous and as much like combat as is possible while being safe. Hard training is one way of preparing soldiers for the rigors of combat. Take care of soldiers by giving them the training, equipment, and support they need to keep them alive in combat.

3-20. In war, soldiers' comfort is important because it affects morale and combat effectiveness, but comfort takes a back seat to the mission. Consider this account of the 1944 landings on the island of Leyte in the Philippines, written more than 50 years later by Richard Gerhardt. Gerhardt, who was an 18-year-old rifleman in the 96th Infantry Division, survived two amphibious landings and months of close combat with the Japanese.

The 96th Division on Leyte

By the time we reached the beach, the smoke and dust created by the preparation fire had largely dissipated and we could see the terrain surrounding the landing area, which was flat and covered with some underbrush and palm trees. We were fortunate in that our sector of the beach was not heavily defended, and in going ashore there were few casualties in our platoon. Our company was engaged by small arms fire and a few mortar rounds, but we were able to move forward and secure the landing area in short order. Inland from the beach, however, the terrain turned into swamps, and as we moved ahead it was necessary to wade through muck and mud that was knee-deep at times....Roads in this part of the island were almost nonexistent, with the area being served by dirt trails around the swamps, connecting the villages....The Japanese had generally backed off the beaches and left them lightly defended, setting up their defense around certain villages which were at the junctions of the road system, as well as dug-in positions at points along the roads and trails. Our strategy was to...not use the roads and trails, but instead to move through the swamps and rice paddies and attack the enemy strong points from directions not as strongly defended. This was slow, dirty, and extremely fatiguing, but by this tactic we reduced our exposure to the enemy defensive plan and to heavy fire from their strong points. It must be recognized that in combat the comfort of the front-line troops isn't part of the...planning process, but only what they can endure and still be effective. Conditions that seriously [affect] the combat efficiency of the troops then become a factor.

LEADERSHIP AND THE CHANGING THREAT

3-47. Another factor that will have a major impact on Army leadership in the near future is the changing nature of the threat. For the Army, the twenty-first century began in 1989 with the fall of the Berlin Wall and subsequent collapse of the Soviet Union. America no longer defines its security interests in terms of a single, major threat. Instead, it faces numerous, smaller threats and situations, any of which can quickly mushroom into a major security challenge.

3-48. The end of the Cold War has increased the frequency and variety of Army missions. Since 1989, the Army has fought a large-scale land war and been continually involved in many different kinds of stability operations and support operations. There has been a greater demand for special, joint, and multinational operations as well. Initiative at all levels is becoming more and more important. In many instances, Army leaders on the ground have had to invent ways of doing business for situations they could not have anticipated.

3-49. Not only that, the importance of direct leaders—NCOs and junior officers—making the right decisions in stressful situations has increased. Actions by direct-level leaders—sergeants, warrant officers, lieutenants, and captains—can have organizational- and strategic-level implications. Earlier in this chapter, you read about the disciplined soldiers and leaders who accomplished their mission of securing a television tower in Udrigovo, Bosnia-Herzegovina. In that case, the local population's perception of how American soldiers secured the tower was just as important as securing the tower itself. Had the American detachment created an international incident by using what could have been interpreted as excessive force, maintaining order throughout Bosnia Herzegovina would have become more difficult. The Army's organizational and strategic leaders count on direct leaders. It has always been important to accomplish the mission the right way the first time; today it's more important than ever.

3-50. The Army has handled change in the past. It will continue to do so in the future as long as Army leaders emphasize the constants—Army values, teamwork, and discipline—and help their people anticipate change by seeking always to improve. Army leaders explain, to the extent of their knowledge and in clear terms, what may

happen and how the organization can effectively react if it does. Change is inevitable; trying to avoid it is futile. The disciplined, cohesive organization rides out the tough times and will emerge even better than it started. Leadership, in a very real sense, includes managing change and making it work for you. To do that, you must know what to change and what not to change.

3-51. FM 100-5 provides a doctrinal framework for coping with these challenges while executing operations. It gives Army leaders clues as to what they will face and what will be required of them, but as COL Chamberlain found on Little Round Top, no manual can cover all possibilities. The essence of leadership remains the same: Army leaders create a vision of what's necessary, communicate it in a way that makes their intent clear, and vigorously execute it to achieve success.

DIRECTING LEADERSHIP STYLE

3-69. The directing style is leader-centered. Leaders using this style don't solicit input from subordinates and give detailed instructions on how, when, and where they want a task performed. They then supervise its execution very closely.

3-70. The directing style may be appropriate when time is short and leaders don't have a chance to explain things. They may simply give orders: Do this. Go there. Move. In fast-paced operations or in combat, leaders may revert to the directing style, even with experienced subordinates. This is what the motor sergeant you read about in Chapter 1 did. If the leader has created a climate of trust, subordinates will assume the leader has switched to the directing style because of the circumstances.

3-71. The directing style is also appropriate when leading inexperienced teams or individuals who are not yet trained to operate on their own. In this kind of situation, the leader will probably remain close to the action to make sure things go smoothly.

3-72. Some people mistakenly believe the directing style means using abusive or demeaning language or includes threats and intimidation. This is wrong. If you're ever tempted to be abusive, whether because of pressure or stress or what seems like improper behavior by a sub-ordinate, ask yourself these questions: Would I want to work for someone like me? Would I want my boss to see and hear me treat subordinates this way? Would I want to

be treated this way?

PARTICIPATING LEADERSHIP STYLE

3-73. The participating style centers on both the leader and the team. Given a mission, leaders ask subordinates for input, information, and recommendations but make the final decision on what to do themselves. This style is especially appropriate for leaders who have time for such consultations or who are dealing with experienced subordinates.

3-74. The team-building approach lies behind the participating leadership style. When subordinates help create a plan, it becomes—at least in part—their plan. This ownership creates a strong incentive to invest the effort necessary to make the plan work. Asking for this kind of input is a sign of a leader's strength and self-confidence. But asking for advice doesn't mean the leader is obligated to follow it; the leader alone is always responsible for the quality of decisions and plans.

DELEGATING LEADERSHIP STYLE

3-75. The delegating style involves giving subordinates the authority to solve problems and make decisions without clearing them through the leader. Leaders with mature and experienced subordinates or who want to create a learning experience for subordinates often need only to give them authority to make decisions, the necessary resources, and a clear understanding of the mission's purpose. As always, the leader is ultimately responsible for what does or does not happen, but in the delegating leadership style, the leader holds subordinate leaders accountable for their actions. This is the style most often used by officers dealing with senior NCOs and by organizational and strategic leaders.

TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES

A man does not have himself killed for a few halfpence a day or for a petty distinction. You must speak to the soul in order to electrify the man.

Napoleon Bonaparte

3-76. These words of a distinguished military leader capture the distinction between the transformational leadership style, which focuses on inspiration and change, and the transactional leadership style, which focuses on rewards and punishments. Of course Napoleon understood

the importance of rewards and punishments. Nonetheless, he also understood that carrots and sticks alone don't inspire individuals to excellence.

Transformational Leadership Style

3-77. As the name suggests, the transformational style "transforms" subordinates by challenging them to rise above their immediate needs and self-interests. The transformational style is developmental: it emphasizes individual growth (both professional and personal) and organizational enhancement. Key features of the transformational style include empowering and mentally stimulating subordinates: you consider and motivate them first as individuals and then as a group. To use the transformational style, you must have the courage to communicate your intent and then step back and let your subordinates work. You must also be aware that immediate benefits are often delayed until the mission is accomplished.

3-78. The transformational style allows you to take advantage of the skills and knowledge of experienced subordinates who may have better ideas on how to accomplish a mission. Leaders who use this style communicate reasons for their decisions or actions and, in the process, build in subordinates a broader understanding and ability to exercise initiative and operate effectively. However, not all situations lend themselves to the transformational leadership style. The transformational style is most effective during periods that call for change or present new opportunities. It also works well when organizations face a crisis, instability, mediocrity, or disenchantment. It may not be effective when subordinates are inexperienced, when the mission allows little deviation from accepted procedures, or when subordinates are not motivated. Leaders who use only the transformational leadership style limit their ability to influence individuals in these and similar situations.

Transactional Leadership Style

3-79. In contrast, some leaders employ only the transactional leadership style. This style includes such techniques as—

- Motivating subordinates to work by offering rewards or threatening punishment.
- Prescribing task assignments in writing.

- Outlining all the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences—to include possible disciplinary actions—of failure.
- “Management-by-exception,” where leaders focus on their subordinates’ failures, showing up only when something goes wrong.

The leader who relies exclusively on the transactional style, rather than combining it with the transformational style, evokes only short-term commitment from his subordinates and discourages risk-taking and innovation.

3-80. There are situations where the transactional style is acceptable, if not preferred. For example, a leader who wants to emphasize safety could reward the organization with a three-day pass if the organization pre-vents any serious safety-related incidents over a two-month deployment. In this case, the leader’s intent appears clear: unsafe acts are not tolerated and safe habits are rewarded.

3-81. However, using only the transactional style can make the leader’s efforts appear self-serving. In this example, soldiers might interpret the leader’s attempt to reward safe practices as an effort to look good by focusing on something that’s unimportant but that has the boss’s attention. Such perceptions can destroy the trust subordinates have in the leader. Using the transactional style alone can also deprive subordinates of opportunities to grow, because it leaves no room for honest mistakes.

3-82. The most effective leaders combine techniques from the transformational and transactional leadership styles to fit the situation. A strong base of transactional understanding supplemented by charisma, inspiration and individualized concern for each subordinate, produces the most enthusiastic and genuine response. Subordinates will be more committed, creative, and innovative. They will also be more likely to take calculated risks to accomplish their mission. Again referring to the safety example, leaders can avoid any misunderstanding of their intent by combining transformational techniques with transactional techniques. They can explain why safety is important (intellectual stimulation) and encourage their subordinates to take care of each other (individualized concern).

INTENDED AND UNINTENDED CONSEQUENCES

3-83. The actions you take as a leader will most likely have unintended as well as intended consequences. Like a chess player trying to anticipate an opponent’s moves three or four turns in advance—if I do this, what will my opponent do; then what will I do next?—leaders think through what they can expect to happen as a result of a decision. Some decisions set off a chain of events; as far as possible, leaders must anticipate the second- and third-order effects of their actions. Even lower-level leaders’ actions may have effects well beyond what they expect.

3-84. Consider the case of a sergeant whose team is manning a roadblock as part of a peace operation. The mission has received lots of media attention (Haiti and Bosnia come to mind), and millions of people back home are watching. Early one morning, a truckload of civilians appears, racing toward the roadblock. In the half-light, the sergeant can’t tell if the things in the passengers’ hands are weapons or farm tools, and the driver seems intent on smashing through the barricade. In the space of a few seconds, the sergeant must decide whether or not to order his team to fire on the truck.

3-85. If the sergeant orders his team to fire because he feels he and his soldiers are threatened, that decision will have international consequences. If he kills any civilians, chances are good that his chain of command from the president on down—not to mention the entire television audience of the developed world—will know about the incident in a few short hours. But the decision is tough for another reason: if the sergeant doesn’t order his team to fire and the civilians turn out to be an armed gang, the team may take casualties that could have been avoided. If the only factor involved was avoiding civilian casualties, the choice is simple: don’t shoot. But the sergeant must also consider the requirement to protect his force and accomplish the mission of preventing unauthorized traffic from passing the road-block. So the sergeant must act; he’s the leader, and he’s in charge. Leaders who have thought through the consequences of possible actions, talked with their own leaders about the commander’s intent and mission priorities, and trust their chain of command to support them are less likely to be paralyzed by this kind of pressure.

INTENDED CONSEQUENCES

3-86. Intended consequences are the anticipated results of a leader's decisions and actions. When a squad leader shows a team leader a better way to lead PT, that action will have in-tended consequences: the team leader will be better equipped to do the job. When leaders streamline procedures, help people work smarter, and get the resources to the right place at the right time, the intended consequences are good.

UNINTENDED CONSEQUENCES

3-87. Unintended consequences are the results of things a leader does that have an unplanned impact on the organization or accomplishment of the mission. Unintended consequences are often more lasting and harder to anticipate than intended consequences. Organizational and strategic leaders spend a good deal of energy

considering possible unintended consequences of their actions. Their organizations are complex, so figuring out the effects today's decisions will have a few years in the future is difficult.

3-88. Unintended consequences are best described with an example, such as setting the morning PT formation time: Setting the formation time at 0600 hours results in soldiers standing in formation at 0600 hours, an intended consequence. To not be late, soldiers living off post may have to depart their homes at 0500 hours, a consequence that's probably also anticipated. However, since most junior enlisted soldiers with families probably own only one car, there will most likely be another consequence: entire families rising at 0430 hours. Spouses must drive their soldiers to post and children, who can't be left at home unattended, must accompany them. This is an unintended consequence.

Chapter 4

Direct Leadership Skills

Never get so caught up in cutting wood that you forget to sharpen your ax.

First Sergeant James J. Karolchyk, 1986

4-1. The Army's direct leaders perform a huge array of functions in all kinds of places and under all kinds of conditions. Even as you read these pages, someone is in the field in a cold place, someone else in a hot place. There are people headed to a training exercise and others headed home. Somewhere a motor pool is buzzing, a medical ward operating, supplies moving. Somewhere a duty NCO is conducting inspections and a sergeant of the guard is making the rounds. In all these places, no matter what the conditions or the mission, direct leaders are guided by the same principles, using the same skills, and performing the same

actions.

4-2. This chapter discusses the skills a direct leader must master and develop. It addresses the KNOW of BE, KNOW, and DO for direct leaders. The skills are organized under the four skill groups Chapter 1 introduced: interpersonal, conceptual, technical, and tactical. (Appendix B lists performance indicators for leader skills.)

INTERPERSONAL SKILLS

4-3. A DA civilian supervisor was in a frenzy because all the material needed for a project wasn't available. The branch chief took the supervisor aside and said, "You're worrying about *things*. Things are not important; things will or won't be there. Worry about working with the people who will get the job done."

4-4. Since leadership is about people, it's not surprising to find interpersonal skills, what some call "people skills," at the top of the list of what an Army leader must KNOW. Figure 4-1 (on page SH-1-33) identifies the direct leader interpersonal skills. All these skills—communicating, team building, supervising, and counseling—require communication. They're all closely related; you can hardly use one without using the others.

COMMUNICATING

4-5. Since leadership is about getting other people to do what you want them to do, it follows that communicating—transmitting information so that it's clearly understood—is an important skill. After all, if people can't understand you, how will you ever let them know what you want? The other interpersonal skills—supervising, team building, and counseling—also depend on your ability to communicate.

4-6. If you take a moment to think about all the training you've received under the heading "communication," you'll see that it probably falls into four broad categories: speaking, reading, writing, and listening. You begin practicing speech early; many children are using words by the age of one. The heavy emphasis on reading and writing begins in school, if not before. Yet how many times have you been taught how to listen? Of the four forms of communication, listening is the one in which most people receive the least amount of formal training. Yet for an Army leader, it's every bit as important as the others. It often comes first because you must listen and understand before you can decide what to say.

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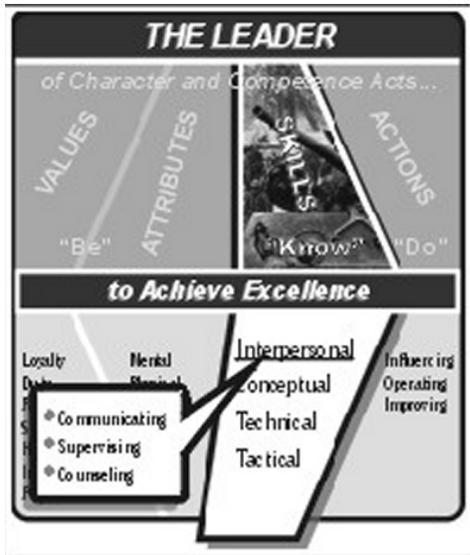


Figure 4-1. Direct Leader Skills-Interpersonal

One-Way and Two-Way Communication

4-7. There are two common forms of one-way communication that are not necessarily the best way to exchange information: seeing and hearing. The key difference between one-way and two-way communication is that one-way communication—hearing or seeing something on television, reading a copy of a slide presentation, or even watching a training event unfold—may not give you a complete picture.

You may have unanswered questions or even walk away with the wrong concept of what has occurred. That's why two-way communication is preferred when time and resources permit.

Active Listening

4-8. An important form of two-way communication is active listening. When you practice active listening, you send signals to the speaker that say, "I'm paying attention." Nod your head every once in a while, as if to say, "Yes, I understand." When you agree with the speaker, you might use an occasional "uh-huh." Look the speaker in the eye. Give the speaker your full attention. Don't allow yourself to be distracted by looking out the window, checking your watch, playing with something on your desk, or trying to do more than one thing at a time. Avoid interrupting the speaker; that's the cardinal sin of active listening.

4-9. Be aware of barriers to listening. Don't form your response while the other person is still talking. Don't allow yourself to become distracted by the fact that you're angry, or that you have a problem with the speaker, or that you have lots of other things you need to be thinking about. If you give in to these temptations, you'll miss most of what's being said.

Nonverbal Communication

4-10. In face-to-face communication, even in the simplest conversation, there's a great deal going on that has almost nothing to do with the words being used. Nonverbal communication involves all the signals you send with your facial expressions, tone of voice, and body language. Effective leaders know that communication includes both verbal and nonverbal cues. Look for them in this example.

The Checking Account

A young soldier named PVT Bell, new to the unit, approaches his team leader, SGT Adams, and says, "I have a problem I'd like to talk to you about."

The team leader makes time—right then if possible—to listen. Stopping, looking the soldier in the eye, and asking, "What's up?" sends many signals: *I am concerned about your problem. You're part of the team, and we help each other. What can I do to help?* All these signals, by the way, reinforce Army values.

PVT Bell sees the leader is paying attention and continues, "Well, I have this checking account, see, and it's the first time I've had one. I have lots of checks left, but for some reason the PX [post exchange] is saying they're no good."

The Checking Account (continued)

SGT Adams has seen this problem before: PVT Bell thinks that checks are like cash and has no idea that there must be money in the bank to cover checks written against the account. SGT Adams, no matter how tempted, doesn't say anything that would make PVT Bell think that his difficulty was anything other than the most important problem in the world. He is careful to make sure that PVT Bell doesn't think that he's anyone other than the most important soldier in the world. Instead, SGT Adams remembers life as a young soldier and how many things were new and strange. What may seem like an obvious problem to an experienced person isn't so obvious to an inexperienced one. Although the soldier's problem may seem funny, SGT Adams doesn't laugh at the subordinate. And because nonverbal cues are important, SGT Adams is careful that his tone of voice and facial expressions don't convey contempt or disregard for the subordinate.

Instead, the leader listens patiently as PVT Bell explains the problem; then SGT Adams reassures PVT Bell that it can be fixed and carefully explains the solution. What's more, SGT Adams follows up later to make sure the soldier has straightened things out with the bank.

A few months later, a newly promoted PFC Bell realizes that this problem must have looked pretty silly to someone with SGT Adams' experience. But PFC Bell will always remember the example SGT Adams set. Future leaders are groomed every day and reflect their past leaders. By the simple act of listening and communicating, SGT Adams won the loyalty of PFC Bell. And when the next batch of new soldiers arrives, PFC Bell, now the old-timer, will say to them, "Yeah, in all my experience, I've got to say this is one of the best units in the Army. And SGT Adams is the best team leader around. Why, I remember a time..."

4-11. SGT Adams performed crisis counseling, a leader action Appendix C discusses. Look for the communicating skills in this example. SGT Adams listened actively and controlled his non-verbal communication. He gave PVT Bell his full attention and was careful not to signal indifference or a lack of concern. SGT Adams' ability to do this shows the mental attribute of self-discipline and the emotional attribute of self-control, which you read about in Chapter 2. The leader also displayed empathy, that is, sensitivity to the feelings, thoughts, and experiences of another person. It's an important quality for a counselor.

SUPERVISING

If a squad leader doesn't check, and the guy on point has no batteries for his night vision goggles, he has just degraded the effectiveness of the entire unit.

A Company Commander, Desert Storm

4-12. Direct leaders check and recheck things. Leaders strike a balance between checking too much and not checking enough. Training subordinates to act independently is important; that's why direct leaders give instructions or their intent and then allow subordinates to work without constantly looking over their shoulders. Accomplishing the mission is equally important; that's why leaders check things—especially

conditions critical to the mission (fuel levels), details a soldier might forget (spare batteries for night vision goggles), or tasks at the limit of what a soldier has accomplished before (preparing a new version of a re-report).

4-13. Checking minimizes the chance of oversights, mistakes, or other circumstances that might derail a mission. Checking also gives leaders a chance to see and recognize subordinates who are doing things right or make on-the-spot corrections when necessary. Consider this example: A platoon sergeant delegates to the platoon's squad leaders the authority to get their squads ready for a tactical road march. The platoon sergeant oversees the activity but doesn't intervene unless errors, sloppy work, or lapses occur. The leader is there to answer questions or resolve problems that the squad leaders can't handle. This supervision ensures that the squads are prepared to standard and demonstrates to the squad leaders that the platoon sergeant cares about them and their people.

The Rusty Rifles Incident

While serving in the Republic of Vietnam, SFC Jackson was transferred from platoon sergeant of one platoon to platoon leader of another platoon in the same company. SFC Jackson quickly sized up the existing standards in the platoon. He wasn't pleased. One problem was that his soldiers were not keeping their weapons cleaned properly: rifles were dirty and rusty. He put out the word: weapons would be cleaned to standard each day, each squad leader would inspect each day, and he would inspect a sample of the weapons each day. He gave this order three days before the platoon was to go to the division rest and recuperation (R&R) area on the South China Sea.

The next day SFC Jackson checked several weapons in each squad. Most weapons were still unacceptable. He called the squad leaders together and explained the policy and his reasons for implementing it. SFC Jackson checked again the following day and still found dirty and rusty weapons. He decided there were two causes for the problem. First, the squad leaders were not doing their jobs. Second, the squad leaders and troops were bucking him—testing him to see who would really make the rules in the platoon. He sensed that, because he was new, they resisted his leadership. He knew he had a serious discipline problem he had to handle correctly. He called the squad leaders together again. Once again, he explained his standards clearly. He then said, "Tomorrow we are due to go on R&R for three days and I'll be inspecting rifles. We won't go on R&R until each weapon in this platoon meets the standard."

The next morning SFC Jackson inspected and found that most weapons in each squad were still below standard. He called the squad leaders together. With a determined look and a firm voice, he told them he would hold a formal in-ranks inspection at 1300 hours, even though the platoon was scheduled to board helicopters for R&R then. If every weapon didn't meet the standard, he would conduct another in-ranks inspection for squad leaders and troops with substandard weapons. He would continue inspections until all weapons met the standard.

At 1300 hours the platoon formed up, surly and angry with the new platoon leader, who was taking their hard-earned R&R time. The soldiers could hardly believe it, but his message was starting to sink in. This leader meant what he said. This time all weapons met the standard.

COUNSELING

Nothing will ever replace one person looking another in the eyes and telling the soldier his strengths and weaknesses. [Counseling] charts a path to success and diverts soldiers from heading down the wrong road.

Sergeant Major Randolph S. Hollingsworth

4-14. Counseling is subordinate-centered communication that produces a plan outlining actions necessary for subordinates to achieve individual or organizational goals. Effective counseling takes time, patience, and practice. As with everything else you do, you must develop your skills as a counselor. Seek feedback on how effective you are at counseling, study various counseling techniques, and make efforts to improve. (Appendix C discusses developmental counseling techniques.)

4-15. Proper counseling leads to a specific plan of action that the subordinate can use as a road map for improvement. Both parties, counselor and counseled, prepare this plan of action. The leader makes certain the subordinate under-

stands and takes ownership of it. The best plan of action in the world does no good if the subordinate doesn't understand it, follow it, and believe in it. And once the plan of action is agreed upon, the leader must follow up with one-on-one sessions to ensure the subordinate stays on track.

4-16. Remember the Army values of loyalty, duty, and selfless service require you to counsel your subordinates. The values of honor, integrity, and personal courage require you to give them straightforward feedback. And the Army value of respect requires you to find the best way to communicate that feedback so that your subordinates understand it. These Army values all point to the requirement for you to become a proficient counselor. Effective counseling helps your subordinates develop personally and professionally.

4-17. One of the most important duties of all direct, organizational, and strategic leaders is to develop subordinates. Mentoring, which links the operating and improving leader actions, plays a major part in developing competent and confident future leaders. Counseling is an

interpersonal skill essential to effective mentoring. (Chapters 5, 6, and 7 discuss the direct, organizational, and strategic leader mentoring actions.)

CONCEPTUAL SKILLS

4-18. Conceptual skills include competence in handling ideas, thoughts, and concepts. Figure 4-2 (on page SH-1-36) lists the direct leader conceptual skills.

CRITICAL REASONING

4-19. Critical reasoning helps you think through problems. It's the key to understanding situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from the experience—in short, solving problems. Critical reasoning is an essential part of effective counseling and underlies ethical reasoning, another conceptual skill. It's also a central aspect of decision making, which Chapter 5 discusses.

4-20. The word “critical” here doesn't mean finding fault; it doesn't have a negative meaning at all. It means getting past the surface of the problem and thinking about it in depth. It means looking at a problem from several points of view

instead of just being satisfied with the first answer that comes to mind. Army leaders need this ability because many of the choices they face are complex and offer no easy solution.

4-21. Sometime during your schooling you probably ran across a multiple choice test, one that required you to “choose answer a, b, c, or d” or “choose one response from column a and two from column b.” Your job as an Army leader would be a lot easier if the problems you faced were presented that way, but leadership is a lot more complex than that. Sometimes just figuring out the real problem presents a huge hurdle; at other times you have to sort through distracting multiple problems to get to the real difficulty. On some occasions you know what the problem is but have no clue as to what an answer might be. On others you can come up with two or three answers that all look pretty good.

Finding the Real Problem

A platoon sergeant directs the platoon's squad leaders to counsel their soldiers every month and keep written records. Three months later, the leader finds the records are sloppy or incomplete; in many cases, there's no record at all. The platoon sergeant's first instinct is to chew out the squad leaders for ignoring his instructions. It even occurs to him to write a counseling annex to the platoon SOP so he can point to it the next time the squad leaders fail to follow instructions.

But those are just knee-jerk reactions and the platoon sergeant knows it. Instead of venting his frustration, the leader does a little investigating and finds that two squad leaders have never really been taught how to do formal, written counseling. The third one has no idea why counseling is important. So what looked like a disciplinary problem—the squad leaders disobeying instructions—turns out to be a training shortfall. By thinking beyond the surface and by checking, the platoon sergeant was able to isolate the real problem: that the squad leaders had not been trained in counseling. The next step is to begin training and motivating subordinates to do the tasks.

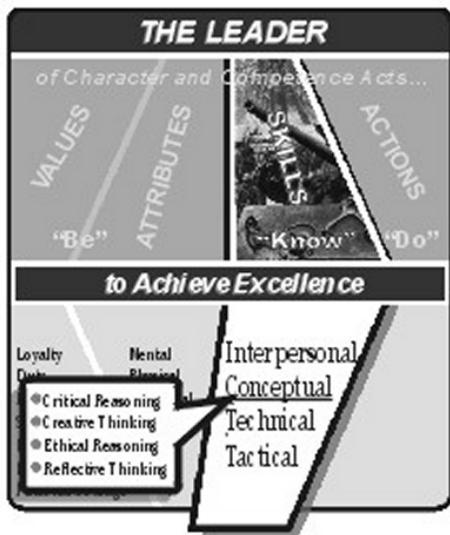


Figure 4-2. Direct Leader Skills-Conceptual CREATIVE THINKING

4-22. Sometimes you run into a problem that you haven't seen before or an old problem that requires a new solution. Here you must apply

imagination; a radical departure from the old way of doing things may be refreshing. Army leaders prevent complacency by finding ways to challenge subordinates with new approaches and ideas. In these cases, rely on your intuition, experience, and knowledge. Ask for input from your subordinates. Reinforce team building by making everybody responsible for, and shareholders in, the accomplishment of difficult tasks.

4-23. Creative thinking isn't some mysterious gift, nor does it have to be outlandish. It's not reserved for senior officers; all leaders think creatively. You employ it every day to solve small problems. A unit that deploys from a stateside post on a peace operation, for instance, may find itself in a small compound with limited athletic facilities and no room to run. Its leaders must devise new ways for their soldiers to maintain physical fitness. These may include sports and games, even games the local nationals play.

Pulling Dragons' Teeth

As American forces approached the Siegfried Line between Germany and France at the end of World War II, the armored advance was slowed by "dragons' teeth," concrete obstacles that looked like large, tightly spaced traffic cones. Engineers predicted it would take many days and tons of explosives to reduce the obstacles, which were heavily reinforced and deeply rooted. Then an NCO suggested using bulldozers to push dirt on top of the spikes, creating an earthen ramp to allow tanks to drive over the obstacles. This is but one example of the creative thinking by American soldiers of all ranks that contributed to victory in the ETO.

ETHICAL REASONING

4-24. Ethical leaders do the right things for the right reasons all the time, even when no one is watching. But figuring out what's the "right" thing is often, to put it mildly, a most difficult task. To fulfill your duty, maintain your integrity, and serve honorably, you must be able to reason ethically.

4-25. Occasionally, when there's little or no time, you'll have to make a snap decision based on your experience and intuition about what feels right. For Army leaders, such decisions are guided by Army values (discussed in Chapter 2), the institutional culture, and the organizational climate (discussed in Chapter 3). These shared values then serve as a basis for the whole team's buying into the leader's decision. But comfortable as this might be, you should not make all decisions on intuition.

4-26. When there's time to consider alternatives, ask for advice, and think things through, you can make a deliberate decision. First determine what's legally right by law and regulation. In gray areas requiring interpretation, apply Army values to the situation. Inside those boundaries, determine the best possible answer from among competing solutions, make your decision, and act on it.

4-27. The distinction between snap and deliberate decisions is important. In many decisions, you must think critically because your intuition—what feels right—may lead to the wrong answer. In combat especially, the intuitive response won't always work.

4-28. The moral application of force goes to the heart of military ethics. S. L. A. Marshall, a military historian as well as a brigadier general, has written that the typical soldier is often at a

disadvantage in combat because he “comes from a civilization in which aggression, connected with the taking of a human life, is prohibited and unacceptable.” Artist Jon Wolfe, an infantryman in Vietnam, once said that the first time he aimed his weapon at another human being, a “little voice” in the back of his mind asked, “Who gave you permission to do this?” That “little voice” comes, of course, from a lifetime of living within the law. You can determine the right thing to do in these very unusual circumstances only when you apply ethical as well as critical reasoning.

4-29. The right action in the situation you face may not be in regulations or field manuals. Even the most exhaustive regulations can’t predict every situation. They’re designed for the routine, not the exceptional. One of the most difficult tasks facing you as an Army leader is determining when a rule or regulation simply doesn’t apply because the situation you’re facing falls outside the set of conditions envisioned by those who wrote the regulation. Remember COL Chamberlain on Little Round Top. The drill manuals he had studied didn’t contain the solution to the tactical problem he faced; neither this nor any other manual contain “cook-book” solutions to ethical questions you will confront. COL Chamberlain *applied* the doctrine he learned from the drill manuals. So you should apply Army values, your knowledge, and your experience to any decision you make and be prepared to accept the consequences of your actions. Study, reflection, and ethical reasoning can help you do this.

4-30. Ethical reasoning takes you through these steps:

- Define the problem.
- Know the relevant rules.
- Develop and evaluate courses of action.
- Choose the course of action that best represents Army values.

4-31. These steps correspond to some of the steps of the decision making leadership action in Chapter 5. Thus, ethical reasoning isn’t a separate process you trot out only when you think you’re facing an ethical question. It should be part of the thought process you use to make any decision. Your subordinates count on you to do more than make tactically sound decisions. They rely on you to make decisions that are ethically sound as well. You should always

consider ethical factors and, when necessary, use Army values to gauge what’s right.

4-32. That said, not every decision is an ethical problem. In fact, most decisions are ethically neutral. But that doesn’t mean you don’t have to think about the ethical consequences of your actions. Only if you reflect on whether what you’re asked to do or what you ask your people to do accords with Army values will you develop that sense of right and wrong that marks ethical people and great leaders. That sense of right and wrong alerts you to the presence of ethical aspects when you face a decision.

4-33. Ethical reasoning is an art, not a science, and sometimes the best answer is going to be hard to determine. Often, the hardest decisions are not between right and wrong, but between shades of right. Regulations may allow more than one choice. There may even be more than one good answer, or there may not be enough time to conduct a long review. In those cases, you must rely on your judgment.

Define the Problem

4-34. Defining the problem is the first step in making any decision. When you think a decision may have ethical aspects or effects, it’s especially important to define it precisely. Know who said what—and what specifically was said, ordered, or demanded. Don’t settle for secondhand information; get the details. Problems can be described in more than one way. This is the hardest step in solving any problem. It’s especially difficult for decisions in the face of potential ethical conflicts. Too often some people come to rapid conclusions about the nature of a problem and end up applying solutions to what turn out to be only symptoms.

Know the Relevant Rules

4-35. This step is part of fact gathering, the second step in problem solving. Do your homework. Sometimes what looks like an ethical problem may stem from a misunderstanding of a regulation or policy, frustration, or over enthusiasm. Sometimes the person who gave an order or made a demand didn’t check the regulation and a thorough reading may make the problem go away. Other times, a difficult situation results from trying to do something right in the wrong way. Also, some regulations leave room for interpretation; the problem then becomes a policy matter rather than an ethical one. If you do perceive an ethical problem, explain it to the person you think is

causing it and try to come up with a better way to do the job.

Develop and Evaluate Courses of Action

4-36. Once you know the rules, lay out possible courses of action. As with the previous steps, you do this whenever you must make a decision. Next, consider these courses of action in view of Army values. Consider the consequences of your courses of action by asking yourself a few practical questions: Which course of action best upholds Army values? Do any of the courses of action compromise Army values? Does any course of action violate a principle, rule, or regulation identified in Step 2? Which course of action is in the best interest of the Army and of the nation? This part will feel like a juggling act; but with careful ethical reflection, you can reduce the chaos, determine the essentials, and choose the best course—even when that choice is the least bad of a set of undesirable options.

Choose the Course of Action That Best Represents Army Values

4-37. The last step in solving any problem is making a decision and acting on it. Leaders are paid to make decisions. As an Army leader, you're expected—by your bosses and your people—to make decisions that solve problems without violating Army values.

4-38. As a values-based organization, the Army uses expressed values—Army values—to provide its fundamental ethical framework. Army values lay out the ethical standards expected of soldiers and DA civilians. Taken together, Army values and ethical decision making provide a moral touchstone and a workable process that enable you to make sound ethical decisions and take right actions confidently.

4-39. The ethical aspects of some decisions are more obvious than those of others. This example contains an obvious ethical problem. The issues will seldom be so clear-cut; however, as you read the example, focus on the steps SGT Kirk follows as he moves toward an ethical decision. Follow the same steps when you seek to do the right thing.

DECISION MAKING

A good leader must sometimes be stubborn. Armed with the courage of his convictions, he must often fight to defend them. When he has come to a decision after thorough analysis—and when he is sure he is right—he must stick to it

even to the point of stubbornness.

General of the Army, Omar N. Bradley
Address to the US Army Command and
General Staff College, May 1967

5-14. A problem is an existing condition or situation in which what you want to happen is different from what actually is happening. Decision making is the process that begins to change that situation. Thus, decision making is knowing *whether* to decide, then *when* and *what* to decide. It includes understanding the consequences of your decisions.

5-15. Army leaders usually follow one of two decision-making processes. Leaders at company level and below follow the troop leading procedures (TLP). The TLP are designed to support solving tactical problems. Leaders at battalion level and above follow the military decision making process (MDMP). The MDMP, which FM 101-5 discusses, is designed for organizations with staffs. These established and proven methodologies combine elements of the planning operating action to save time and achieve parallel decision making and planning. Both follow the problem solving steps discussed below.

5-16. Every once in a while, you may come across a decision that's easy to make: yes or no, right or left, on or off. As you gain experience as a leader, some of the decisions you find difficult now will become easier. But there will always be difficult decisions that require imagination, that require rigorous thinking and analysis, or that require you to factor in your gut reaction. Those are the tough decisions, the ones you're getting paid to make. As an experienced first sergeant once said to a brand new company commander, "We get paid the big bucks to make the hard calls." The next several para-graphs explain the steps you should use to solve a problem; then you'll read about other factors that affect how you make those hard calls and the importance of setting priorities.

Problem Solving Steps

5-17. **Identify the problem.** Don't be distracted by the symptoms of the problem; get at its root cause. There may be more than one thing contributing to a problem, and you may run into a case where there are lots of contributing factors but no real "smoking gun." The issue you choose to address as the root cause becomes the mission (or restated mission for tactical problems). The mission must include a

simple statement of who, what, when, where, and why. In addition, it should include your end state, how you want things to look when the mission is complete.

5-18. **Identify facts and assumptions.** Get whatever facts you can in the time you have. Facts are statements of what you know about the situation. Assumptions are statements of what you believe about the situation but don't have facts to support. Make only assumptions that are likely to be true and essential to generate alternatives. Some of the many sources of facts include regulations, policies, and doctrinal publications. Your organization's mission, goals, and objectives may also be a source. Sources of assumptions can be

Mentoring (in the Army) is the proactive development of each subordinate through observing, assessing, coaching, teaching, developmental counseling, and evaluating that results in people being treated with fairness and equal opportunity. Mentoring is an inclusive process (not an exclusive one) for everyone under a leader's charge.

5-83. Mentoring is totally inclusive, real-life leader development for every subordinate. Because leaders don't know which of their subordinates today will be the most significant contributors and leaders in the future, they strive to provide all their subordinates with the knowledge and skills necessary to become the best they can be—for the Army and for themselves.

5-84. Mentoring begins with the leader setting the right example. As an Army leader, you mentor people every day in a positive or negative way, depending on how you live Army values and perform leader actions. Mentoring shows your subordinates a mature example of values, attributes, and skills in action. It encourages them to develop their own character and leader attributes accordingly.

5-85. Mentoring links operating leader actions to improving leader actions. When you mentor, you take the observing, assessing, and evaluating you do when you operate and apply these actions to developing individual subordinates. Mentoring techniques include teaching, developmental counseling, and coaching.

personal experiences, members of the organization, subject matter experts, or written observations. Analyze the facts and assumptions you identify to determine the scope of the problem. (FM 101-5 contains more information on facts and assumptions.)

5-19. **Generate alternatives.** Alternatives are ways to solve the problem. Develop more than one possible alternative. Don't be satisfied with the first thing that comes into your mind. That's lazy thinking; the third or fourth or twentieth alternative you come up with might be the best one. If you have time and experienced subordinates, include them in this step.

Teaching gives knowledge or provides skills to others, causing them to learn by example or experience.

5-86. Teaching is passing on knowledge and skills to subordinates. It's a primary task for first-line leaders. Teaching focuses primarily on technical and tactical skills. Developmental counseling is better for improving interpersonal and conceptual skills. Technical competence is critical to effective teaching. In order to develop subordinates, you must be able to demonstrate the technical and tactical skills you expect them to perform; otherwise they won't listen to you.

5-87. To be an Army leader, you must be a teacher. You give your subordinates knowledge and skills all the time, whether in formal, classroom settings or through your example. To be an effective teacher, you must first be professionally competent; then you must create conditions in which your subordinates can learn.

Soldiers learn to be good leaders from good leaders.

Former Sergeant Major of the Army Richard A. Kidd

5-88. The measure of how well you teach is how well your people learn. In most cases, your people will learn more by performing a skill than they will by watching you do it or by hearing you talk about how to do it. However, it's up to you to choose the teaching method that best fits the material. To make this choice, you need to understand the different ways people learn.

People learn—

- Through the example of others (observing).
- By forming a picture in their minds of what they're trying to learn (thinking).
- By absorbing information (thinking).
- Through practice (hands-on experience).

5-89. Teaching is a complex art, one that you must learn in addition to the competencies you seek to teach. Just because you can pull the engine out of a tank doesn't mean you would be any good at teaching other people to do it. There are techniques and methods involved in teaching that have nothing to do with how good you are on the job; you must know both the skills related to the subject and another set of teaching skills. As an Army leader, you must develop these teaching skills as well. A subject matter expert who has acquired technical knowledge but is unable to teach that knowledge to others isn't improving the organization or the Army. (FM 25-101 addresses these and other areas related to conducting training.)

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