

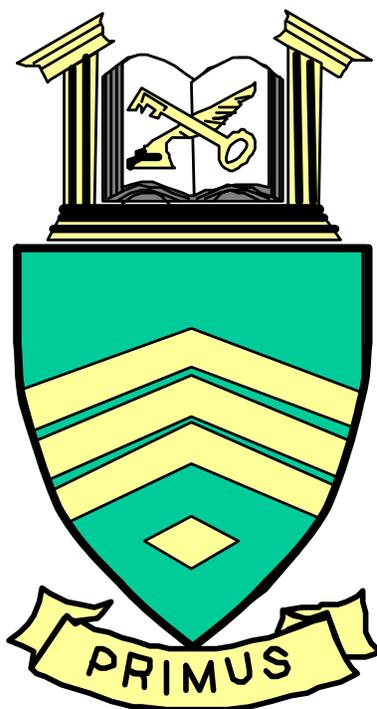
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

W660R (052002)

OCT 02

DEVELOP A LEADER PLAN OF ACTION

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE

**TSP Number/
Hours and
Title** W660R
2.0 Hours
Develop a leader Plan of Action

Effective Date Oct 02

**Supersedes
TSPs** New Lesson (USAREC)

TSP User The following course uses this TSP:

Course Number	Course Title
400-FSC(F) 521-SQIM (F) (VTT)	First Sergeant Course—The Army Training System FSC (TATS)

Proponent The proponent for this document is the U.S. Army Recruiting and Retention Command.

**Comments
and
Recommendations** Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

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Telephone (DSN): 978-8854

COMDT Recruiting and Retention School
ATTN: Training and Development Department
BLDG 10000 Hampton Parkway (SSI)
FORT JACKSON, SC 29207

Telephone (Comm): (803) 751-8758
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**Foreign
Disclosure
Restrictions** The lesson developer in coordination with USAREC foreign disclosure authority has reviewed this lesson. This lesson is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This training support package provides the instructor with a standardized lesson plan for teaching the task(s) listed in Section I.

This TSP Contains

Table of Contents		Page
Lesson	Section I, Administrative Data	3
	Section II, Introduction/Terminal Learning Objective	7
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	ELO 1: Identify the leader plan of action steps.	9
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Appendixes	A. Visual Masters	A-1
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	C. Practical Exercise(s) and Solution(s)	C-1
	D. Student Handout(s)	D-1

DEVELOP A LEADER PLAN OF ACTION

SECTION I ADMINISTRATIVE DATA

Teaching to Standard

The following courses teach this TSP to standard:

Course Number	Course Title
400-FSC (F) 521-SQIM (F) (VTT)	First Sergeant Course—The Army Training System FSC (TATS)

Task(s) Trained to Standard

This lesson trains to standard the tasks listed in the following table(s):

Task Number:	805B-9R-5516
Task Title:	Develop a Leader Plan of Action,
Conditions:	as a first sergeant,
Standards:	IAW FM 22-100.

Task(s) Taught or Supported

None

Task(s) Reinforced

This lesson reinforces the task(s) listed in the following table: None.

Academic Hours

This lesson requires the following academic hours:

	<u>Peacetime Hours/ Methods</u>	<u>Mobilization Hours/ Methods</u>
	1.0/ SG	/
	1.0/PE	
Test	/	/
Test Review	/	/
Total Hours:	2.0	/

Test Lesson Number

Prerequisite Lessons None

Clearance and Access There is no clearance or access requirement for this lesson.

References The following table lists the reference(s) for this lesson:

Number	Title	Date	Additional Information
FM 22-100	Army Leadership	Aug 1999	

Student Assignments

Before class—

- Read FM 22-100, Chapter 5 and Appendix D.
- Read Student Handout 1

During class—

- Participate in classroom discussion and practical exercise.

After class—

- Review classroom notes and materials.
 - Return recoverable materials to the instructor.
-

Instructor Requirements

- One Instructor at USASMA VTT site for Distance Learning (DL).
 - One Instructor per small group room for First Sergeant Resident Course.
 - Special Qualifications-ITC, SGITC, and VTT-ITC (VTT only) qualified.
 - Read all TSP material.
-

Additional Personnel Requirements

This lesson requires the following support personnel for VTT site only:

- One site coordinator at each Distance Learning site.
 - Video, audio, and audio linkage equipment operator (optional) at each DL site.
 - Video, audio, and audio linkage equipment operator at principal VTT site.
-

Equipment Required for Instruction

This lesson requires the use of the following equipment:

- TNET communications equipment suite (VTT lesson only).
 - TNET room equipment suite (VTT lesson only).
 - TNET audio/video linkage equipment (VTT lesson only).
-

**Equipment
Required for
Instruction**

- TV monitor(s).
- Liveboard(s).
- Viewgraph overhead projector.
- Butcher Board Paper.

**Materials
Required**

Instructor materials—

Visual Aids (VGT): 7

- TSP
- FM 22-100

Student materials—

- FM 22-100
- Pen or pencil and writing paper.

**Copyright
Information**

No copyright material reproduced for use in this lesson.

**Gender
Statement**

Unless this lesson states otherwise, masculine nouns and pronouns do not refer exclusively to men.

**Classroom,
Training
Area, and
Range
Requirements**

Requirements for this lesson(s) are:

- A classroom suitable for small group instruction for each group of 18 students.
- TNET-equipped room for up-link transmission (VTT only).
- TNET-equipped classroom(s) that seat up to 16 students each (Distance Learning site only).

**Ammunition
Requirements**

None

**Instructional
Guidance**

- Conduct this lesson using the Small Group Instruction method and use the questions provided to generate discussion among the students.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.
- The DL (VTT) instructor will select an appropriate site before asking a student a question.

**Lesson
Approval**

The following individuals reviewed and approved this lesson for publication and incorporation into the First Sergeants Course-TATS.

Name/Signature	Rank	Title	Date Signed
Copley, Donald D.	SFC	Training Developer	
Gill, James M.	MSG	Dir RRS Trng. and Dev. Dept.	
Mayo, John W.	SGM	FSC, Course Chief, USASMA	
Mays, Albert J.	SGM	Chief, CDD, USASMA	
Gill, David M.	LTC	Commandant, RRS	

SECTION II INTRODUCTION

Motivator

Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio is: 1:18
 Time of instruction: 00:00 to 00:05
 Media used: None

One of the most frustrating things for a recruiting first sergeant is to watch one of his recruiting stations consistently fail. The station commander has attempted to fix the problem but never seems to identify the true problem. The ability to step back, analyze a problem, and develop different courses of action will be a valuable asset to you. You can go to this station, analyze the situation, and provide station personnel with a course of action designed to help improve the station. You will not be just shooting in the dark trying to fix an unknown problem. Good problem-solving skills are the key to managing a successful recruiting company!

Terminal Learning Objective

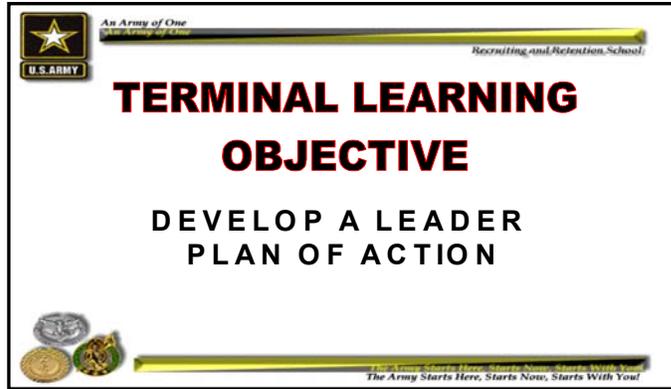
NOTE: Inform the students of the following Terminal Learning Objective (TLO) requirements.

At the completion of this lesson, you will

Action:	Develop a Leader Plan of Action.
Conditions:	As a first sergeant in a classroom environment, given FM 22-100.
Standard:	Developed a leader plan of action IAW FM 22-100.

SHOW VGT-1, TERMINAL LEARNING OBJECTIVE

Terminal Learning Objective



NOTE: Have one of the students read the TLO.

REMOVE VGT-1

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

None

Evaluation

At the end of this module, you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

Instructional Lead-in

You have received classes on leadership and leadership styles. Along with that, most of you have been in a leadership position. Now that you have that experience based knowledge, it is time to put it to use.

SECTION III PRESENTATION

ELO 1 ENABLING LEARNING OBJECTIVE 1

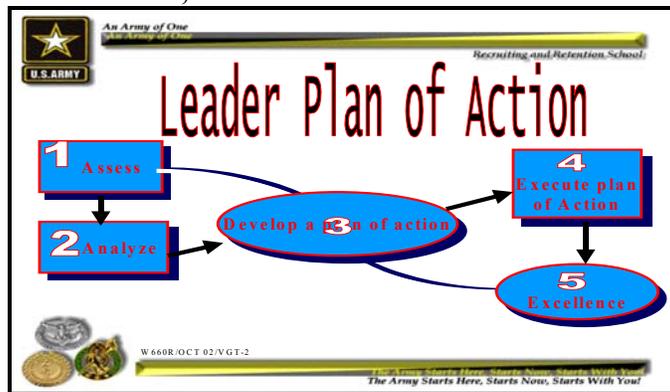
NOTE: Inform the students of the enabling learning objective requirements.

Action:	Identify the Leader Plan of Action Steps,
Conditions:	as a first sergeant in a classroom environment, given FM 22-100,
Standard:	Identified the leader plan of action steps IAW FM 22-100.

**Learning Step/
Activity 1,
ELO-1**

Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio: 1:19
 Time of instruction: 00:05 to 00:50
 Media used: VGT-2 thru VGT-7

SHOW VGT-2, LEADER PLAN OF ACTION



(Ref: FM 22-100, Appendix D, p D-1)

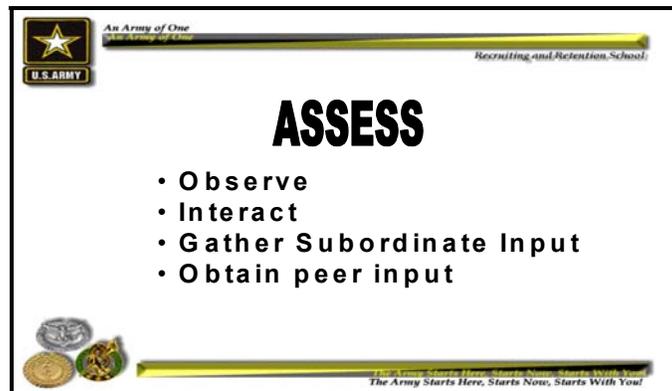
LS/A 1, ELO 1
Leader Plan of
Action Steps

You have certain responsibilities as the 1SG of a recruiting company. You may be wondering what you need to do once you get to your recruiting company. Some of the questions you may encounter are: How do you determine what needs fixing? How do you maintain or sustain what is working in the company? The leader plan of action (VGT-2) in FM 22-100, Appendix D outlines the steps that you can take to identify specific leader actions necessary to achieve improvement. USAREC FORM (UF) 660 will guide you through each area of your recruiting stations that you must assess.

NOTE: Inform the students that you will cover each of the bullets on the above VGT in sequence.

REMOVE VGT-2

SHOW VGT-3, ASSESS



(Ref: FM 22-100, Appendix D, p D-1)

NOTE: Call on one or two of the students and have them explain the information on the slide. Ensure that they use their own thoughts and ideas on the subject matter. After discussing the information, lead a discussion on how the students would assess their recruiting companies to include the following subjects:

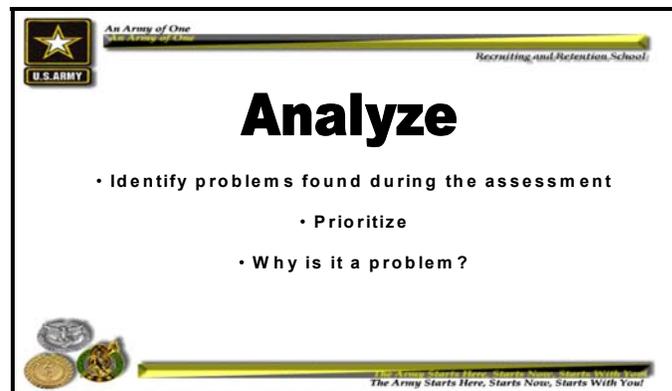
LS/A 1, ELO 1
Leader Plan of
Action Steps,
continued

- Your Station Commanders and Recruiters.
- Current Status of the Company.
- Where you want to be versus where you are.
- How you are going to get there.

Answer any questions the students may have.

REMOVE VGT-3

SHOW VGT-4, ANALYZE



(Ref: FM 22-100, appendix D and Chap 5, para 5-17 thru 5-23)

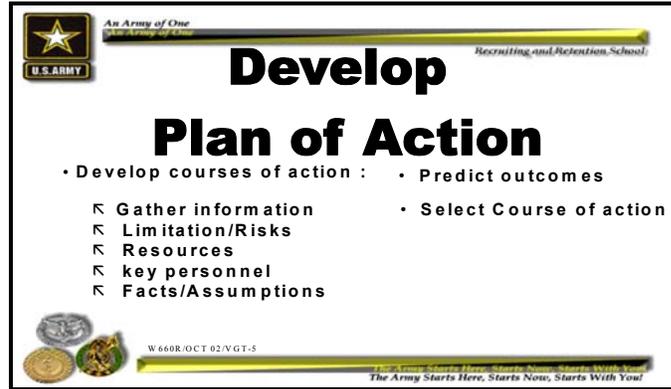
NOTE: Direct the students to the reference above. Call on two or three of the students and have them explain the information on the slide. Ensure that they use their own thoughts and ideas on the subject matter.

After discussing the information, lead a discussion on how the students would analyze their recruiting companies to include the following subjects:

- Determine the cause of the problem:
 - Training
 - Behavior
- Prioritize
 - Immediate
 - Urgent
 - Routine

REMOVE VGT-4

LS/A 1, ELO 1 **SHOW VGT-5, DEVELOP PLAN OF ACTION**
 Leader Plan of
 Action Steps,
 continued



(Ref: FM 22-100, Appendix D, para D-4)

NOTE: Direct the students to the reference above. Call on two or three of the students and have them explain the information on the slide. Ensure that they use their own thoughts and ideas on the subject matter.

After discussing the information, lead a discussion on how the students would develop a plan of action for their recruiting companies that includes the following subjects:

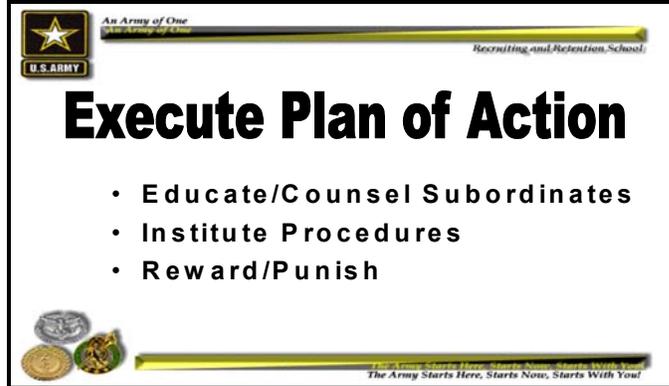
- How do you fix the problem?
 - Work ethic
 - Attitudes
 - Training
- Considerations:
 - Station commander
 - Individual recruiter
 - Situation

NOTE: Clarify any questions the students may have.

REMOVE VGT-5

SHOW VGT-6. EXECUTE PLAN OF ACTION

LS/A, ELO 1
 Leader Plan of
 Action Steps,
 continued



(Ref: FM 22-100, Appendix D, para D-5)

NOTE: Direct the students to the reference above. Call on two or three of the students and have them explain the information on the slide. Ensure that they use their own thoughts and ideas on the subject matter.

After discussing the information, lead a discussion on how the students would execute a plan of action for their recruiting companies that includes the following subjects:

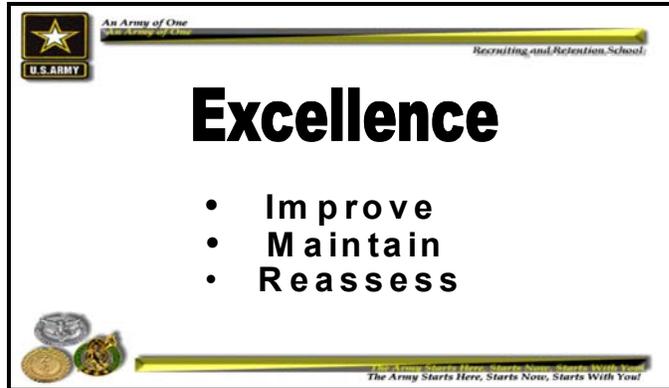
- Inform your recruiters (Developmental Counseling)
 - Verbal
 - Written
- Training:
 - Station Commander
 - New recruiter
 - Sales training
- Set standards
- Enforce standards

NOTE: Clarify any questions the students may have.

REMOVE VGT-6

SHOW VGT-7, EXCELLENCE

LS/A 1, ELO 1
 Leader Plan of
 Action Steps,
 continued



(Ref: FM 22-100, Appendix D, para D-5)

NOTE: Direct the students to the reference above. Call on two or three of the students and have them explain the information on the slide. Ensure that they use their own thoughts and ideas on the subject matter.
 After discussing the information, lead a discussion on how the students expect to achieve excellence in their recruiting companies.
 Clarify any questions the students may have.

REMOVE VGT-7

**Check on
 Learning**

Questions and Answers:

1. Question: How many steps are there in a leader plan of action?

Answer: There are four steps in a leader plan of action.

(Ref: FM 22-100, Appendix D, Fig D-1)

2. Question: In what step of the leader plan of action do you select courses of action?

Answer: Selection of courses of action take place during the develop courses of action step three.

(Ref: FM 22-100 Appendix D, para D-4)

Check on Learning

3. Question: What is step two of the leader plan of action?

Answer: Step two of the leader plan of action is the Analyze step.

(Ref: FM 22-100, Appendix D, para D-3)

Break

Time: 00:50 to 01:50

LS/A 2, ELO 1

Method of instruction: PE
 Technique of delivery: SG
 Instructor to student ratio: 1:19
 Time of instruction: 01:00 to 01:45
 Media used: PE-1

NOTE: Tell the students to go to student Handout 3, Appendix D (App C, Instructor Book) for the practical exercise. Ask them to complete the PE IAW with the instructions provided in page SH-3-2.

SECTION IV SUMMARY**Review/
Summarize
Lesson**

Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio is: 1:18
 Time of instruction: 01:45 to 01:50
 Media used: None

As you can see the leader plan of action is a valuable tool that you as a company first sergeant can use to assess, evaluate, and develop a plan to improve/maintain your recruiting company's performance. As a newly assigned first sergeant, it is essential that you know what to do when you assume command of your station. The leader plan of action provides you with a basis from which to start. You must establish and enforce standards. All too often leaders set high, very realistic standards but fail to enforce them

**Review/
Summarize
Lesson,
continued**

and little or nothing gets accomplished. You should not be afraid to enforce your standards. You are the leader, you must be firm and fair and give soldiers what they want, need, and deserve, --**outstanding leadership**. The challenge is yours. Make a plan, execute that plan, enforce your standards and you will achieve excellence!

**Check on
Learning**

The questions throughout the lesson and the practical exercise serve as the check on learning for this lesson.

SECTION V STUDENT EVALUATION

**Testing
Requirements**

You will receive a 40 question written examination that may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

**Feedback
Requirement**

NOTE: You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

Appendix A**INDEX OF VISUAL AID MASTERS****This Appendix
Contains**

This Appendix contains the masters (or facsimiles) of the visual aids listed in this table----

Number	Title
VGT-1	Terminal Learning Objective
VGT-2	Leader Plan of Action
VGT-3	Assess
VGT-4	Analyze
VGT-5	Develop Plan of Action
VGT-6	Execute Plan of Action
VGT-7	Excellence

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Appendix C

**This Appendix
Contains**

This Appendix contains the items listed in this table--

PE-1, Develop a Leader Plan of Action	PE-1-1 to PE-1-4
SPE-1, Solution to PE-1, Develop a Leader Plan of Action	SPE-1-1

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Practical Exercise 1

Title	Develop A Leader Plan of Action
Lesson Number/Title	W660R version 1 / Develop A Leader Plan of Action
Introduction	All First Sergeants need to understand the methods and cycle of developing a leader plan of action.
Motivator	<p>One of the most frustrating things for a recruiting first sergeant is to watch one of his stations consistently fail. The station commander attempted to fix the problem but failed to identify the true problem. The ability to step back, analyze a problem, and develop different courses of action will be a valuable asset to you. You can go to this station, analyze the situation, and provide station personnel with a course of action designed to help. With a leader plan of action, you will not be just shooting in the dark trying to fix an unknown problem. Good problem-solving skills are the key to managing a successful company!</p>
Safety Requirements	None
Risk Assessment Level	Low
Environmental Considerations	None
Evaluation	This is not a graded PE. You will discuss your solutions at the end of the exercise and see if you followed the format in FM 22-100.
Instructional Lead-In	You received classes on leadership and leadership styles. Along with that, most of you are in a leadership position. This exercise will enhance your leadership ability to control your company's recruiting capabilities.
Resource Requirements	<p>Instructor Materials: All reference Materials.</p> <p>Student Materials: All reference Materials.</p>
Special Instructions	Break the class into two groups. Hand each group a scenario.

Procedures

1. Allow one scenario per group.
 2. Have the group pick a briefer for their group's results.
 3. Pass out a copy of the template for each group to develop a leader plan of action.
 4. Give the groups 15 minutes to develop a leader plan of action.
 5. Have each group brief their results. Give each group 10 minutes to brief.
 6. Instructor needs to take 10 minutes to share in results and conduct an AAR for each group.
-

SCENARIO 1

Station X is a 1-5-2. They currently have 1-3-2 assigned. They have a 22 percent DEP loss rate YTD and the majority of the losses (50 percent) were taken for apathy. Two recruiters have PCSed in the last 90 days. An inspection of the station revealed that there was no formal transfer of DEPs when the two recruiters left. The station commander has been in place for 24 months and this is his first station. Based on this information prepare a leader plan of action.

1. Identify the problem
2. Identify Facts and assumptions
3. Generate alternatives
4. Analyze the alternatives
5. Compare the alternatives
6. Select alternative(s)

SCENARIO 2

You are the First Sergeant for Company X with 36 on-production recruiters. Of those on production 3 percent are in the New Recruiter Program. Over the next 8 months, the company will have a 30% turnover rate. Currently the company is producing 45 percent of its GA mission requirements. DEP referrals average 1/DEP per RSM. DEP referral conversion is 6:1. Based on this information prepare a leader plan of action.

1. Identify the problem
2. Identify Facts and assumptions
3. Generate alternatives
4. Analyze the alternatives
5. Compare the alternatives
6. Select alternative(s)

**Feedback
Requirements**

Students will complete the exercise and then discuss the results in an open forum.

LEADER PLAN OF ACTION TEMPLATE

ASSESSMENT:

The scenario substitutes the Assessment.

ANALYZE:

Identify the problem?

DEVELOP A PLAN OF ACTION:

Identify Facts:

Identify Assumptions:

Analyze Alternatives:

 Advantages:

 Disadvantages:

Compare Alternatives:

Select a Solution(s):

EXECUTE PLAN OF ACTION:

ASSESS YOUR PLAN'S EFFECETIVENESS: Start over again if necessary.

SOLUTION TO PRACTICAL EXERCISE-1

Title

Develop a Leader Plan of Action

There is no school solution for this exercise. The value of this exercise is the interaction the students present during their group's presentation. The instructor will facilitate an AAR and answer any questions the students may have.

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Appendix D

Index of Student Handouts

**This
Appendix
Contains**

This Appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Student Slide Note Sheets	SH-2-1 thru SH-2-3

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of one hour of small group instruction.

Overview One of the most frustrating things for a recruiting first sergeant is to watch one of his stations consistently fail. The station commander attempted to fix the problem but failed to identify the true problem. The ability to step back, analyze a problem, and develop different courses of action will be a valuable asset to you. You can go to this station, analyze the situation, and provide station personnel with a course of action designed to help. With a leader plan of action, you will not be just shooting in the dark trying to fix an unknown problem. Good problem-solving skills are the key to managing a successful company!

Learning Objective Terminal Learning Objective (TLO)

Action: Develop a Leader Plan of Action.

Condition: As a first sergeant in a classroom environment, given FM 22-100.

Standard: Developed a Leader Plan of Action IAW FM 22-100.

ELO 1 Identify the leader plan of action steps.

Assignment The student assignments for this lesson are:

- Read FM 22-100, Chapter 5, and Appendix D.

Additional Subject Area Resources None.

Bring to Class FM 22-100.
Pen or pencil and writing paper.

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An Army of One
The Army of One

Recruiting and Retention School

Analyze

- Identify problems found during the assessment
 - Prioritize
 - Why is it a problem?



W660R/OCT 02/VGT-4

The Army Starts Here, Starts Now, Starts With You!



An Army of One
The Army of One

Recruiting and Retention School

Develop

Plan of Action

- Develop courses of action :
 - Predict outcomes
 - Select Course of action
- ☐ Gather information
- ☐ Limitation/Risks
- ☐ Resources
- ☐ key personnel
- ☐ Facts/Assumptions



W660R/OCT 02/VGT-5

The Army Starts Here, Starts Now, Starts With You!



An Army of One
The Army of One

Recruiting and Retention School

Execute Plan of Action

- Educate/Counsel Subordinates
- Institute Procedures
- Reward/Punish



W660R/OCT 02/VGT-6

The Army Starts Here, Starts Now, Starts With You!



An Army of One
The Army of One

Recruiting and Retention School

Excellence

- Improve
- Maintain
- Reassess



W660R/OCT 02/VGT-7

The Army Starts Here, Starts Now, Starts With You!

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