

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L224 / THE FOUR DIRECT LEADERSHIP SKILLS
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L201, Introduction to Army Leadership, Sep 99. C202, Effective Communications, Mar 00.
TSP Users	400-PLDC, Primary Leadership Development Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	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: COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	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 instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

158-100-1110	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
158-100-1134	Resolve an Ethical Problem
158-100-1135	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior
158-100-1140	Communicate Effectively in a Given Situation
158-100-1260	Counsel Subordinates

This TSP
Contains

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THE FOUR DIRECT LEADERSHIP SKILLS
L224 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

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

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	158-100-1110 (*)	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
	158-100-1134 (*)	Resolve an Ethical Problem
	158-100-1135 (*)	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior
	158-100-1140 (*)	Communicate Effectively in a Given Situation
	158-100-1260 (*)	Counsel Subordinates

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

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		3 hrs 10 mins / Conference / Discussion 40 mins / Practical Exercise (Performance)
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	4 hrs

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

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	L223	Human Dimension Role in Leadership Development

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

Foreign Disclosure Restrictions	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.
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References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	
TSP 158-C-1134	RESOLVE AN ETHICAL PROBLEM	01 Sep 1999	

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.

Instructor Requirements

1:8, SSG, PLDC graduate who meets the requirements outlined in the PLDC CMP, or SFC, PLDC graduate who meets the requirements outlined in the PLDC CMP (only used in the absence of an SSG and approved by the proponent commandant, or post commander).

Additional Support Personnel Requirements

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

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>
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 Chalkboard	1:16	1:2	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- TSP.
- Copies of SH2 for issue to students.

Student Materials:

- SH-1, Advance sheet in Appendix D, pen or pencil and writing paper, and any materials required by the NCOA's SOP.
- FM 22-100, Army Leadership.

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

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

**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**

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.
- USASMA expects you to know the information in this TSP well enough to teach from it, not read from it.
- This TSP has questions throughout to check learning or generate discussion among the group. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.

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**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Curtiss W. Garner /t/Garner, Curtiss W.	GS09	Training Specialist	19 Jun 03
/s/Ronnie G. Barnes /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	19 Jun 03
/s/Ronnie G. Barnes /t/Lawson, Brian H.	SGM	Chief, NCOES	19 Jun 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	20 Jun 03

SECTION II. INTRODUCTION

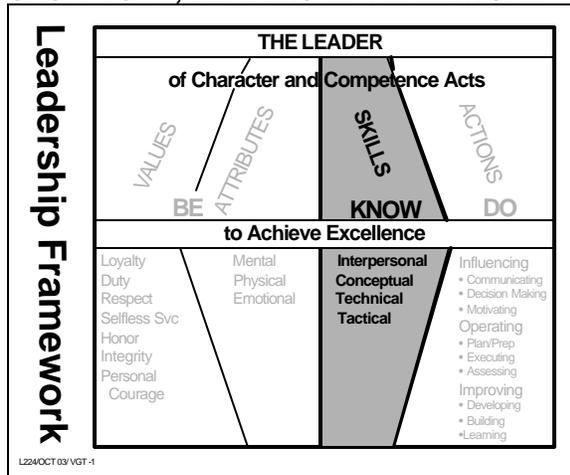
Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:8
 Time of Instruction: 5 mins
 Media: VGT-1

Motivator

The first three lessons--L221, L222, and L223--covered the constants of leadership. They provided an overview on the leadership framework and focused primarily on what a leader must BE. This lesson and the one following, L225, The Three Direct Leadership Actions, examine what a direct leader must KNOW and DO. Note the distinction between a skill, knowing something, and an action, doing something. The reason for this distinction bears repeating: knowledge isn't enough. You can't be a leader until you apply what you know, until you act and DO what you must.

VGT-1 shows you where these skills are in the makeup of the Army's Leadership Framework.

SHOW VGT-1, LEADERSHIP FRAMEWORK



You are a direct leader, and you perform a huge array of actions in all kinds of places and under all kinds of conditions. The same principles, using the same skills, and performing the same actions, guide you regardless of the location,

condition, or the mission. We are going to discuss the skills you must master and develop. These skills fall under four skills groups--interpersonal, conceptual, technical, and tactical.

REMOVE VGT-1

Terminal Learning Objective

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

Action:	Demonstrate the four direct leadership skills a leader must KNOW.
Conditions:	In a classroom environment, given a squad, a situational training exercise and FM 22-100.
Standards:	Demonstrated the direct leadership skills a leader must KNOW by identifying and incorporating interpersonal, conceptual, technical and tactical skills to effectively lead a squad of soldiers 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.
- You will participate in a group practical exercise (non-graded) for you to exercise your knowledge to resolve an ethical problem using the ethical-reasoning process.

NOTE:

- 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.
- Inform the students that they must turn in all recoverable reference material after the examination.

**Instructional
Lead-In**

Since leadership is about people, it's not surprising to find interpersonal skills, some call them "People Skills," at the top of the list of what you must know. All these skills--communicating, supervising, and counseling--require communication. They all closely relate to each other, and you can hardly use one without using the other.

We will discuss communicating, supervising, and counseling during this lesson. We will also learn the conceptual skills--critical reasoning, creative thinking, ethical reasoning, and reflective thinking. You will participate in an exercise on resolving an ethical problem using the ethical reasoning process.

Finally, you will learn the importance of your responsibilities in mastering technical and tactical skills to successfully lead and train soldiers.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three skills that make up a leader's interpersonal skills.
CONDITIONS:	In a classroom environment, given a squad, a situational training exercise and FM 22-100.
STANDARDS:	Identified how communicating, supervising, and counseling are the key skills in the make up of the leader's interpersonal skills IAW FM 22-100.

1. Learning Step / Activity 1. Communication
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 35 mins
Media: VGT-2 and VGT-3

In order to communicate to your soldiers what you want them to do, you must make your points clear and understandable to all. Communication is an important skill. The other skills, supervising and counseling, depend on your ability to communicate.

Communication falls into four broad categories--speaking, reading, writing, and listening. Of the four, listening is the one in which most people receive the least amount of formal training. To be an effective leader, you must listen and understand before you decide what to say.

Seeing and hearing are two common forms of one-way communication. They are not the best forms of communications. Just hearing something and seeing something happen may not give you a complete picture of what happened or what is going on. One-way communication is not the preferred method of communication. Two-way communication allows for understanding of a problem, situation, or task. With proper two-way communications no one should ever leave a situation with any unanswered questions or misconceptions. It is the preferred form of communication when time and resources permit.

Ref: FM 22-100, p 4-2 and 4-3, para 4-5 thru 4-7

An important form of two-way communication is active listening. You practice active listening when you send signals to the speaker, verbally and nonverbally, that show him that you are listening and paying attention to what he is saying. To fully understand the message, you must listen to his words and observe his manners.

NOTE: Ask the following question and allow the class to answer before showing VGT-2.

QUESTION: What are the elements of active listening that you should consider during counseling?

ANSWER:

1. Eye contact.
2. Body posture.
3. Head nods.
4. Facial expressions.
5. Verbal expressions.

SHOW VGT-2, ELEMENTS OF ACTIVE LISTENING

Elements of Active Listening

- **Eye contact.**
- **Body posture.**
- **Head nods.**
- **Facial expressions.**
- **Verbal expressions.**

L224/OCT 03/VGT 2

Ref: FM 22-100, App C, p C-3, para C-17

Eye Contact is important as it shows sincere interest. However, do not stare. Occasional breaks of contact are normal and acceptable. Be careful not to be excessive in your breaks, as the person you are talking with may perceive it as a lack of concern or interest. This also includes such actions as shuffling papers or looking at your watch. These are guidelines only. Based on cultural background, participants in a conversation may have different ideas about what is proper eye contact.

Body posture is important: Presenting yourself in a relaxed and comfortable state will put all in a state of ease. However, be careful not to display a too-relaxed position or slouch as the speaker may interpret your relaxation or slouching as a lack of interest.

Head nods: Indicates to the person you are talking to that you are paying attention and encourages him to continue.

Facial expressions: Relax your expression and look natural. Don't look at the speaker with a blank or fixed expression. This can disturb him or make him feel uncomfortable. Smiling or frowning too much may discourage him from continuing.

Verbal expressions: Use verbal expressions only when necessary to reinforce the importance of what the speaker is saying. This encourages him to continue. Refrain from talking too much or interrupting. Silence is tricky. Occasional silence may indicate it's okay to continue, but extended silence can be discouraging to the speaker and can make him feel uncomfortable.

REMOVE VGT-2

Active listening also means listening thoughtfully and deliberately to the way the speaker says things. Stay alert for common themes. The opening and closing statement as well as recurring references may indicate his priorities. Pay attention to gestures. Gestures complete the total message. As a result of watching a speaker's actions you can "see" the feelings behind his words. Not all actions are proof of a speaker's feeling, but you should take them into consideration. Note the differences between what people say and do.

Ref: FM 22-100, App C, p C-4, para C-18

Nonverbal indicators of speakers include:

SHOW VGT-3, NONVERBAL INDICATORS

Nonverbal Indicators

- **Boredom.**
- **Self-confidence.**
- **Defensiveness.**
- **Frustration.**
- **Interest, friendliness, and openness.**
- **Openness or anxiety.**

L224OCT 03/VGT 3

Ref: FM 22-100, App C, p C-4, para C-19

Boredom: Drumming on the table, doodling, clicking a ballpoint pen, or resting the head in the palm of the hand.

Self-confidence: Standing tall, leaning back with hands behind the head, and maintaining steady eye contact.

Defensiveness: Pushing deeply into a chair, glaring at the speaker, and making sarcastic comments as well as crossing or folding arms in front of the chest.

Frustration: Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.

Interest, friendliness, and openness: Moving toward the speaker while sitting.

Openness or anxiety: Sitting on the edge of the chair with arms uncrossed and hands open.

If you or the speaker displays any of these indicators they do not necessarily mean anything. However, you or the speaker should address the various body signs by asking about them, so as to better understand the communication taking place.

REMOVE VGT-3

Responding skills follow-up on active listening skills. You respond to communicate that you understand. From time to time, you check your understanding by clarifying and confirming what the speaker said. Responses should be verbal and nonverbal. Verbal responses consist of summarizing, interpreting, and clarifying the speaker's

message. Nonverbal responses include eye contact and occasional gestures, such as head nods.

Be aware that there are barriers to listening. Barriers are anything that keeps you from fully listening to and understanding what someone is trying to communicate. Don't allow yourself to become distracted because you are angry, have a problem with the speaker, or because you are thinking of other things that you need to be doing. If you give into these types of distractions, you will miss most of what someone is trying to tell you.

In face-to-face communication, even in the simplest conversation, there is a lot going on that has almost nothing to do with the words used. What's going on is what we call "Nonverbal Communication." This includes those signals we all send with facial expressions, tone of voice, and body language. To effectively lead, you must know that communication includes both verbal and nonverbal cues.

NOTE: Call on a student to read "The Checking Account" in FM 22-100 on p 4-3 and 4-4. When done, call on students and ask them if:

- One-way or two-way communication took place?
- Active listening and non-verbal communication took place?
- SGT Adams displayed any attributes in handling the situation? And if so, which ones?

NOTE: Allow 2 minutes to discuss.

The use of two-way communication is critical in the chain of command. Mission accomplishment depends on subordinates and leaders passing accurate communication to each other up and down the chain of command and the NCO support channel. This includes passing accurate communications laterally among adjacent organizations or activities.

QUESTION: In garrison operations what do we consider adjacent organizations or activities?

ANSWER: Organizations working on the same mission or project.

Ref: FM 22-100, App A, p A-4, para A-20

QUESTION: How many chains of command are in the Army?

ANSWER: There is only one chain of command.

Ref: FM 22-100, App A, p A-4, para A-21

Leaders issue orders and instructions and convey policies through the chain of command. A healthy chain of command has two-way communications where members do more than transmit orders.

QUESTION: In a healthy chain of command, what else do members of the chain do, other than transmit orders?

ANSWER: They carry information from within the unit or organization back up to its leaders.

Ref: FM 22-100, App A, p A-4, para A-21

QUESTION: What type of information do they pass to the leader?

ANSWER:

1. How things are developing.
2. Problems.
3. Requests for clarification and help.

Ref: FM 22-100, App A, p A-4, para A-21

Leaders at all levels communicate through the leaders in the chain of command to keep soldiers informed and render assistance. This process is continuous to facilitate the process of gaining the necessary clarification and solving problems.

The NCO support channel parallels and reinforces the chain of command. NCO leaders work with and support the commissioned and warrant officers in their chain of command. For the chain of command to work efficiently, the NCO support channel must work just as efficiently. This means that communication up and down the NCO support channel must be a healthy two-way communication process. The connection between the chain of command and the NCO support channel is the senior NCO. Commanders issue orders through the chain of command, but senior NCOs must know and understand the orders to issue effective implementing instructions through the NCO support channel.

Ref: FM 22-100, App A, p A-5, para A-23

Counseling is another interpersonal skill you need to develop. Counseling is communications between you and your soldier that produces a plan telling him what actions to take to achieve his goals and the goals of the organization. Together, you and your subordinate prepare the plan of action to use as a map for improvement. You make sure he understands the plan. The best plan of action is no plan if the soldier doesn't understand it, follow it, or believe in it. Loyalty, duty, and selfless service require you to counsel your soldiers, to have the personal courage to tell them like it is, and the respect to communicate feedback so they understand.

USASMA developed an entire lesson dedicated to counseling--a very important aspect of leadership. You will learn the specifics about counseling later in the course.

Another interpersonal skill you will need to develop and perform is "Supervising." As a supervisor, you check and recheck. In other words, you supervise your soldiers by keeping a grasp on the situation and ensuring that they implement plans and policies properly. It means you give instructions to your soldiers and then check on what they are doing. However, don't over check or under check. You must keep a balance. No one wants someone constantly looking over his shoulder. However, your soldiers should know you are there for guidance and assistance when necessary.

QUESTION: Checking provides you with the opportunity to observe your soldiers. What observations will you be able to make?

ANSWER: Those things soldiers are doing right, and the opportunity to make on-the-spot corrections when soldiers need assistance.

Ref: FM 22-100, p 4-4, para 4-13

Supervision has a major effect on building trust within the squad. Checking minimizes the chance of oversights, mistakes, or other circumstances that might derail a mission.

NOTE: Call on a student to read para 4-13 in FM 22-100, p 4-4. Ask the class members to give their opinions of what the platoon sergeant did, and ask if this type of supervision and delegation of authority takes place in their units. (Allow 2 minutes to discuss.)

Checking the little things is important. You have to check on those things soldiers don't think about, and more. What would your answer be to your platoon sergeant if your soldier manning your observation point radios back and says that his night vision goggles just quit working, and that he has no batteries?

CHECK ON LEARNING:

QUESTION: When you practice active listening, (e.g., nod your head), you send signals to the speaker that say what?

ANSWER: I am paying attention.

Ref: FM 22-100, p 4-3, para 4-8

QUESTION: What elements of effective listening should you consider during counseling?

ANSWER:

1. Eye contact.
2. Body posture.
3. Head nods.
4. Facial expressions.
5. Verbal expressions.

Ref: FM 22-100, App C, p C-3, para C-17

QUESTION: What are some nonverbal indicators of a subordinate's attitude?

ANSWER:

1. Boredom.
2. Self-confidence.
3. Defensiveness.
4. Frustration.
5. Interest, friendliness, and openness.
6. Openness or anxiety.

Ref: FM 22-100, App C, p C-4, para C-19

QUESTION: What type of communication is more effective among individuals, teams, units, and organizations than one-way communications to efficiently and effectively accomplish the mission?

ANSWER: Two-way communication.

Ref: FM 22-100, App A, p A-4, para A-20

QUESTION: What parallels and reinforces the chain of command?

ANSWER: The NCO support channel.

Ref: FM 22-100, App A, p A-5, para A-23

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the four categories that make up the conceptual skills of a leader.
CONDITIONS:	In a classroom environment, given a squad, a situational training exercise and FM 22-100.
STANDARDS:	Identified the four conceptual skills and their importance in what a leader must KNOW: critical reasoning, creative thinking, the four-step ethical reasoning process, and reflective thinking IAW FM 22-100.

1. Learning Step / Activity 1. Conceptual Skills

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 1 hr 40 mins

Media: VGT-4 thru VGT-16

The second direct leadership skill is conceptual skills. You need conceptual skills in order to handle ideas, thoughts, and concepts. FM 22-100 breaks down conceptual skills into four categories or areas.

NOTE: Before showing VGT-4, ask the following question and allow the students to answer.

QUESTION: What are the four categories or areas of conceptual skills?

ANSWER:

1. Critical reasoning.
2. Creative thinking.
3. Ethical reasoning.
4. Reflective thinking.

Ref: FM 22-100, p 4-7, Fig 4-2

SHOW VGT-4, CONCEPTUAL SKILLS

Conceptual Skills

- **Critical reasoning.**
- **Creative thinking.**
- **Ethical reasoning.**
- **Reflective thinking.**

L224/OCT 03/ VGT 4

Critical Reasoning

Critical reasoning helps you think through problems. It is the key to understanding situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from experiences. In other words, “problem solving.” It is an important part of effective counseling and underlies ethical reasoning, another conceptual skill.

Don’t think of the word “critical” as finding fault. It means that you have to get past the surface of a problem and think about it in depth.

QUESTION: Why is it important to look at a problem in depth?

ANSWER: To look at a problem from several points of view instead of achieving satisfaction with the first answer that comes to mind. Many choices may be complex and offer no easy solution.

Ref: FM 22-100, p 4-6, para 4-20

Leadership would be easy if all your problems required you to “choose” solutions a, b, c, or d. Unfortunately, leadership is more complex. Your job is to think your way through problems. Sometimes it’s easy; sometimes hurdles are in your way, and you have to wade through distractions to get to the real problem. Sometimes you know the problem, but you don’t know how to fix it; other times you can easily find a solution.

NOTE: Call on a student to read “Finding the Real Problem,” in FM 22-100, p 4-6. When complete, call on students to tell of their personal experiences, where finding solutions to problems were difficult and how a solution came about. (Allow 3 minutes for discussion.)

Creative Thinking

In addition to critical reasoning, you need to be able to think creatively. Sometimes you have a problem that you have not seen before, or an old problem that needs a new solution. Simply put, creative thinking means to use your imagination to find a solution to a problem. You can rely on your intuition, experience, and knowledge to be creative. Another source available to you is your soldiers. As the saying goes, "Out of the Mouths of Babes." One of your soldiers may have the solution to a problem that you are looking for, just like in the reading in FM 22-100, p 4-7, "Pulling Dragons' Teeth."

NOTE: Call on a student to read "Pulling Dragons' Teeth," in FM 22-100, p 4-7. When complete, call on students to tell of their personal or observed experiences where creative thinking solved a problem. (Allow 3 minutes for discussion.)

Creative thinking isn't some mysterious gift, nor does it have to be outlandish. The Army expects you to be creative when the situation calls for it, just like the NCO did at the Siegfried Line (Pulling Dragon's Teeth).

Ethical Reasoning

To fulfill your duty, you must not only reason critically and think creatively, but you must also reason ethically. This means doing the right things for the right reasons, even when no one is around. Sometimes it's difficult to figure out what is the right thing to do.

QUESTION: According to Webster's dictionary, what does "ethical" mean?

ANSWER: Webster says: "Conforming to accepted principles of right and wrong that govern the conduct of a profession."

In our case, the profession is the Army, and the principles of right and wrong lay in Army's regulations and values. You must know the rules, apply your knowledge and experience, look at courses of action, and choose a course of action that best represents the Army, its regulations, and values.

Once you make your choice, you must prepare to accept the consequences of your decision. Study, reflection, and ethical reasoning can help you do this. In this lesson we will cover a four step process to assist you with ethical reasoning.

Occasionally, there are times when there's little or no time to make a decision, so you make a "Snap Decision" based on your experience and what feels right.

QUESTION: What should guide you in making a snap decision?

ANSWER: Army values, institutional culture, and the organizational climate.

Ref: FM 22-100, p 4-8, para 4-25

QUESTION: As comfortable as it may seem, you should not make all decisions on intuition. What other type of decision does FM 22-100 describe, and when should you use it?

ANSWER: Deliberate decision. When there's time to consider alternatives, ask for advice, and think things through.

Ref: FM 22-100, p 4-8, para 4-26

In your deliberate decision making, first determine what's legally right by law and regulation. When there are gray areas requiring interpretation, you apply Army values to the situation. Inside those boundaries you must determine the best possible answer from among competing solutions, make your decision, and act on it.

Ethical reasoning takes you through a four-step process that corresponds to some of the decision-making leadership actions you will study later in this course. The situation does not have to have an ethical tone to use ethical reasoning. You use ethical reasoning in your thought process considering ethical factors and Army values to gauge what is right for all your decisions.

Ethical reasoning is an art, not a science, and often the best solution is hard to find. Sometimes the solutions are in gray areas. Some regulations may allow more than one choice, or there may be more than one good answer. Maybe there isn't enough time. In these cases, you must rely on your judgment. The ethical reasoning steps that we will discuss will assist you in making the best possible decisions. Let's discuss the steps of the Ethical Reasoning Process.

NOTE: Hand out SH-2 to the students.

NOTE: Read the following to the group: Before we get started going through the four-step process, you will now read SH-2, a case study called “The Big Test.” After we discuss each step, you will answer questions about the case study concerning the steps. You have 3 minutes to familiarize yourself with the reading. When considering all your questions, you will use the rules and regulations in your USASMA student handbook.

REMOVE VGT-4

Break: TIME: 00:50 to 01:00

TIME: 01:00 to 02:30 (continue Learning Step/Activity 1, ELO B)

Step 1, Define the Problem

Keeping the case study in mind, let's look at Step 1 of the ethical-reasoning process.

SHOW VGT-5, ETHICAL-REASONING PROCESS, Step 1, Define the Problem

Ethical-Reasoning Process
Step 1, Define the Problem

- Define the problem precisely.
- Know specifically who said, ordered, or demanded what.
- Don't settle for secondhand information.
- Get Details.

L224/OCT 03/VGT 5

Ref: FM 22-100, p 4-9, para 4-34

FM 22-100 refers to four procedures/things you do in defining the problem. The VGT depicts the things you should think about to help you determine the problem.

NOTE: Call on students to read each bullet comment. Encourage dialogue as to why they think the comments are important in defining the problem. (Allow 3 minutes to cover the VGT.)

You will experience difficulties in this step. It's especially difficult for decisions in the face of potential ethical conflicts. Using the process shown in VGT-5, identify the ethical problem that SGT Jones is facing.

NOTE: Select a student to act as the class recorder and list the class' responses on the chalkboard. Once the class defines the problem, show VGT-6 to check their answer to the schoolhouse answer. (Allow 3 minutes of discussion.)

REMOVE VGT-5

SHOW VGT-6, ETHICAL PROBLEM

Ethical Problem

SGT Jones' ethical problem is what to do about the fact that he observed his best friend cheating.

What he observed is clearly wrong, and he has a moral obligation to do something about it, regardless of the fact that SGT Smith is his best friend.

L224/OCT 03/ VGT 6

Now that SGT Jones recognizes his problem he must go to the second step of the ethical-reasoning process.

NOTE: Answer any questions the class may have.

REMOVE VGT-6

Step 2 KNOW the Relevant Rules

SHOW VGT-7, ETHICAL-REASONING PROCESS, Step 2, KNOW the Relevant Rules

Ethical-Reasoning Process
Step 2, Know the Relevant Rules

Do your homework.

L224/OCT 03/ VGT 7

As the VGT depicts, in order to know the relevant rules, you must do your homework.

NOTE: Encourage dialogue as to why it is important in knowing the relevant rules. (Allow 2 minutes to discuss.)

This step is part of fact gathering. Problems can be as simple as a misinterpretation of the regulation or policy. This is when you do your homework and read the regulations or policies. Maybe someone ordered or wrote something and forgot to check the regulation first. Maybe the regulation leaves room for interpretation, so it becomes a policy matter.

QUESTION: If you do perceive an ethical problem after gathering all your facts and doing your homework, what action should you take?

ANSWER: Take it to the person you think is causing the problem and try to fix it.

Ref: FM 22-100, p 4-9, para 4-35

REMOVE VGT-7

NOTE: Ask the class to identify what is/are the relevant rule(s) in this matter. Tell the recorder to write the class' answers on the chalkboard. (Allow 3 minutes.). Show VGT-8 after the class finishes establishing the relevant rule(s) so they can check their answers with the schoolhouse answers. (Allow 3 minutes.)

SHOW VGT-8, RELEVANT RULES

Relevant Rules

Usually student handbooks and school academic honor codes clearly address policies on cheating or observing others cheating.

Other moral principle to consider: Fairness.

Is it fair that SGT Smith pass by cheating? Is it fair for the others taking the test, especially for what is at stake? The principle of fairness would tell SGT Jones that he has a moral obligation to do something about SGT Smith's cheating.

L224/OCT 03 VGT-8

REMOVE VGT-8

Now that we know what the ethical problem is and that SGT Smith broke the NCOA's rules/regulations of its academic honor code, let's go to step three--develop and evaluate courses of action that SGT Jones must take.

NOTE: Answer any questions the class may have.

Step 3 Develop and Evaluate Courses of Action

SHOW VGT-9, ETHICAL-REASONING PROCESS, Step 3, Develop and Evaluate Courses of Action

Ethical-Reasoning Process
Step 3, Develop and Evaluate
Courses of Action

- Lay out possible courses of action.
- Consider courses of action in view of Army values.
- Consider the consequences of your decision.

L224OCT 03 VGT-9

FM 22-100 lists three procedures you do in developing and evaluating courses of action. This VGT depicts these actions.

NOTE: Call on students to read and comment on each bullet comment. Encourage dialogue as to why they think the comments are important in developing and evaluating courses of action. (Allow 3 minutes to cover the VGT.)

Once you know the rules, you must lay out possible courses of action, evaluate them, and consider the consequences. You must determine which Army values are pertinent to the situation. When you decide to put your actions into play, you are the one responsible for the decision and how it affects your soldiers, squad, unit, mission, and Army values.

REMOVE VGT-9

When considering the consequences of your decision, you should ask yourself four practical questions before choosing a course of action and giving your order. This VGT depicts these actions.

SHOW VGT-10, ETHICAL-REASONING PROCESS, Step 3 (cont), Considering the Consequences, Practical Questions.

Ethical-Reasoning Process
Step 3 (cont) Considering the Consequences
Practical Questions

- Which course upholds Army values?
- Does any course compromise Army values?
- Does any course violate a principle, rule, or regulation you referenced during step two?
- Which course is in the best interest of the squad, unit, Army, and Nation?

L224/OCT 03/ VGT-10

NOTE: Call on students to read each bullet question. Encourage dialogue as to why they think the questions are important in considering the consequences of their decisions. (Allow 3 minutes to discuss the VGT.)

This part of the process will feel like a juggling act. Use careful ethical reflection to reduce the chaos, determine the needs, and choose the best course of action.

Sometimes that choice is the least desirable of the set of choices.

REMOVE VGT-10

NOTE: Divide the class into groups of four for the conduct of Step 3. Provide the students with the following guidance--

- Each group will develop and brief no less than three and no more than four courses of action that SGT Jones may take. (Allow groups 15 minutes.)
- The briefs will begin with identifying which Army values are pertinent to the situation and why. (Allow 15 minutes for all groups.)
- Brief each course of action based on Army values giving the pros and cons of each action.

Break: TIME: 01:50 to 02:00

TIME: 02:00 to 02:30 (continue Learning Step/Activity 1, ELO B)

NOTE:

- Each group will record their courses of action on the chalk-board. At the conclusion of the four briefs, all groups' courses of action should be on the chalkboard so all groups can compare their answers.
- Show VGTs 11 thru 15 for schoolhouse answers and compare with the answers the four groups developed. (The groups' responses should be similar to the schoolhouse solutions.)

NOTE: Schoolhouse solutions do not necessarily mean they are the best, they are just another solution.

Let's first begin with comparing what you decided were the Army values that were pertinent to this situation and why.

SHOW VGT-11, ARMY VALUES PERTINENT TO THE SITUATION

Army Values Pertinent to Situation

Loyalty, duty, integrity, honor, and courage are pertinent to this situation. SGT Jones is SGT Smith's best friend. There is a probable strong psychological desire to be loyal and not do anything to get SGT Smith in trouble. Yet, SGT Jones would violate his own integrity and be less than honorable if he does nothing. He would also fail in his duty and lack courage if he did nothing. These values make it SGT Jones's moral obligation to do something about this blatant act of cheating.

L224/OCT 03/ VGT -11

NOTE: Discuss with the group any questions they may have.

REMOVE VGT-11

Now that we have resolved which Army values are pertinent to this situation and why, let's cover the courses of action. Your instructions were to find no less than three and no more than four courses of action--based on Army values--and give the pros and cons of each action.

The schoolhouse answer provides four courses of action. We will now compare them with your courses of action and see how close they are. Remember, the schoolhouse actions do not necessarily mean they are the best; they are just another solution that you may possibly use to correct the situation.

SHOW VGT-12, COURSE OF ACTION 1

Course of Action 1

Do Nothing: SGT Jones may meet his desire to be loyal and not get his friend in trouble, but he would be violating all the values and guiding principles he deemed pertinent to this situation. He would also be in violation of the school's honor code.

Clearly an unethical solution. It fails to recognize the moral obligation SGT Jones has to himself, fellow students, and the school.

L224/OCT 03/ VGT -12

NOTE: Answer any questions the students may have.

REMOVE VGT-12

SHOW VGT-13, COURSE OF ACTION 2

Course of Action 2

Turn in SGT Smith to instructor for cheating: This will allow SGT Jones to adhere to the policies of the school, maintain the values of integrity, honor, duty, and courage, as well as, the guiding principle of fairness, but would leave him feeling disloyal to his best friend.

While this is an ethical solution, it may cost SGT Jones his friendship with his best friend.

L224/OCT 03/ VGT -13

NOTE: Answer any questions the students may have.

REMOVE VGT-13

SHOW VGT-14, COURSE OF ACTION 3

Course of Action 3

Confront SGT Smith privately after the test and seek to shame him into confessing the cheating to the instructor. This supports school policies, the values pertinent to this situation and the guiding principles--up to a point. If SGT Smith shows no shame and refuses to confess, then SGT Jones is still left with a moral obligation to do something about the cheating.

This could be a good ethical solution if SGT Smith is willing to confess. If he isn't willing, then it's not a good ethical solution.

L224/OCT 03/VGT-14

NOTE: Answer any questions the student may have.

REMOVE VGT-14

SHOW VGT-15, COURSE OF ACTION 4

Course of Action 4

Confront SGT Smith privately after the test and given him an ultimatum to confess to the cheating within 24 hours, or SGT Jones will inform the instructor. This alternative supports school policies, values pertinent to the situation, and the guiding principle of fairness. SGT Jones would fulfill his moral obligation with this course of action.

This solution supports all laws, regulations, values, guiding principles and other principles that impact on the situation. SGT Jones may lose his friend, but for the right reason.

L224/OCT 03/VGT-15

NOTE: Answer any questions the group may have.

REMOVE VGT-15

Step 4 Choose the Course of Action that Best Represents Army Values

Now that we have found our courses of action and determined the consequences of those actions based on Army values, it is now time to complete Step 4 of the ethical-reasoning process; choose the best course of action, and make a decision and act on it. This is what you get paid to do. The Army and your people expect you to make decisions without violating Army values. Remember, your soldiers count on

you to do more than make tactically sound decisions, they also expect decisions that are ethically sound.

NOTE: Ask the group the following question and then show VGT-16.

QUESTION: Of the four courses of action, which action, or combination of actions, best support Army values, regulations, guiding principles, and other principles that impact on the situation?

ANSWER: See VGT-16.

SHOW VGT-16, BEST COURSE OF ACTION (COA)

Best Course of Action (COA)

COA 3 is the best solution that represents Army values **IF** SGT Smith turns himself in.

Should SGT Smith not turn himself in, then combine COA 4 with COA 3 by adding the ultimatum that if SGT Smith doesn't turn himself in, then SGT Jones will after 24 hours.

If COA 3 or COA 4 works, then both solutions support all laws, regulations, values, and principles that impact on the situation.

L224OCT 03 VGT-16

NOTE: Answer any questions that the students may have about the ethical reasoning process before continuing with the lesson.

REMOVE VGT-16

The last conceptual skill you need to develop is reflective thinking. To be an effective leader, you must strive to better yourself. You must constantly assess your strengths and weaknesses and think about what you can do to maintain your strong points and correct your weaknesses. You must be willing to change if you want to be a successful leader. Feedback is an excellent way to see where you stand.

QUESTION: Where can you go to receive feedback on your performance?

ANSWER: To your seniors, peers, and subordinates.

Ref: FM 22-100, p 4-10, para 4-41

NOTE: Although not mentioned in the reflective thinking paragraph, ask the students if they know what two important information gathering techniques the Army uses to receive/get feedback. Responses should be “counseling” and “after action reviews.”

Your seniors, peers, and subordinates will let you know about your performance.

You learn from them through such actions as counseling, on the spot corrections, and after action reviews. The key is what you do with the feedback. You have to listen to and use the feedback. Reflect on what you learned. Reflecting is the ability to take what you learned, assess it, and apply it to actions and decisions you took to understand why things went well or didn't go well. Use the results of your reflections and apply them to your future actions and decisions.

CHECK ON LEARNING:

QUESTION: Critical reasoning is the key to what?

ANSWER: To understanding situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from the experience.

Ref: FM 22-100, p 4-6, para 4-19

QUESTION: What are the four steps in the ethical-reasoning process?

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, p 4-8, para 4-30

QUESTION: What procedures do you use to develop and evaluate courses of actions?

ANSWER:

1. Lay out possible courses of action.
2. Consider courses of action in view of Army values.
3. Consider the consequences of your decision.

Ref: FM 22-100, p 4-9, para 4-36

2. Learning Step / Activity 2. Resolve Ethical Problem PE-1
 Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 40 mins
 Media: PE-1 and Solution

NOTE: Issue Practical Exercise 1 from App C of this TSP, and follow the instructions provided.

NOTE: See App C, p C-3 and C-4, on when to conduct a 10-minute break.

As you can see, the ethical decision-making process is not always easy. The most important thing to remember is that you must follow all the steps:

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

and then do the right thing.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the two areas that make up the technical skills of a leader.
CONDITIONS:	In a classroom environment, given a squad, a situational training exercise and FM 22-100.
STANDARDS:	Identified the two areas--knowing equipment and operating equipment--that make up the technical skills of a leader IAW FM 22-100.

1. Learning Step / Activity 1. Technical Skills
 Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: None

The third skill group under the “Skills” column of the leadership framework is “Technical Skills.” We will now discuss the two areas that fall under technical skills.

QUESTION: What two areas does FM 22-100 break technical skills down into?

ANSWER:

- Knowing equipment.
- Operating equipment.

Ref: FM 22-100, p 4-11, Fig 4-3

Knowing equipment is having knowledge of equipment, weapons, and systems--from M-16s, to fire control computers, to computers that keep track of the battlefield. As a direct leader, you must know the operation and capabilities of your items of equipment.

QUESTION: What can soldiers use to learn specific skills in more detail about equipment?

ANSWER:

1. Technical manuals.
2. Training circulars.
3. SOPs.
4. Other publications necessary for efficient, effective performance.

Ref: FM 22-100, p 4-11, para 4-43

Your position puts you right up front where the action is. You have to know how equipment works, its operations and capabilities--not just the equipment you use, but also the equipment your squad uses.

QUESTION: Who do organizational and strategic leaders seek out when they want to learn how equipment works and how to use it?

ANSWER: You--the Direct Leader--team leaders, squad leaders, and platoon sergeants.

Ref: FM 22-100, p 4-11, para 4-44

Organizational and strategic leaders turn to you to solve problems with equipment and to figure out how to apply, fix, and suggest ways to modify equipment. You are the expert and teacher of the equipment you and your soldiers use. Your soldiers expect this of you.

You set the example on how to operate the equipment in your squad with a hands-on approach. When new equipment arrives in your squad, take the equipment's technical and operating manuals and learn its technical specifications and also learn how to operate it. You then train your squad in the equipment's technical specifications and operation.

CHECK ON LEARNING:

QUESTIONS: In what two technical skills must you be proficient in as a direct leader?

ANSWER: Knowing and operating the equipment within the unit.

Ref: FM 22-100, p 4-11, para 4-43 and 4-45

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the two areas that make up the tactical skills of a leader.
CONDITIONS:	In a classroom environment, given a squad, a situational training exercise and FM 22-100.
STANDARDS:	Identified the two areas--doctrine and fieldcrafts--that make up the tactical skills of a leader IAW FM 22-100.

- 1. Learning Step / Activity 1. Tactical Skills
 - 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-17 and VGT-18

The fourth skill group under the "Skills" column of the leadership framework is tactical skills. We will be discussing the two areas, doctrine and fieldcraft, that fall under tactical skills. Then we will discuss tactical skills and training.

Tactics is the art and science of employing available means to win battles and engagements.

NOTE: Ask the group the following two questions drawing them into group discussion to expand on the answers provided.

QUESTION: What encompasses the science of tactics?

ANSWER: Capabilities, techniques, and procedures placed into a system.

Ref: FM 22-100, p 4-12, para 4-47

QUESTION: What does the art of tactics include?

ANSWER: Creative and flexible assortment of means to accomplish the mission, decision making when facing the enemy, and the effects of combat on soldiers.

Ref: FM 22-100, p 4-12, para 4-47

Fieldcraft consists of those skills you and your squad need to keep going/surviving in the field. The better trained you and your soldiers are in basic soldier skills in the field, the less likely your soldiers are of becoming casualties. You ensure, by

checking and rechecking, that your soldiers take care of themselves in the field. You aid your soldiers in caring for themselves by providing them with the means to do so.

QUESTION: What reference manual is available to you and your soldiers that lists and provides the information soldiers must master to sustain themselves in the field?

ANSWER: The Soldier's Manual of Common Tasks.

Ref: FM 22-100, p 4-13, para 4-49

You gain proficiency in your fieldcraft skills through schooling, study, and practice.

Few fieldcraft skills are difficult, however, they are easy to neglect during exercises.

NOTE: When you ask the next two questions, have the students expand on their answers and provide examples of experiences they may have had. (Allow 3 minutes for discussion.)

QUESTION: Why are fieldcraft skills easy to neglect during exercises?

ANSWER:

- Soldiers know the end date of the exercise.
- Immediate evacuation of sick and casualties.
- Opposing forces are using blanks.

Ref: FM 22-100, p 4-13, para 4-50

QUESTION: What is your responsibility to your soldiers to prepare for the field, and while operating in the field?

ANSWER:

- Conduct maintenance training in common soldier's skills.
- Enforce tactical discipline.

Ref: FM 22-100, p 4-13, para 4-50

NOTE: Generate some group discussion by asking some of the students what they think the level of their squad's fieldcraft is. Do they find themselves and superiors not enforcing tactical realism? Ask what they need to do to improve on their own fieldcraft skills as well as those of their soldiers. (Allow 3 minutes for discussion.)

You are the squad's primary tactical trainer with the challenging task of training both soldiers and teams. The most effective way to improve individual and collective skills is by being in an environment that is as close to operational conditions as possible. Unfortunately, you cannot always have the whole unit in the field, so you must train in parts. Remember, one of your jobs of taking care of soldiers is training them. You must train them to standard in their individual and collective tasks.

NOTE: Read the following two paragraphs and then call on a student to read “Task Force Kingston” in FM 22-100, p 4-13 and 4-14. Show VGTs 17 and 18. Call on students to read the bullet comments and ask them if they agree with the comments and why. (Allow five minutes to cover the two VGTs.)

So far you’ve learned to be imaginative, to **influence** your soldiers, to take actions to influence others to accomplish **operating** actions to reach training goals, and to **improve** everything around you--people, equipment, training, and yourself.

As leaders, we must train to ensure that an enemy force never again attacks our Army in an ill-prepared state of war as the North Koreans did in July of 1950. North Korea caught us off guard and unprepared for war when they invaded South Korea. The Army sent ill-prepared, ill-equipped, and out of shape soldiers from Japan into combat. Due to the lack of training of these soldiers, the North Koreans overran them. However, 1LT Joseph Kingston was an able leader, as you will read in “Task Force Kingston.”

SHOW VGT-17, TASK FORCE KINGSTON

<u>Task Force Kingston</u>	
	<ul style="list-style-type: none">• Have tactical skills?• Know how to shoot, move, and communicate?
Did 1LT Kingston:	<ul style="list-style-type: none">• Know fundamentals of his profession?• Employ weapons properly?• Control his assets?
<small>L224/OCT 03/ VGT-17</small>	

REMOVE VGT-17

SHOW VGT-18, TASK FORCE KINGSTON (cont)

<u>Task Force Kingston (cont)</u>	
Did 1LT Kingston:	<ul style="list-style-type: none">• Understand small unit tactics?• Apply reasoning skills to make decisions?• Foster a sense of team work?• Set the example with personal courage?
<small>L224/OCT 03/ VGT -18</small>	

REMOVE VGT-18

1LT Kingston was an outstanding first line leader. He applied conceptual skills of critical reasoning and creative thinking to determine the best way to accomplish the mission. His interpersonal, conceptual, technical, and tactical skills were evident by the success of his task force.

CHECK ON LEARNING:

QUESTION: What do we call the art and science of employing available means to win battles and engagements?

ANSWER: Tactics.

Ref: FM 22-100, p 4-12, para 4-47

QUESTION: What skills do all soldiers need to sustain themselves in the field?

ANSWER: Fieldcraft skills.

Ref: FM 22-100, p 4-12, para 4-48

QUESTION: Which manual lists the individual skills all soldiers must master to operate effectively in the field?

ANSWER: Soldier's Manual of Common Tasks.

Ref: FM 22-100, p 4-13, para 4-49

QUESTION: Who are the Army's primary tactical trainers, both for individuals and for teams?

ANSWER: Direct leaders.

Ref: FM 22-100, p 4-13, para 4-51

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>10 mins</u>
Media: <u>None</u>

**Check
On
Learning**

QUESTION: What are five elements of active listening that you should consider during counseling?

ANSWER:

1. Eye contact.
2. Body posture.
3. Head nods.
4. Facial expressions.
5. Verbal expressions.

Ref: FM 22-100, App C, p C-3, para C-17

QUESTION: What type of communication is more effective among individuals, teams, units, and organizations than one-way communications to efficiently and effectively accomplish the mission?

ANSWER: Two-way communication.

Ref: FM 22-100, App A, p A-4, para A-20

QUESTION: What parallels and reinforces the chain of command?

ANSWER: The NCO support channel.

Ref: FM 22-100, App A, p A-5, para A-23

QUESTION: Critical reasoning is the key to what?

ANSWER: To understanding situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from the experience.

Ref: FM 22-100, p 4-6, para 4-19

QUESTION: What are the four steps in the ethical-reasoning process?

ANSWER:

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

Ref: FM 22-100, p 4-8, para 4-30

QUESTION: What skills do all soldiers need to sustain themselves in the field?

ANSWER: Fieldcraft/skills.

Ref: FM 22-100, p 4-12, para 4-48

QUESTION: Who are the Army's primary tactical trainers, both for individuals and for teams?

ANSWER: Direct leaders.

Ref: FM 22-100, p 4-13, para 4-51

**Review /
Summarize
Lesson**

From what we just discussed in this lesson, you can easily understand why your interpersonal, conceptual, technical, and tactical skills are crucial in your responsibilities as a direct leader. Not only must you be tactically and technically proficient, but you must also learn how to cope with the stresses of making not only good decisions, but decisions that uphold the Army's values and follow regulations. You learned how to use the ethical-reasoning process: a process that will aid you in making your decisions. Remember, the Army depends on its direct leaders to be technically and tactically proficient--experts in how systems and doctrine are working.

**Transition
to Next
Lesson**

Now that you have learned the skills you need to KNOW to successfully lead your squad, we will discuss the three actions that a direct leader must DO to successfully lead a squad. In the next lesson, L225, you will learn about Influencing, Operating, and Improving. These three actions you must DO to communicate, make decisions, motivate soldiers, plan, execute, assess, and improve yourself, soldiers, squad, and the Army.

SECTION V. STUDENT EVALUATION

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.

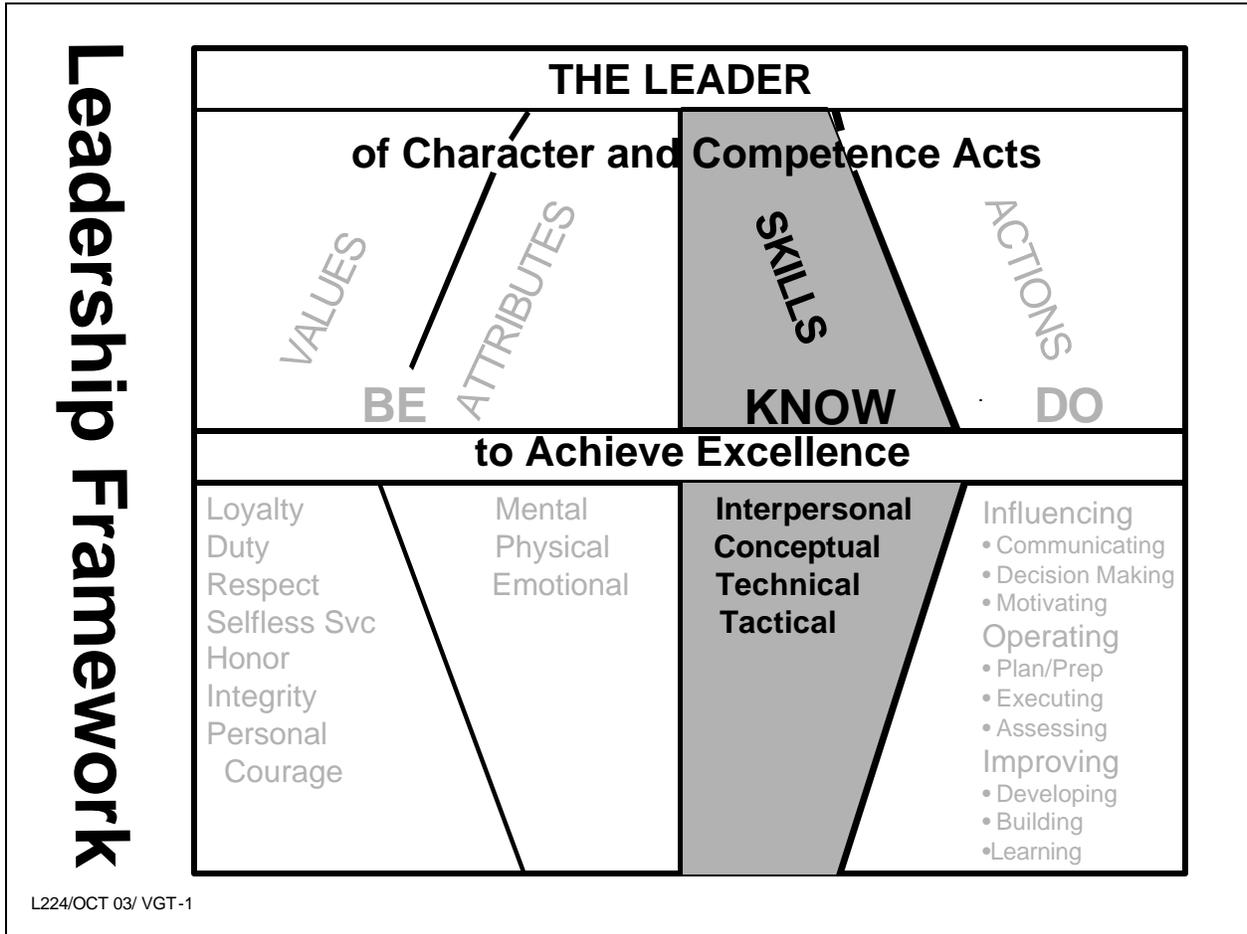
Feedback Requirements

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.

Terminal Learning Objective

VGT-1, Leadership Framework



Enabling Learning Objective A

Learning Step 1

VGT-2, Elements of Active Listening

Elements of Active Listening

- **Eye contact.**
- **Body posture.**
- **Head nods.**
- **Facial expressions.**
- **Verbal expressions.**

L224/OCT 03/ VGT-2

Nonverbal Indicators

- **Boredom.**
- **Self-confidence.**
- **Defensiveness.**
- **Frustration.**
- **Interest, friendliness,
and openness.**
- **Openness or anxiety.**

Enabling Learning Objective B

Learning Step 1

VGT-4, Conceptual Skills

Conceptual Skills

- **Critical reasoning.**
- **Creative thinking.**
- **Ethical reasoning.**
- **Reflective thinking.**

L224/OCT 03/ VGT-4

Ethical-Reasoning Process

Step 1, Define the Problem

- Define the problem precisely.
- Know specifically who said, ordered, or demanded what.
- Don't settle for secondhand information.
- Get Details.

Ethical Problem

SGT Jones' ethical problem is what to do about the fact that he observed his best friend cheating.

What he observed is clearly wrong, and he has a moral obligation to do something about it, regardless of the fact that SGT Smith is his best friend.

Ethical-Reasoning Process

Step 2, Know the Relevant Rules

Do your homework.

Relevant Rules

Usually student handbooks and school academic honor codes clearly address policies on cheating or observing others cheating.

Other moral principle to consider: Fairness.

Is it fair that SGT Smith pass by cheating? Is it fair for the others taking the test, especially for what is at stake? The principle of fairness would tell SGT Jones that he has a moral obligation to do something about SGT Smith's cheating.

Ethical-Reasoning Process

Step 3, Develop and Evaluate

Courses of Action

- Lay out possible courses of action.
- Consider courses of action in view of Army values.
- Consider the consequences of your decision.

Ethical-Reasoning Process

Step 3 (cont) Considering the Consequences **Practical Questions**

- Which course upholds Army values?
- Does any course compromise Army values?
- Does any course violate a principle, rule, or regulation you referenced during step two?
- Which course is in the best interest of the squad, unit, Army, and Nation?

Army Values Pertinent to Situation

Loyalty, duty, integrity, honor, and courage are pertinent to this situation. SGT Jones is SGT Smith's best friend. There is a probable strong psychological desire to be loyal and not do anything to get SGT Smith in trouble. Yet, SGT Jones would violate his own integrity and be less than honorable if he does nothing. He would also fail in his duty and lack courage if he did nothing. These values make it SGT Jones's moral obligation to do something about this blatant act of cheating.

Course of Action 1

Do Nothing: SGT Jones may meet his desire to be loyal and not get his friend in trouble, but he would be violating all the values and guiding principles he deemed pertinent to this situation. He would also be in violation of the school's honor code.

Clearly an unethical solution. It fails to recognize the moral obligation SGT Jones has to himself, fellow students, and the school.

Course of Action 2

Turn in SGT Smith to instructor for cheating: This will allow SGT Jones to adhere to the policies of the school, maintain the values of integrity, honor, duty, and courage, as well as, the guiding principle of fairness, but would leave him feeling disloyal to his best friend.

While this is an ethical solution, it may cost SGT Jones his friendship with his best friend.

Course of Action 3

Confront SGT Smith privately after the test and seek to shame him into confessing the cheating to the instructor. This supports school policies, the values pertinent to this situation and the guiding principles--up to a point. If SGT Smith shows no shame and refuses to confess, then SGT Jones is still left with a moral obligation to do something about the cheating.

This could be a good ethical solution if SGT Smith is willing to confess. If he isn't willing, then it's not a good ethical solution.

Course of Action 4

Confront SGT Smith privately after the test and given him an ultimatum to confess to the cheating within 24 hours, or SGT Jones will inform the instructor. This alternative supports school policies, values pertinent to the situation, and the guiding principle of fairness. SGT Jones would fulfill his moral obligation with this course of action.

This solution supports all laws, regulations, values, guiding principles and other principles that impact on the situation. SGT Jones may lose his friend, but for the right reason.

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Best Course of Action (COA)

COA 3 is the best solution that represents Army values **IF** SGT Smith turns himself in.

Should SGT Smith not turn himself in, then combine COA 4 with COA 3 by adding the ultimatum that if SGT Smith doesn't turn himself in, then SGT Jones will after 24 hours.

If COA 3 or COA 4 works, then both solutions support all laws, regulations, values, and principles that impact on the situation.

Enabling Learning Objective D

Learning Step 1

VGT-17, Task Force Kingston

Task Force Kingston

- Have tactical skills?
 - Know how to shoot, move, and communicate?
- Did 1LT Kingston:**
- Know fundamentals of his profession?
 - Employ weapons properly?
 - Control his assets?

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Task Force Kingston (cont)

Did 1LT Kingston:

- Understand small unit tactics?
- Apply reasoning skills to make decisions?
- Foster a sense of team work?
- Set the example with personal courage?

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

Appendix C Practical Exercises and Solutions

**This Appendix
Contains**

This appendix contains the items listed in this table--

Title/Synopsis	Pages
PE-1, Resolve an Ethical Problem	C-2 thru C-4

PRACTICAL EXERCISE SHEET PE1

Title Resolve an Ethical Problem.

Lesson Number/Title L224 version 1 / Four Direct Leadership Skills

Introduction This practical exercise will evaluate your ability to apply the four-step process in resolving an ethical problem.

Motivator As a leader you will have to make tough decisions. Some will involve the process of ethical decision making. It is imperative that you know and use the process to arrive at the most correct decision based on Army values.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B)

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

Action:	Resolve an Ethical Problem PE-1
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Safety Requirements None

Risk Assessment Level Low

Environmental Considerations None

Evaluation This is not a graded PE. However, each group will brief the results of their ethical decision making process.

Instructional Lead-In There will be many times when you will face an ethical dilemma, and you will have to make a tough decision. Put yourself in the shoes of the new SGT in this PE. What decision would you make using the ethical decision making process? Sometimes you won't have much time to make a decision as you may discover in this exercise.

Resource Requirements

- Page C-4, Ethics Scenario.
 - Chalkboard and chalk, or suitable like equipment/material.
 - Pen/pencil and paper.
 - FM 22-100, Army Leadership.
-

Special Instructions

None

Procedures

- Break the class down into minigroups of four students.
- Provide each student a copy of the ethics scenario (C-4).
- Allow the groups 30 minutes to complete the task: 15 minutes to formulate their problem solving process, and 15 minutes for all groups to brief.
- Direct each group to appoint a group member to post the group's responses on a separate section of the chalkboard. **(NOTE)** Each group's responses should be on the chalkboard so the groups can compare their responses. If there is not enough chalkboard, suggest you use butcher board paper or like equipment.

1. Define the ethical problem.
2. Identify applicable principles, rules, laws, and regulations.
3. Develop and evaluate courses of action and consequences.
 - Minimum of three courses of action.
 - Identify the Army values pertinent to the situation.
4. Choose a course of action.
5. Post your work on the chalkboard. (At conclusion, 10 minute break)
6. Select your course of action and brief the class.

NOTE: After the groups have formulated their response to this PE and they are on the chalkboard--approximately 15 minutes--conduct a 10-minute break.

Call on each group to brief their response. **(NOTE)** Allow a total of 15 minutes for all groups to brief.

Feedback Requirement

- Conduct a question and answer session to resolve any questions the groups may have.
-

Ethics Scenario

You are the newest E-5 in your battalion. As a result of your promotion, the 1SG moved you from your old platoon and assigned you to a new platoon within the same company. You are now a new squad leader. Also, you have a new room by yourself in the same barracks.

Shortly after your promotion, a member of your squad, PV2 Garcia, tells you about an incident that happened in your old barracks room last weekend while you were away on pass. PV2 Garcia was there and relates the following story:

Soldiers from your old squad threw a party where there was under-aged drinking and both your old platoon sergeant and squad leader were present. Later the platoon leader arrived with more alcohol. During the course of the party your former platoon sergeant approached an intoxicated female enlisted soldier and took her into an empty room. Shortly thereafter, the female came back to the party visibly upset. When the platoon sergeant attempted to approach her, she turned away. Upset by her reaction, he reached over and grabbed her. When she resisted, others at the party had to pull them apart. The platoon leader then took charge and told everyone in the room, "Nothing happened here – this stays in the platoon."

PV2 Garcia is 18 years old and has been in your squad for about one month. PV2 Garcia is a rehab transfer from another company and probably the weakest soldier in your squad. Your former platoon sergeant and platoon leader went out of their way to prepare you for PLDC, and you owe your success at the promotion board to their mentorship. When you approach the female soldier, she tells you that nothing important happened.

HANDOUTS FOR LESSON 1: L224 version 1

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

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-3
SH-2, Case Study "The Big Test."	SH-2-1 and SH-2-2

Student Handout 1

This student handout contains the Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of three hours and ten minutes of small group instruction and a forty minute practical exercise.

Overview

During this lesson you will learn the interpersonal, conceptual, technical, and tactical skills that the leader must KNOW to effectively lead a squad of soldiers. First you will learn how communicating, supervising, and counseling are key interpersonal skills. You will learn the four conceptual skills--critical reasoning, creative thinking, ethical reasoning process, and reflective thinking--to ensure that your decisions are thought through and you make the best possible decisions. You will learn the importance of technical expertise in knowing and operating equipment so as to train soldiers in its use, to include new equipment. And finally, the two areas--doctrine and fieldcraft--that a must KNOW to lead a squad of soldiers in peace and war.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Demonstrate the four direct leadership skills a leader must KNOW.
Conditions:	In a classroom environment, given a squad, a situational training exercise and FM 22-100.
Standard:	Demonstrated the direct leadership skills a leader must KNOW by identifying and incorporating interpersonal, conceptual, technical and tactical skills to effectively lead a squad of soldiers IAW FM 22-100.

- ELO A** Identify the three skills that make up a leader's interpersonal skills.
ELO B Identify the four categories that make up the conceptual skills of a leader.
ELO C Identify the two areas that make up the technical skills of a leader.
ELO D Identify the two areas that make up the tactical skills of a leader.
-

Assignment

The student assignments for this lesson are:

- Read: FM 22-100, Chapter 4, para 4-14 thru 4-17.
 - Study: FM 22-100, Chapter 4, para 4-1 thru 4-13, and para 4-18 thru 4-53; Appendix A, para A-20 thru A-25; and Appendix C, para C-15 thru C-21.
-

Additional Subject Area Resources

None

Bring to Class

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

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 with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

Student Handout 2

This student handout contains a Case Study “The Big Test.”

Case Study, “The Big Test”

SGT Jones and his best friend SGT Smith are attending the primary leadership development course at Camp Swampy. SGT Smith has to take the leadership examination a second time. If he fails the reexamination it would mean that the NCO academy would academically drop SGT Smith and return him to his unit. This would result in SGT Smith's unit administratively reducing SGT Smith back to the rank of specialist. SGT Jones spent a considerable amount of time helping SGT Smith prepare for the reexamination.

During the reexamination, SGT Jones notices that SGT Smith is using a “cheat sheet.” SGT Smith has hidden it in one of his reference books allowed for use during the reexamination. The academic honor code of the NCO academy forbids cheating and requires that students report any acts of cheating to the chain of command.