

## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L221 / INTRODUCTION TO ARMY LEADERSHIP
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	L201, Introduction to Army Leadership, Sep 99
<b>TSP Users</b>	400-PLDC, Primary Leadership Development Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<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 D 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>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	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

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**Purpose**

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

<u>Task Number</u>	<u>Task Title</u>
158-100-1110	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
158-100-1183	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and DA Civilians

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This TSP  
Contains

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**Introduction to Army Leadership  
L221 / Version 1  
01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	1	Primary Leadership Development Course

<b>Task(s) Taught (*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
	158-100-1110 (*)	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
	158-100-1183 (*)	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and DA Civilians

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
	<u>Resident Hours/Methods</u>	
		1 hr /Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	1 hr	

<b>Test Lesson Number</b>	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	2 hrs 30 mins	<u>WE01 version 1</u>

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

<b>Clearance Access</b>	Security Level: Unclassified
	Requirements: There are no clearance or access requirements for the lesson.

<b>Foreign Disclosure Restrictions</b>	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.

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

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**Student Study Assignments**

Before class--

- Read Student Handout 1, Appendix D, for reading and study assignments.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.
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**Instructor Requirements**

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

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**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

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**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>
441-06 LCD PROJECTION SYSTEM	1:16	1:2	No	1	No
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:16	1:2	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:2	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	No	1	No
PENS PENS, ALCOHOL OR WATER-BASED	1:16	1:2	No	1	No

\* Before Id indicates a TADSS

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**Materials Required****Instructor Materials:**

- VGTs: 7.
- TSP.
- FM 22-100.

**Student Materials:**

- Advance sheet.
  - Pen or pencil and writing paper.
  - Any materials required by the NCOA's SOP.
  - FM 22-100 (issued to students during inprocessing).
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**Classroom, Training Area, and Range Requirements**

GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU)

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**Ammunition Requirements**

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

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**Instructional Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it not read from it.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.

**Proponent Lesson Plan Approvals**

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<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Donald J. Colyer /t/Colyer, Donald J.	GS09	Training Specialist	3 Jul 03
/s/Ronnie G. Barnes /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	7 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	18 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	18 Jul 03

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**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**

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You are probably wondering, "Why do I need an introduction to Army leadership?" As a squad or section leader, you are a leader already. The Army is a Total Force consisting of the active Army, National Guard, and Army Reserve. The foundation of the Army is confident and competent leaders of character. This lesson and the following leadership lessons address you and those you will train and develop.

There are two reasons why leadership is important to you and the Army. The first is to win wars; the second is that your soldiers deserve nothing less than the best. When you took your oath and you agreed to be a leader, you entered into a pact with your subordinates and your nation to lead and train soldiers and win our nation's wars.

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**Terminal Learning Objective**

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**NOTE:** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

<b>Action:</b>	Develop a base of knowledge for Army leadership.
<b>Conditions:</b>	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
<b>Standards:</b>	Developed a base of knowledge for Army leadership IAW FM 22-100 by: <ul style="list-style-type: none"><li>• Demonstrating the characteristics that makeup the Army leadership framework.</li><li>• Applying the key concepts of Army Leadership to include influencing, operating, and improving.</li><li>• Identifying values and attributes as the foundation for all forms of leadership to include direct, organizational, and strategic.</li><li>• Recognizing that as a leader, soldiers are "leaders of leaders" as well as "subordinates."</li></ul> Pass a written examination (WE01) with a passing score of 70 percent or better to receive a GO IAW FM 22-100.

**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.

**Evaluation**

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

**Instructional Lead-In**

You should use this lesson as a vehicle to help you develop your leadership skills. By the end of the Primary Leadership Development Course (PLDC), you will have a good foundation concerning Army leadership. You should know how to apply these leadership skills and ways to assess and improve your ability as a leader.

### SECTION III. PRESENTATION

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**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Describe the Army's leadership framework.
<b>CONDITIONS:</b>	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
<b>STANDARDS:</b>	Described the Army's leadership framework to include the four categories of things a leader must BE, KNOW, and DO IAW FM 22-100.

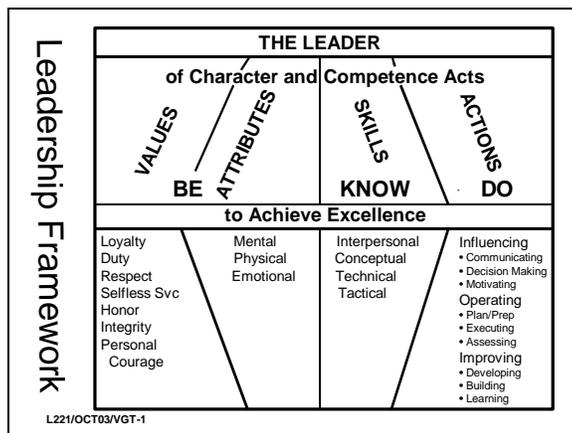
1. Learning Step / Activity 1. Responsibility/Framework  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-1

Ref: FM 22-100, pp 1-2 thru 1-4, para 1-1 thru 1-6.

The Army's ultimate responsibility is to win the Nation's wars. As a leader, leadership in combat is your primary mission and most important challenge. To meet the challenge, you must develop character and competence while achieving excellence. This lesson and the leadership lessons later in this course focuses on character, competence, and excellence.

Leadership is about accomplishing the mission and taking care of soldiers. It's about living up to your ultimate responsibility, leading your soldiers in combat, and winning our Nation's wars.

**SHOW VGT-1, LEADERSHIP FRAMEWORK**



The Army leadership framework consists of four categories of things leaders must BE, KNOW, and DO. The bottom of the framework lists dimensions of Army leadership, grouped under the four categories, values, attributes, skills, and actions. We will be covering these in detail in later lessons in this course. Leadership starts at the top, with the character of the leader, with YOUR character. In order for you to lead soldiers, you must first make sure “your own house is in order.”

**NOTE:** Ask the students to explain what they think the meaning of having “your own house in order” means. Expect several answers ranging from tactical and technical proficiency in your job; to personal matters, conduct, living and displaying the dimensions listed under the four categories; to setting the example for subordinates to follow. If leaders cannot display the values, attributes, skills, and actions needed to lead, train, and set the example, then how can leaders expect their subordinates to follow them?

Army leadership begins with what a leader must BE: the values and attributes that shape a leader’s character. Think of the values and attributes as being internal qualities that you possess all the time, alone, and with others. They define who you are and provide you with a solid footing.

Under the category of KNOW are skills a leader must possess. Skills are those things you know how to do, your competence in everything from the technical side of your job to the people skills you need as a leader.

QUESTION: What are the four skill groups listed under KNOW?

ANSWER: Interpersonal, conceptual, technical, and tactical

Ref: FM 22-100, fig 1-1, p 1-3

Interpersonal skills: The knowledge you need to know about the soldiers you supervise and how to work with them.

Conceptual skills: Skills you must have to be able to understand and apply the doctrine and other ideas required to do your job.

Technical skills: Knowledge and experience leaders need in order to use their assigned equipment.

Tactical skills: Skills leaders must possess giving them the ability to make decisions concerning employment of a unit in combat, and the knowledge of the art of squad tactics at the squad level.

Under the last category of DO are the actions critical to being a leader. Character and knowledge are absolutely necessary; however, they are not enough. You cannot be effective as a leader until you apply what you know--until you act and DO what you must.

**REMOVE VGT-1**

**NOTE:** Be ready to show the slide again during the check on learning.

**CHECK ON LEARNING:**

QUESTION: What are the four categories of things leaders must BE, KNOW, and DO?

ANSWER: Values, attributes, skills, and actions.

Ref: FM 22-100, p 1-2, para 1-2, and p 1-3, fig 1-1

QUESTION: What are the three actions leaders must DO according to the leadership framework?

ANSWER: Influencing, operating, and improving.

Ref: FM 22-100, p 1-3, fig 1-1

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Describe Army leadership.
<b>CONDITIONS:</b>	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
<b>STANDARDS:</b>	Described Army leadership to include influencing, operating, and improving IAW FM 22-100.

1. Learning Step / Activity 1. Leadership Defined  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-2

Ref: FM 22-100, pp 1-4 thru 1-6, para 1-7 thru 1-20

What is Army leadership? It is more than just doing your job on a day-to-day basis. Leaders have character and competence and act to achieve excellence in everything they do. They strive to develop a force that can fight as well as win and serve the common defense of the United States. Let's look at how the Army defines leadership.

**NOTE:** When you show VGT-2, select a soldier to read the VGT.

**SHOW VGT-2, LEADERSHIP DEFINED**

**Leadership Defined**

Leadership is **INFLUENCING** people--by providing purpose, direction, and motivation--while **OPERATING** to accomplish the mission and **IMPROVING** the organization.

L221/OCT03/VGT-2

The three key words in the definition are “influencing,” “operating,” and “improving.”

**REMOVE VGT-2**

Ref: FM 22-100, page 1-4, para 1-7

Let's discuss the first highlighted word, "influencing." You influence soldiers when you get them to do what you want them to do. It is the means or method to achieve two ends: operating and improving. Notice that the words "operating" and "improving" are the other two highlighted words you saw in the definition of leadership on VGT-2.

You influence soldiers by setting the example, and the example you set is just as important as the words you speak. You set the example, good or bad, with every action you take and every word you say. There are three key concepts that you must communicate through your words and example.

**QUESTION:** What key leader concepts must you communicate to influence your soldiers?

**ANSWER:** Purpose, direction, and motivation.

Ref: FM 22-100, p 1-4, para 1-7

Purpose provides soldiers a reason to do things. It means you must earn your subordinates' trust. They must know from experience you care about them. They must also know you wouldn't put them in harm's way unless there was a good reason and the task was essential to mission accomplishment.

**NOTE:** Have the class compare some of their experiences with the one in FM 22-100, p 1-4, para 1-9 and 1-10.

You provide direction when you communicate how you want a mission accomplished. You prioritize tasks, assign responsibility for their completion, ensure resources are available, and ensure that your soldiers understand the standards. Soldiers want direction, challenging tasks, training, and resources. Once they have them, they want you to trust them to get the job done alone.

You motivate soldiers so they will do everything they can to accomplish a mission. Proper motivation will result in their acting on their own initiative when they see something that someone needs to do.

**NOTE:** Ask the students what they can do to motivate their soldiers. Have them give some examples. Expected responses:

- Challenge them.
- Assign responsibility.
- Allow them to work on their own.
- Praise them.
- Developmentally counsel them.
- Set the example.

Soldiers trained this way will accomplish the mission even when no one is watching. They will work harder, and when given praise, they will be ready to take on more responsibility.

You will motivate your soldiers more by the example you set than by words. The example you set is at least as important as what you say and how well you manage the work.

The second highlighted word in the leadership definition is “operating.” In order to successfully accomplish the mission, take actions that will influence soldiers to accomplish their assigned tasks through planning, preparing, executing, and assessing.

Planning and preparing mean laying out the work and making the necessary arrangements. Once done, then execute and follow up with an assessment of how the job went so you can work smarter the next time. As you assume positions of greater responsibility, these actions will become more complex.

“Improving” is the third highlighted word in the leadership definition. The Army expects you to strive to improve everything entrusted to you--your soldiers, facilities, equipment, training, and resources. You will get a new mission, but part of finishing the old one is improving the organization.

QUESTION: As an example of improving, once you complete a task, what can you conduct to discover what happened, why it happened, and how to sustain strengths and **improve** on weaknesses?

ANSWER: Conduct an informal after-action review (AAR).

Ref: FM 22-100, p 1-5, para 1-19

Based on the results of the AAR, take what you learned and improve on the action you need to take to accomplish the task. You may need to make changes to SOPs to achieve the mission more fluidly. Be sure to give praise to soldiers who deserve it, and conduct developmental counseling to help develop your soldiers as needed.

**CHECK ON LEARNING:**

QUESTION: What are the three key words in leadership?

ANSWER: Influencing, operating, and improving.

Ref: FM 22-100, pp 1-4 and 1-5

QUESTION: Why should you motivate your soldiers?

ANSWER: To give them the will to do everything they can to accomplish a mission.

Ref: FM 22-100, p 1-5, para 1-13

QUESTION: Why is it important to conduct an informal after-action review after the completion of an exercise/task?

ANSWER: To discover what happened and how to sustain strengths and improve on weaknesses.

Ref: FM 22-100, p 1-6, para 1-19

Remember the dimensions of the Army leadership framework: values, attributes, skills, and actions that support BE, KNOW, and DO. All the sub-components are interrelated; none stand-alone. You should think about the framework and the definition of leadership and how all the pieces work in combination to produce something bigger and better than the sum of the parts. BE the leader of character by embracing Army values and demonstrating leader attributes. Study and practice to have the skills to KNOW your job, and act. DO what is right to achieve excellence.

**C. ENABLING LEARNING OBJECTIVE**

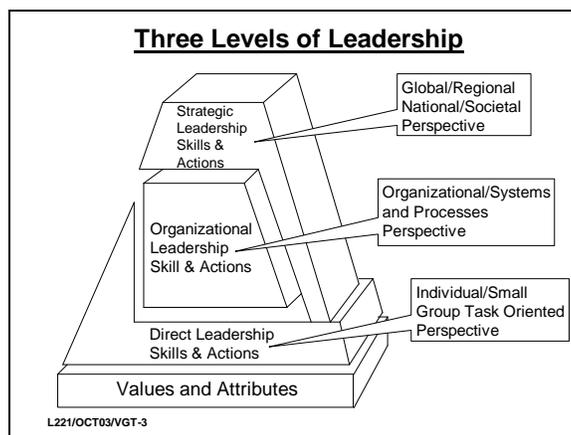
<b>ACTION:</b>	Identify the Army's three levels of leadership.
<b>CONDITIONS:</b>	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
<b>STANDARDS:</b>	Recognized values and attributes as the foundation for leadership by identifying the three levels of leadership: direct, organizational, and strategic IAW FM 22-100.

- Learning Step / Activity 1. Levels of Leadership  
 Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:8  
 Time of Instruction: 5 mins  
 Media: VGT-3

Ref: FM 22-100, p 1-10, para 1-36

There are three levels of leadership: direct, organizational, and strategic.

**SHOW VGT-3, THREE LEVELS OF LEADERSHIP**



A base of values and attributes supports them all. As you learned earlier, Army leadership begins with what the leader must BE, and values and attributes shape a leader's character. Therefore, all levels of leaders need a strong foundation of values and attributes.

This VGT provides you a view of the three levels of Army leadership. Factors that determine a leader's level of leadership can include his span of control, headquarters level, and the extent of the influence the position exerts. Other factors include unit size or organization, type of operations, number of soldiers assigned, and

planning horizon. At this point in your career, your level of concern is direct leadership. This is your level, face-to-face, first-line leadership.

Face-to-face, first-line leadership takes place in organizations where subordinates see their leaders all the time: teams, squads, sections, platoons, companies, batteries, and troops, even at squadrons and battalions.

As you can see, there are a lot of levels where you can find direct leadership, and you are at two of the levels mentioned: the section and squad level. Therefore, your span of influence will range within the squad. At your level there is more certainty and less complexity. You are close enough to see quickly how things work, how things don't work, and how to address problems. Later in this lesson we will discuss actions and skills required at the direct leadership level.

Leaders at the brigade through corps levels, to include Department of the Army (DA) civilians at the assistant through undersecretary of the Army levels, focus on planning and mission accomplishment over the next two to ten years. They influence several hundred to several thousand soldiers. They do this indirectly, generally through more levels of subordinates than do direct leaders. Organizational leaders have staffs to help them lead their people. The additional level of subordinates can make it more difficult for this type of leader to see results.

Strategic leaders include military and DA civilian leaders at the major command through Department of Defense (DOD) levels. They are responsible for large organizations and influence several thousands to hundreds of thousands of people. They establish force structure, allocate resources, communicate strategic vision, and prepare their commands and the Army as a whole for their future roles.

As you assume positions of increasing responsibility, you will need to develop additional attributes and master more skills. Remember, the more rank you hold, the more responsibilities you will have as a leader. It is imperative that you begin with a good base of values and attributes to be successful at all leadership levels.

**REMOVE VGT-3**

**CHECK ON LEARNING:**

QUESTION: What makes up the base of the three levels of leadership?

Answer: Values and attributes.

Ref: FM 22-100, p 1-10, fig 1-2

QUESTION: In what organizations will you find direct leadership?

ANSWER: In teams, squads, sections, platoons, companies, batteries, and troops--even at squadrons and battalions.

Ref: FM 22-100, p 1-11, para 1-39

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Describe the terms "leaders of leaders" and "subordinates."
<b>CONDITIONS:</b>	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
<b>STANDARDS:</b>	Described the terms "leaders of leaders" and "subordinates" IAW FM 22-100.

- 1. Learning Step / Activity 1. Leaders of Leaders
  - Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 15 mins
  - Media: VGT-4 thru VGT-7

If you are responsible for supervising soldiers, accomplishing a mission that involves other soldiers, influencing others, motivating them to action, or influencing soldiers' thinking or decision making, then you are a leader. On the other hand, you also fit into a chain of command; therefore, you are also a follower or subordinate. You don't just lead subordinates; you lead other leaders. Even at the lowest level, such as a squad leader, you are a leader of other leaders. You lead through your section leaders by allowing them to do their jobs. This decentralized execution trains your section leaders to prepare and perform their missions in combat in the absence of orders. They will continue to fight, no matter the circumstances.

QUESTION: Does this type of decentralization mean that you will never have to step in and take direct control of a situation from your section leader?

ANSWER: No. There may be times where a situation in combat is not looking good. You need to step in and set the example, or it may occur in training when a

subordinate is about to make a mistake that could result in injuries or death, and you must act to prevent an accident.

Ref: FM 22-100, p 1-13, para 1-53

QUESTION: What does “power down without powering off” mean?

ANSWER: You give your subordinates tasks, delegate to them the necessary authority allowing them to do the work, while you check periodically to critique, coach, and evaluate.

Ref: FM 22-100, p 1-13, para 1-54 and 1-55

One of the most important things you must do is to display personal courage and realize your subordinate leaders need room to work. Train them to succeed by empowering and coaching them. Train them to plan, prepare, execute, and assess well enough to operate independently or in your place.

General Patton stated, “We can expect some of us will be killed. We do not want the loss of one man to stop our killing the enemy. Always have a man trained and ready to take over in case you are killed. The test of your success is whether you could be killed and nothing would be lost!” (Patton’s Principles by Porter B. Williamson, Simon and Shuster, NY, 1979).

Finally, check and make corrections. Conduct AARs on your soldiers’ performances. Good soldiers learn from mistakes and a leader helps them grow by teaching, coaching, and developmental counseling.

You do not want others to know you as the leader who makes the following statements: “My squad can’t do it without me,” or “I can’t take leave, everything will fall apart.” This is a sign of a weak leader--a leader who hasn’t trained his subordinates to take charge when needed--a leader who may feel he is irreplaceable. With this type of attitude, you are failing in your duty to train your soldiers. If you go to war today, and you get killed, who in your squad will take your place?

No one is only a leader. All of you are also subordinates, and all members of the total force are part of a team.

**NOTE:** Ask the class if they know of anyone in the Army who is not a subordinate. Expected responses: Everyone in the Army is a subordinate to someone higher up. For example, the Army Chief of Staff is subordinate to the Secretary of the Army, who

is subordinate to the Secretary of Defense, who is subordinate to the President, who is subordinate to the people. So we all work for someone.

As a subordinate you are responsible to support your chain of command, and as a leader it is your responsibility to make sure your squad supports the platoon.

**NOTE:** Give the class the following situation (VGT-4) and ask them what actions they would take as squad leaders. Direct a student to the board to write the class responses and then show VGT-5, Expected Responses, to compare their responses. (Allow 3 minutes.)

#### **SHOW VGT-4, SQUAD LEADER SITUATION EXERCISE**

##### **Squad Leader Situation Exercise**

You are a squad leader. The platoon sergeant made changes in how the platoon prepares to go to the field. You feel the changes will cause problems for your squad to prepare properly, and you don't agree with the changes.

What are your responsibilities as a leader?

L221/OCT03/VGT-4

**REMOVE VGT-4, (NOTE: Remove VGT once the student writes the notes on the board.)**

#### **SHOW VGT-5, EXPECTED RESPONSES TO SITUATION EXERCISE**

##### **Expected Responses to Situation Exercise**

- Ensure PSG's changes are put into place.
- Schedule a time to meet with the PSG to explain your reasons for disagreement.
- Support the PSG and his decision as though it is your own, regardless of the outcome of the meeting and the decision made.
- Show your subordinates that you support the PSG and his changes.

L221/OCT03/VGT-5

#### **REMOVE VGT-5**

Now that we have finished discussing what you would do as a squad leader, let's turn our attention to the members of the squad. How will they react to the way you handle a situation if you handle it incorrectly?

**NOTE:** Show VGT-6, Squad's Reactions Situation Exercise. Read the situation and then direct a student to the board to write down the class members' responses. (Allow three minutes.)

### **SHOW VGT-6, SQUAD'S REACTIONS SITUATION EXERCISE**

**SQUAD'S REACTIONS  
SITUATION EXERCISE**

The squad leader just returned from his meeting with the PSG. It is evident the squad leader is mad. He gathers the squad and tells them sarcastically, "Well guys, it's a dumb decision, but we have to do it anyway."

**What will be the reactions to the squad leaders behavior, and what could the consequences be?**

L221/OCT03/VGT-6

**REMOVE VGT-6, (NOTE: Remove VGT once the student writes the notes on the board.)**

### **SHOW VGT-7, EXPECTED RESPONSES TO SQUAD'S REACTIONS**

**EXPECTED RESPONSES TO SQUAD'S  
REACTIONS**

**The squad observes their leader:**

- Undermining the chain of command.
- Not supporting the platoon sergeant (disloyalty).
- Supporting decisions he favors and not those he doesn't.
- Setting a bad example to the squad.

**Consequences:**

- Squad starts treating squad leader's orders in the same manner.
- Squad may determine: "If the squad leader is disloyal to the PSG, he is probably disloyal to us too." (Mistrust).

L221/OCT03/VGT-7

When soldiers see their leader's disloyalty to his boss, they start to think that their leader will be disloyal to them as well. When you execute your boss's decisions with energy and enthusiasm, your soldiers will believe that the platoon sergeant's decision is the best possible solution.

However there is one exception; it involves your duty to disobey obviously illegal orders. We will cover this later in the course.

Loyalty to superiors and subordinates does more than ensure a smooth running peacetime organization. It prepares units for combat by building soldiers' trust in leaders and leaders' faith in soldiers.

**REMOVE VGT-7**

**CHECK ON LEARNING:**

QUESTION: As a squad leader, are you still a leader of leaders?

ANSWER: Yes, I lead the team leaders in my squad.

Ref: FM 22-100, p 1-13, para 1-52

QUESTION: What does "power down without powering off" mean?

ANSWER: To empower your subordinate leaders to accomplish a task with the necessary authority, allowing them to do the work. Check on them frequently enough to keep track of what is going on, but not so often that you get in their way.

Ref: FM 22-100, p 1-13, para 1-54

QUESTION: What is one way of identifying a weak leader?

ANSWER: They are the ones who believe their organization can't get along without them because they failed to train their subordinates.

Ref: FM 22-100, p 1-14, para 1-57

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction (SGI)</u>

**Check on Learning**

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None

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**Review / Summarize Lesson**

This lesson provided you with an introduction to Army leadership by providing you with the model of the Army leadership framework, the definition of leadership, the three levels of leadership, and finally what the terms "leaders of leaders" and "subordinates" mean. You will see these terms throughout the remainder of this course.

Study the Army leadership framework; it is the Army's common basis for thinking about leadership. With all the day-to-day tasks you must do, it's easy to get lost in particulars.

The leadership framework is a tool that allows you to step back and think about leadership as a whole. It is a canopy that covers the hundreds of things you do every day. The Army leadership framework gives you the big picture and can help you put your job, your people, and your organization in perspective.

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**Transition to Next Lesson**

Now that you have an introduction to Army leadership, it is time to start more in-depth study about Army leadership. To start off with, we will begin our in-depth study with Lesson L222, What a Leader must Be, Know, and Do, and expand on some of the terminology we discussed.

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## SECTION V. STUDENT EVALUATION

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### Testing Requirements

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written examination. The examination will contain questions from this lesson. 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 of the retest could result in your dismissal from the course.

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### Feedback Requirements

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Inform the students where their examination will take place, as posted on the training schedule, and when they will receive feedback on the test. Include any retest information.

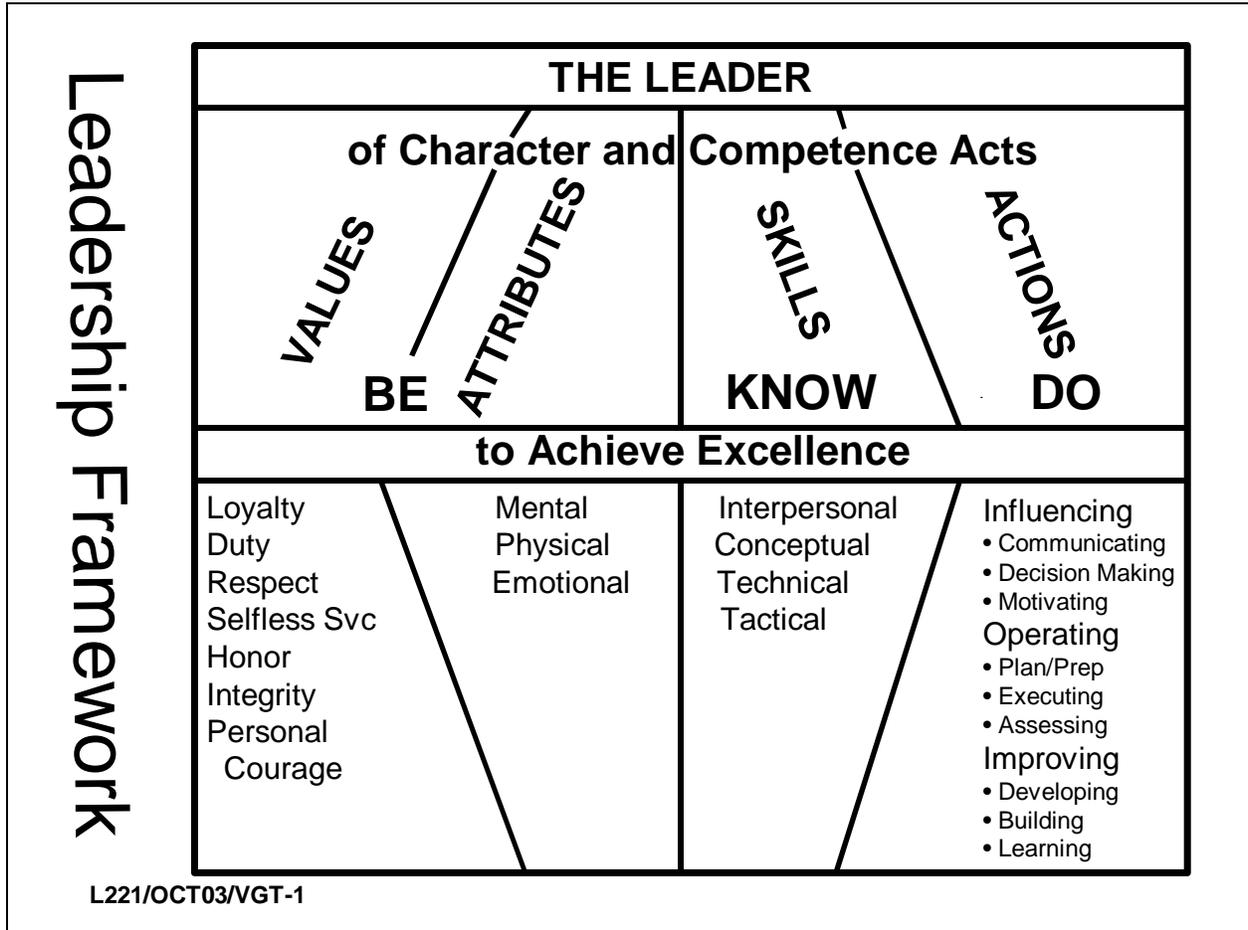
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VIEWGRAPHS FOR LESSON 1: L221 version 1

Enabling Learning Objective A

Learning Step 1

VGT-1, Leadership Framework



Enabling Learning Objective B

Learning Step 1

VGT-2, Leadership Defined

## **Leadership Defined**

Leadership is **INFLUENCING** people--by providing purpose, direction, and motivation--while **OPERATING** to accomplish the mission and **IMPROVING** the organization.

L221/OCT03/VGT-2

Enabling Learning Objective C

Learning Step 1

VGT-3, Three Levels of Leadership



Enabling Learning Objective D

Learning Step 1

VGT-4, Squad Leader Situation Exercise

## **Squad Leader Situation Exercise**

You are a squad leader. The platoon sergeant made changes in how the platoon prepares to go to the field. You feel the changes will cause problems for your squad to prepare properly, and you don't agree with the changes.

What are your responsibilities as a leader?

L221/OCT03/VGT-4

## **Expected Responses to Situation Exercise**

- **Ensure PSG's changes are put into place.**
- **Schedule a time to meet with the PSG to explain your reasons for disagreement.**
- **Support the PSG and his decision as though it is your own, regardless of the outcome of the meeting and the decision made.**
- **Show your subordinates that you support the PSG and his changes.**

L221/OCT03/VGT-5

## **SQUAD'S REACTIONS SITUATION EXERCISE**

The squad leader just returned from his meeting with the PSG. It is evident the squad leader is mad. He gathers the squad and tells them sarcastically, "Well guys, it's a dumb decision, but we have to do it anyway."

**What will be the reactions to the squad leaders behavior, and what could the consequences be?**

L221/OCT03/VGT-6

## **EXPECTED RESPONSES TO SQUAD'S REACTIONS**

### **The squad observes their leader:**

- Undermining the chain of command.
- Not supporting the platoon sergeant (disloyalty).
- Supporting decisions he favors and not those he doesn't.
- Setting a bad example to the squad.

### **Consequences:**

- Squad starts treating squad leader's orders in the same manner.
- Squad may determine: "If the squad leader is disloyal to the PSG, he is probably disloyal to us too." (Mistrust).

L221/OCT03/VGT-7

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

## Appendix C Practical Exercises and Solutions (N/A)

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**HANDOUTS FOR LESSON 1: L221 version 1**

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**This Appendix  
Contains**

This appendix contains the item listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2

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# Student Handout 1

## Advance Sheet

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### Lesson Hours

This lesson consists of one hour of small group instruction.

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### Overview

During this lesson you will learn some basic information concerning Army leadership. You will learn the Army's leadership framework, its construction, the definition of leadership, the three levels of leadership, and you will be able to describe the terms "leaders of leaders" and "subordinates."

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### Learning Objective

Terminal Learning Objective (TLO).

<b>Action:</b>	Develop a base of knowledge for Army leadership.
<b>Conditions:</b>	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
<b>Standards:</b>	<p>Developed a base of knowledge of Army leadership IAW FM 22-100 by:</p> <ul style="list-style-type: none"><li>• Demonstrating the characteristics that makeup the Army leadership framework.</li><li>• Applying the key concepts of Army leadership to include influencing, operating, and improving.</li><li>• Identifying values and attributes as the foundation for all forms of leadership to include direct, organizational, and strategic.</li><li>• Recognizing that as a leader, soldiers are "leaders of leaders" as well as "subordinates."</li></ul> <p>Pass a written examination (WE01) with a passing score of 70 percent or better to receive a GO IAW FM 22-100.</p>

**ELO A** Describe the Army's leadership framework.

**ELO B** Describe Army leadership.

**ELO C** Identify the Army's three levels of leadership.

**ELO D** Describe the terms "leaders of leaders" and "subordinates."

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### Assignment

The student assignments for this lesson are:

- Study FM 22-100, Chapter 1: pp 1-2 thru 1-6, para 1-1 thru 1-20; pp 1-10 and 1-11, para 1-36 thru 1-39; pp 1-13 and 1-14, para 1-51 thru 1-59; and pp 1-15 and 1-16, para 1-62 thru 1-68.
  - Read FM 22-100, Chapter 1: pp 1-6 thru 1-8, para 1-21 thru 1-35; pp 1-11 and 1-12, para 1-42 thru 1-50; pp 1-14 and 1-15, para 1-60 and 1-61; and pp 1-17 thru 1-20, para 1-69 thru 1-88.
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**Bring to Class**

You must bring the following materials to class:

- All reference material received.
- Pencil or pen and writing paper.

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**Note to Students**

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study, and also your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate properly with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

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