PRIMARY LEADERSHIP DEVELOPMENT COURSE MOBILIZATION, NOV 2003

BOOK 2B

Instructor Book, Training Support Packages

PLDC MOBILIZATION COURSE



"NO ONE IS MORE PROFESSIONAL THAN I"

The Army Training System (TATS) Courseware

Prepared by
The United States Army Sergeants Major Academy
Fort Bliss, Texas 79918-8002

FOR THE ARMY SCHOOL SYSTEM (TASS) INSTITUTIONS

FIELDING DATE: As Directed

INTRUCTOR / STUDENT
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Instructor book 2 is broken down into six books (Book 2A, 2B, 2C, 2D, 2E, and 2F). This is Instructor Book 2B.

This instructor book contains the following Training Support Packages: (NOTE) The order given below is in the same order as the recommended sequence found in the Course Map in the Course Management Plan.

TSP#	Title
T222	Conduct an After Action Review
T228	Drill and Ceremony
L221	Introduction to Army Leadership
L222	Be, Know, Do
L223	The Human Dimension in Leadership Development
L224	The Four Direct Leadership Skills
L225	The Three Direct Leadership Actions

Printed and distributed by: U.S. Army Training Support Center, Training Media Support Directorate, Training Medial Management Team, Fort Eustis, VA 23604-5168

T222 CONDUCT AND AFTER ACTION REVIEW OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T222 / AFTER ACTION REVIEW (AAR)
Effective Date	03 Oct 2003
Supersedes TSP(s) / Lesson(s)	T202, After Action Review (AAR), February 1999 T202-RC, After Action Review, June 2001
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, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP 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	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

Planning and Conducting an After Action Review (AAR).

This TSP Contains

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AFTER ACTION REVIEW (AAR)
T222 / Version 1
03 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
400-PLDC PHII	1	Primary Leadership Development Course, PHII

Task(s) Taught(*) or Supported

Task Number	Task Title

Reinforced Task(s)

Task Number	Task Title

Academic Hours

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

	Resident Hours/Methods
	1 hr 5 mins / Conference / Discussion
	45 mins / Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	2 hrs

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)		N/A

Prerequisite Lesson(s)

Lesson Number	Lesson Title
None	

Clearance Access

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

Foreign Disclosure Restrictions

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

References

Number	Title	Date	Additional Information
FM 7-1	Battle Focused Training	06 Jun 2003	

Student Study Assignments

Before class--

- Read SH-1, Advance Sheet.
- Read SH-2, Extracts from FM 7-1.
- Read SH-3, Comparison of a Critique with an AAR.

During class--

- Participate in classroom discussions.
- Complete the practical exercise.

After class--

- Turn in recoverable reference materials.

Instructor Requirements

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

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Inst Ratio	Spt	Qty	Exp
441-06 LCD Projection System	1:16	1:2	N	1	N
559359 SCREEN PROJECTION	1:16	1:2	N	1	N
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:2	N	1	N
7110-00-132-6651 CHALKBOARD	1:16	1:2	N	1	N
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	N	1	N
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	N	1	N

Materials Required

Instructor Materials:

- TSP
- Viewgraphs: 4

Student Materials:

- SH-1, Advance Sheet.
- SH-2, Extracts from FM 7-1.
- SH-3, Comparison of a Critique with an AAR.
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements	CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
None					

Instructional Guidance

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

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
Santa Barbara, Robert	GS-09	Training Specialist	
Barnes, Ronnie G.	MSG	Chief, PLDC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

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: None

Motivator

One of your most important responsibilities as a leader is to train your subordinates. To do that effectively, you must use every means available to make sure your soldiers actually learn during training. Soldiers learn best when they "discover" an answer or solution on their own. Learning is most effective when you train and evaluate at the same time. You, as a leader and trainer, must learn how to do this. The best way to accomplish this is to use an after action review.

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:	Apply the after action review process.
Conditions:	In a classroom environment and in a situational training exercise (STX) while serving as a leader.
Standards:	Applied the AAR process in accordance with FM 7-1.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

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

None

Evaluation

Throughout PLDC, your instructor will conduct after action reviews. Since you will also conduct training sessions, you must conduct an AAR at the end of each session. One of these training sessions will be during the Training the Force module. The AARs will not affect your academic rating for the course.

Instructional Lead-In

During the training lessons and the situational training exercise (STX), you will actually conduct training sessions. Once the training concludes, you will have to review what took place. If you understand what an AAR is and how to conduct one, your training review process will be beneficial and relatively easy to accomplish.

During this lesson, you will learn--

- What an after action review (AAR) is and its purpose.
- How to plan an AAR.
- How to prepare for an AAR.
- How to conduct an AAR.
- How to use the results of an AAR.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Define the after action review (AAR) and its purpose.
CONDITIONS:	In a classroom environment given SH-2 (FM 7-1).
STANDARDS:	Identified what an after action review is and its purpose in accordance with FM 7-1.

1. Learning Step / Activity 1. What an after action review (AAR) is and its purpose.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 15 mins
Media: None

Definition and Purpose of an AAR

NOTE: Have the students refer to SH-2 and follow along in the handout for this entire lesson.

Let's begin our discussion by defining an after action review (AAR).

QUESTION: What is an after action review?

ANSWER: A structured review process that allows soldiers, leaders, and units to discover for themselves what happened during the training, why it happened, and how they can perform the training better.

Ref: SH-2, p SH-2-2 (FM 7-1)

The purpose of the AAR is twofold. First, it allows soldiers to discover for themselves what happened during training and why. And second, it tells soldiers how to improve future performance.

The AAR is a professional discussion that leaders conduct after each training event, and the discussion focuses directly on mission accomplishment. It stresses meeting standards and does not determine winners or losers. The AAR involves soldiers and leaders in the analysis of training, brings out and reinforces important learning points, and links the lessons learned to subsequent training.

AAR vs. Critique

It is important to remember that an AAR is not a critique. A critique has only one viewpoint, usually that of the senior observer controller (O/C) or unit leader. This does not allow for soldiers' observations, discussion of events, and comments. This means that critiques are less effective than AARs in getting the most from training. Moreover, the limited and often biased point of view of a critique prevents the open discussion of training events. A critique also prevents soldiers from learning from their mistakes.

AARs are not critiques because they do not determine success or failure. When you use an AAR, you avoid lecturing your soldiers in what went wrong, and this makes it easier for them to learn.

NOTE: Refer students to Student Handout 3 and compare the difference between an AAR and a critique. Take no more than 5 minutes and discuss the contents of the handout. Ask if there are any questions about the comparison of an AAR and a critique.

Types of AARs

Now that we've seen the difference between an AAR and a critique, let's discuss the types of AARs which leaders may conduct. There are two types of AARs: formal and informal.

The formal AAR is resource-intensive and requires more detailed planning, coordination, preparation, and resources. Units normally conduct formal AARs at company level and above. Leaders normally schedule and conduct formal AARs as a part of external and internal evaluations. At the close, the AAR leader summarizes comments from the observers, covering the strengths and weaknesses discussed during the AAR. This summary also covers what the unit needs to do to correct weaknesses.

The AAR that you will participate in most of the time will be the informal AAR. Units usually conduct informal AARs for soldier and crew, squad, or platoon-level training or when resources are not available to conduct a formal review. Informal AARs require less preparation and are often on-the-spot reviews of soldier and

collective training performance. These AARs are important since they involve all soldiers and leaders in the participating unit. Leaders can have discussion comments recorded to use in follow-on AARs or can immediately apply the lessons learned as the soldiers repeat the exercise. The conduct of the two types of AARs are very similar.

Ref: SH-2, p SH-2-5 (FM 7-1)

Parts of an AAR

Let's discuss the parts of the AAR.

QUESTION: What are the four parts of an AAR?

ANSWER
- Review what should have happened.
- Establish what happened.
- Determine what went right or wrong.
- Determine how to do the task differently the next time.

Ref: SH-2, p SH-2-2 (FM 7-1)

First, you and your soldiers review the training plan to determine what should have happened in the training. Once you have done this, you identify what did happen during the training. Here, you must include the thoughts and points of view of not only your soldiers but the opposing force (OPFOR) as well.

The third part of the AAR is very important because this is when you determine what went right and what went wrong with the training. This is when you as the leader must be careful and not let the AAR turn into a critique session.

Finally, as a group, you and your soldiers must determine how you will perform the task or mission differently the next time you conduct training. You play a critical role in guiding the AAR discussion so that the conclusions reached are doctrinally sound. You will actually lead your soldiers in determining exactly how to perform differently the next time. That's why you should plan AARs at the completion of each mission or phase of training. AARs provide immediate feedback to your soldiers and reinforce and increase the learning that takes place as a result of the training.

CHECK ON LEARNING:

QUESTION: What is the purpose of the AAR?

ANSWER: It allows soldiers to discover what happened during training, why it happened, and how they may improve future performance.

Ref: SH-2, p SH-2-2 (FM 7-1)

QUESTION: What are the four parts of an AAR?

ANSWER:

- Review what should have happened.
- Establish what happened.
- Determine what went right or wrong.
- Determine how to do the task differently the next time.

Ref: SH-2, p SH-2-2 (FM 7-1)

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the after action review process.
CONDITIONS:	In a classroom environment given SH-2 (FM 7-1).
STANDARDS:	Identified the AAR process in accordance with FM 7-1.

1. Learning Step / Activity 1. Identify the After Action Review (AAR) process.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 30 mins
Media: VGT-1 thru VGT-4

AAR Executing Sequence

So far, we have defined the AAR and looked at what comprises an AAR. Now let's look at the steps for executing the after action review.

QUESTION: What are the four steps in the execution sequence of an AAR?

ANSWER: Planning, preparing, conducting, and following up (using AAR results).

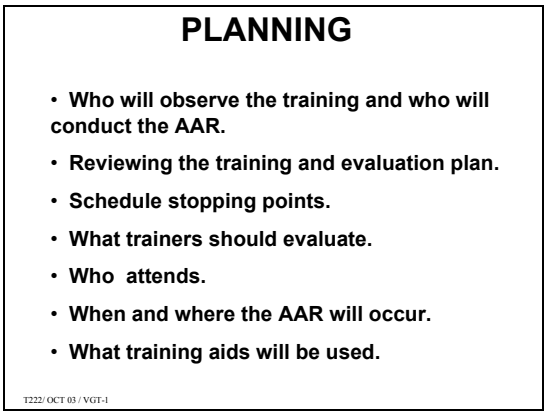
Ref: SH-2, p SH-2-6 (FM 7-1)

Planning

As a leader, you must know these steps in order to derive the maximum benefit from the AAR process. You need to remember that the objective of an AAR is to promote learning. The first thing you must do is develop a plan for your AAR.

Without one, you may fail to provide your squad with the feedback they need from the training. As a part of the planning stage, there are certain steps you must take.

SHOW VGT-1, PLANNING



Ref: SH-2, pp SH-2-6 thru SH-2-8 (FM 7-1)

It is important that you begin to plan by establishing what you want to accomplish in the AAR. You do this by establishing objectives.

Determine who will observe the training and conduct the AAR for the element observed. You or the selected observer must have the qualifications to evaluate the training; that is, be able to perform the task, have the experience in the duties you are to evaluate and be knowledgeable in current doctrine. Provide the training and evaluation plan for review to the observers. You should also plan stopping points during the exercise for AARs. Since an observer can neither see everything each soldier does during an exercise nor review the entire exercise at one AAR, you should schedule stopping points at the end of each essential task or major event.

You should also review the training and evaluation plan and identify who will attend the AAR. Ensure that, at a minimum, a representative from the evaluation team and OPFOR, and the soldiers who did the training are present. Select your location and ensure that it is large enough to accommodate the size of the group that will attend.

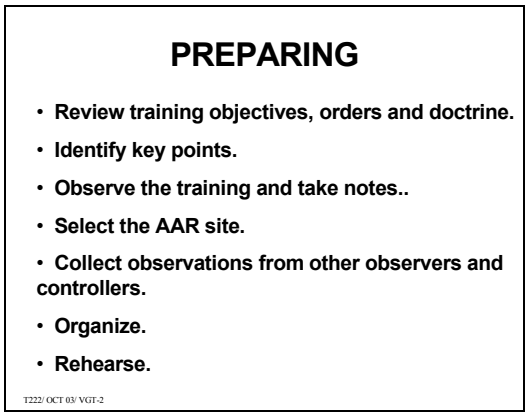
Determine whether or not you will require training aids, such as maps, sand tables, or easels. Draft the AAR plan. The final step in the planning process is to review the unit's training objectives and plans.

REMOVE VGT-1

NOTE: Take no more than 5 minutes to discuss the AAR plan. Ask if there are any questions concerning the planning phase and provide answers if necessary.

Preparation

SHOW VGT-2, PREPARING



Ref: SH-2, pp SH-2-8 thru SH-2-10 (FM 7-1)

Once you plan the AAR, you then prepare to conduct it. As you prepare to observe and evaluate your squad, you should follow a series of steps to prepare your AAR. You must start before the training and continue to prepare up to the actual review. Ensure that you review FM 7-1, App C, before the start of training. Focus on actions and events related to the training objectives and take good notes. You must be tactically and technically proficient in the tasks evaluated and know the evaluation standards. Then you must prepare the AAR area and resources as you would for any other class or briefing. Finally, ensure that you organize and rehearse what you are going to say and do during the AAR.

QUESTION: Within the preparation stage, what are the three techniques leaders use to organize AARs?

ANSWER: Chronological order of events, battlefield operating systems (BOS), or key events/themes/issues.

Ref: SH-2, p SH-2-10 (FM 7-1)

The purpose of discussion is for participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to correct problems.

OCs organize the AAR using one of three techniques:

- **Chronological Order of Events.** This technique is logical, structured, and easy to understand. It follows the flow of training from start to finish. By covering actions in the order they took place, soldiers and leaders are better able to recall what happened.
- **Battlefield Operating Systems (BOS).** This technique structures the AAR using the BOS. By focusing on each BOS and discussing it across all phases of the training exercise, participants can identify systemic strengths and weaknesses. This technique is useful in training staff sections.
- **Key Events/Themes/Issues.** Key events discussion focuses on critical training events, which directly support training objectives identified by the chain of command before the exercise began. This technique is particularly effective when time is limited.

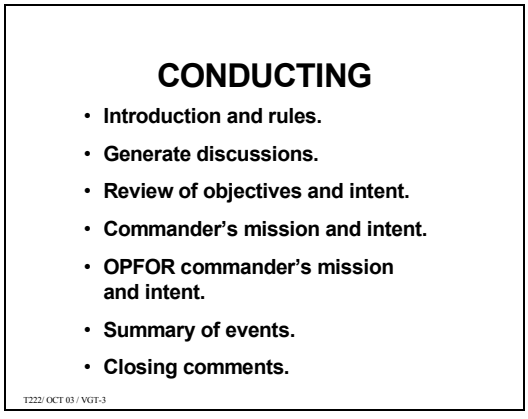
REMOVE VGT-2

Conducting an AAR

Now let's look at the third step in executing an AAR--the conduct phase.

Note: Ask several students what important points they should cover when conducting an AAR. After several responses, show the VGT.

SHOW VGT-3, CONDUCTING



Ref: SH-2, pp SH-2-10 thru SH-2-12 (FM 7-1)

The first thing you should do is give an introduction and state the rules governing the AAR. The introduction should include the following thoughts--

- An AAR is a dynamic, candid, professional discussion of training that focuses on unit performance measured against the Army standard. Everyone must participate if they have an insight, observation, or question which will help the unit identify and correct deficiencies or sustain strengths.

- An AAR is not a critique. No one, regardless of rank, position, or strength of personality, has all of the information or answers. AARs maximize training benefits by allowing soldiers to learn from each other.

- An AAR does not grade success or failure. There are always weaknesses to improve and strengths to sustain.

Soldier participation will relate directly to the atmosphere created during the introduction. The AAR leader should make a concerted effort to draw in soldiers who seem reluctant to participate. The following techniques can help the OC create an atmosphere conducive to maximum participation. The OC should--

- Reinforce the fact that it is permissible to disagree.
- Focus on learning and encourage people to give honest opinions.
- Use open-ended and leading questions to guide the discussion of soldier, leader, and unit performance.
- Enter the discussion only when necessary.

The next step is to restate the objectives and intent of the exercise. The OC reviews unit training objectives the AAR will cover and restates the tasks to review, including the conditions and standards for the tasks.

Using maps, operational graphics, terrain boards, etc., the commander/leader restates the mission and intent. The OC may guide the discussion to ensure everyone understands the plan and the commander's intent. Another technique is to have subordinate leaders restate the mission and discuss the commander's intent.

In a formal AAR, the OPFOR commander explains his plan and actions. Using the same training aids as the friendly force commander, participants can understand the relationship of both plans.

The next step is a summary of events during the exercise. This is where the OC discusses what actually happened during the exercise. As the discussion expands,

the OC guides the discussion by using open-ended questions. The OC does not tell the soldiers or leaders what was good or bad. The OC must ensure the unit addresses specific issues, both positive and negative. Skillful guidance of the discussion will ensure the AAR does not gloss over mistakes or unit weaknesses.

The final step is the overall summary of the exercise. During the summary, the OC reviews and summarizes key points identified during the discussion. The OC ends the AAR on a positive note and links conclusions to future training. The OC then leaves the immediate area to allow unit leaders and soldiers time to discuss the training in private.

REMOVE VGT-3

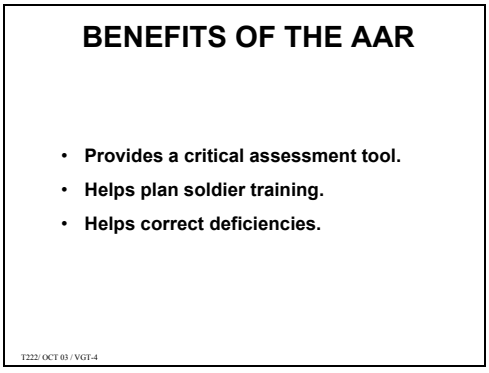
Next is the most important part of the AAR process--follow up using the AAR results.

QUESTION: What is the main benefit of an AAR?

ANSWER: They provide leaders a tool to plan soldier, leader, and unit training.

Ref: SH-2, p SH-2-12 (FM 7-1)

SHOW VGT-4, BENEFITS OF THE AAR



Ref: SH-2, p SH-2-12 (FM 7-1)

AARs are the dynamic link between task performance and execution to standard. They provide commanders a critical assessment tool to plan soldier, leader, and unit training. Through the professional and candid discussion of events, soldiers can compare their performance against the standard and identify specific ways to improve proficiency.

Leaders should not delay retraining except when absolutely necessary. If the leader delays retraining, the soldiers and unit must understand they did not perform the task to standard and that retraining will occur later.

The real benefit of an AAR comes from applying results in developing future training. Leaders can use the information to assess performance and to plan future training to correct deficiencies and sustain demonstrated task proficiency.

REMOVE VGT-4

Break Time: 00:50 to 01:00

2. Learning Step / Activity 2. PE-1

Method of Instruction:	Practical Exercise (Performance)
Technique of Delivery:	Small Group Instruction (SGI)
Instructor to Student Ratio:	1:8
Time of Instruction:	45 mins
Media:	PE-1

NOTE: Pass out the PE to all students. Give them 30 minutes to complete the requirements and then discuss the answers from each student. Remember, there is no single correct solution to this PE.

CHECK ON LEARNING:

QUESTION: What are the four steps in the execution sequence of an AAR?

ANSWER: Planning, preparing, conducting, and following up (using AAR results).

Ref: SH-2, p SH-2-6 (FM 7-1)

QUESTION: What qualifications must an observer meet to evaluate training?

ANSWER: Can demonstrate proficiency in the tasks the unit is practicing, are knowledgeable of the duties they are to observe, and are knowledgeable of current doctrine and TTPs.

Ref: SH-2, p SH-2-6 (FM 7-1)

SECTION IV. SUMMARY

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: None

Check on Learning

QUESTION: SGT Miller's section did not perform it's battle drill to standard during the training exercise. What should be SGT Miller's first step to correct this deficiency?

ANSWER: Provide evaluation feedback by conducting an AAR so the soldiers can discover what happened, why, and how to improve performance.

Ref: SH-2, p SH-2-2 (FM 7-1)

QUESTION: What two types of after action reviews can leaders conduct to review training?

ANSWER: Formal and informal.

Ref: SH-2, p SH-2-5 (FM 7-1)

QUESTION: Your squad just completed a crew drill in preparation for next week's training exercise and they did not perform the task to standard. You conduct an informal AAR as an on-the-spot review of the collective training. What should happen at the conclusion of the AAR?

ANSWER: The crew should record the comments for use in follow-on AARs or apply the lessons learned immediately and perform the drill again.

Ref: SH-2, p SH-2-5 (FM 7-1)

QUESTION: You had difficulties conducting the AAR with your squad after they completed the battle drill since you had problems reviewing the entire drill. What should you plan for before the next AAR?

ANSWER: Stopping points at the end of each essential task or major event.

Ref: SH-2, p SH-2-7 (FM 7-1)

QUESTION: You are ready to conduct an AAR. What is the first thing you should do?

ANSWER: Introduction and rules.

Ref: SH-2, p SH-2-10 (FM 7-1)

Review / Summarize Lesson

The bottom line of an AAR is to determine how you will go about to improve your performance the next time you train. Using the results of the AAR is just as important as the AAR itself, and the AAR process doesn't end until you and your soldiers use the results to improve performance and combat readiness. You do this by follow-up training and implementing improvements discovered during the AAR. Use the AAR feedback to assess your squad's level of training readiness. The lessons learned from the AAR help to improve your squad's strengths and overcome its weaknesses in training. AARs give you an opportunity to implement lessons learned into future training and to plan training events that will improve the squad's overall performance.

During the last two hours, we discussed the after action review. We looked at the definition of an AAR, its purpose, and the different parts of the AAR. We also discussed the steps in the AAR execution process--planning, preparing, and conducting. The AAR is a valuable tool for you to use to improve the combat readiness of your squads and teams.

SECTION V. STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.
Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Provide remedial training as needed.

Enabling Learning Objective B

Learning Step 1

VGT-1, Planning

PLANNING

- **Who will observe the training and who will conduct the AAR.**
- **Reviewing the training and evaluation plan.**
- **Schedule stopping points.**
- **What trainers should evaluate.**
- **Who attends.**
- **When and where the AAR will occur.**
- **What training aids will be used.**

T222/ OCT 03 / VGT-1

PREPARING

- **Review training objectives, orders and doctrine.**
- **Identify key points.**
- **Observe the training and take notes..**
- **Select the AAR site.**
- **Collect observations from other observers and controllers.**
- **Organize.**
- **Rehearse.**

T222/ OCT 03/ VGT-2

CONDUCTING

- **Introduction and rules.**
- **Review of objectives and intent.**
- **Generate discussion.**
- **Commander's mission and intent.**
- **OPFOR Commander's mission and intent.**
- **Summary of events.**
- **Closing comments (summary).**

T222/ OCT 03 / VGT-3

BENEFITS OF THE AAR

- **Provides a critical assessment tool.**
- **Helps plan soldier training.**
- **Helps correct deficiencies.**

T222/ OCT 03 / VGT-4

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:

Item/Title	Pages
PE-1, Conduct an Informal After Action Review	C-1 and C-2
SPE-1, Conduct an Informal After Action Review	C-3

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PRACTICAL EXERCISE SHEET PE-1

Title	Conduct an informal After Action Review (AAR)
Lesson Number/Title	T222 version 1 / AFTER ACTION REVIEW (AAR)
Introduction	The emphasis of this practical exercise is to determine whether or not the students have the capability to perform an after action review.
Motivator	This practical exercise will provide students the hands-on experience needed to perform an after action review (AAR).
Learning Step/Activity	**NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.1) At the completion of this lesson, you [the student] will: **Action:** Identify the After Action Review (AAR) process.
Safety Requirements	None
Risk Assessment Level	Low
Environmental Considerations	None
Evaluation	This practical exercise will measure the level of competence for leading an after action review. This PE will not affect your academic rating for the course.
Instructional Lead-In	None
Resource Requirements	**Instructor Materials:** None **Student Materials:** None
Special Instructions	None

Procedures

Tell the students they have 30 minutes, plus or minus 10 minutes, to complete this practical exercise and during this time they must:

- Read the vignette.
- Develop an outline using the organization points in FM 7-1, SH-2 (Ensure the following points are in the discussion).
- Determine the training plan.
- Identify what happened during the training.
- Identify why it happened during the training.
- Identify what participants could have done differently to improve performance.
- Develop three thought-provoking questions that will generate discussion about the training event.

Vignette

The unit's mission was to provide transportation support to the Tactical Infantry Movement Bridge. One of the training objectives during the annual tactical evaluation was to demonstrate the ability to maneuver during night conditions to link up with the unit trains at a specific location.

A young transportation section chief was leading a convoy of trucks on a night move to link up with the main convoy when a sudden rainstorm dropped visibility to nearly zero. The section chief became especially concerned because he had not briefed his drivers on what to do during low visibility. However, he had issued strip maps and made contingency plans. When he arrived at the checkpoint to join the main convoy, he got out to check on his vehicles and found three of them missing.

Feedback Requirements

Review and compare the results of the other students as a way of conducting an AAR.

SOLUTION FOR
PRACTICAL EXERCISE PE-1

The following points should be similar to the points that students developed.

AAR Outline

- Introduction
  Good morning, today we will review the training that we conducted during our Tac-Eval.
- Presentation of the training plan.
  Our overall mission is to provide transportation for the Infantry Movement Bridge. During our annual evaluation one of the training objectives was to move during the night time and link up with the unit's trains at a specific location.
- Summary of the event.
  Just as the section moved out it began to rain reducing visibility to almost zero. The section chief did not brief the drivers on what to do under these conditions. As a result, when they arrived at the checkpoint three trucks were missing.
- Analysis of key Battlefield Operation Systems (BOS).
  The only BOS in jeopardy was the C2 (command and control).
- Discuss training to sustain or improve.
  Improve the C2 to ensure that everyone understands and can follow instructions to reach the objective taking in all considerations.
- Conclusion.
  The unit failed to meet the standard and requires more training.

Questions:

1. What are some of the main things the briefing should have included?
2. What are some things the drivers should have done?
3. If you were in charge, what would you have done?

NOTE: There is no classroom solution to this PE, and the points could vary. The student solutions should cover the above listed information as a minimum.

Appendix D

Index of Student Handouts

This appendix contains the items listed in this table—

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from FM 7-1	SH-2-1 thru SH-2-12
SH-3, Comparison of a Critique with an AAR	SH-3-1 and SH-3-2

Student Handout 1

This student handout contains the Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of two hours of small group instruction.

Overview During this lesson you will learn how to use the after action review process as a way to make sure your soldiers actually learn during their training activities. As an NCO and a leader, you are responsible for training your subordinates. To do this effectively, you must make sure your soldiers discover for themselves what happened in the training and why. You must also evaluate the training to be sure it meets the established standards. The after action review will help you do this.

Learning Objective Terminal Learning Objective (TLO).

Action:	Apply the after action review process.
Conditions:	In a classroom environment and in a Situational Training Exercise (STX) while serving as a leader.
Standards:	Applied the AAR process in accordance with FM 7-1.

ELO A Define after action review (AAR) and its purpose.
ELO B Identify the after action review (AAR) process.

Assignment The student assignments for this lesson are:

- Read Student Handouts 2 and 3.

Additional Subject Area Resources None

Bring to Class You must bring the following materials to class–

- SH-2, Extract from FM 7-1.
- SH-3, Comparison of a Critique with an AAR.
- Pencil or pen and writing paper

Student Handout 2

This student handout contains eleven pages of an extract from FM 7-1.

AFTER ACTION REVIEW

6-36. The after-action review provides feedback for all training. The AAR is a structured review process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. The AAR is a professional discussion that requires the active participation of those being trained. The AAR is not a critique. It has the following advantages over a critique:

- Focuses directly on key METL-derived training objectives.
- Emphasizes meeting Army standards rather than pronouncing judgment of success or failure (AARs do not determine winners or losers).
- Uses "leading questions" to encourage participants to self-discover important lessons from the training event.
- Allows a large number of soldiers and leaders (including OPFOR) to participate so that more of the training can be recalled and more lessons learned can be shared.

6-36. The AAR consists of four parts:

- ***Review what was supposed to happen (training plan).*** The evaluator, along with the participants, reviews what was supposed to happen based on the commander's intent for the training event, unit training plan, training objectives, and applicable T&EOs.
- ***Establish what happened.*** The evaluator and the participants determine what actually happened during performance of the training task. A factual and indisputable account is vital to the effectiveness of the discussion that follows. For force-on-force training, OPFOR members assist in describing the flow of the training event and discuss training outcomes from their points of view.
- ***Determine what was right or wrong with what happened.*** The participants establish the strong and weak points of their performance. The evaluator plays a critical role in guiding the discussions so that conclusions reached by participants are doctrinally sound, consistent with Army standards, and relevant to the wartime mission.
- ***Determine how the task should be done differently next time.*** The evaluator assists the chain of command undergoing the training to lead the group in determining exactly how participants will perform differently the next time the task is performed. This results in organizational and individual motivation to conduct future sustainment training to standard.

6-37. Leaders understand that not all tasks will be performed to standard and, in their initial planning, allocate time and other resources for retraining. Retraining allows the participants to apply the lessons learned during the AAR and implement corrective action. Retraining should be conducted at the earliest opportunity to translate observation and evaluation into training to standard. Commanders must ensure that units understand that training is incomplete until the Army standard is achieved.

6-39. The AAR is often "tiered" as a multiechelon leader development technique. Following an AAR with all participants, senior trainers may use the AAR for an extended professional discussion with selected leaders. These discussions usually include a more specific AAR of leader contributions to the observed training results. Commanders use this opportunity to teach, coach, and mentor subordinate leaders to master current skills and to prepare them for future responsibilities.

6-40. During the recovery phase of training execution, a final AAR is conducted. This AAR includes the evaluators or OCs, OPFOR, and unit leaders to review the training just performed and discuss the overall conduct of the exercise. Training weaknesses or shortcomings identified during AARs are included in future planned training. A detailed discussion and example of an AAR is at Appendix C.

APPENDIX C

After Action Review (AAR)

We would be much better served if we could do a better job of accentuating the positive. Pat that young NCO on the back when he does it right. Better yet, have the guts to underwrite NCO mistakes and back up our junior NCOs. Finally, look for solutions and suggest them instead of problems to our commanders

SMA William A. Connelly

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Definition and Purpose of After-Action Reviews ____ C-1
Types of After-Action Reviews ____ C-2
After-Action Review Planning and Execution Sequence ____ C-3
Planning the After Action Review ____ C-3
Preparing the After Action Review ____ C-5
Conduct of the After-Action Review ____ C-9
Benefits of the AAR ____ C-12
Summary ____ C-13

DEFINITION AND PURPOSE OF AFTER ACTION REVIEWS

C-1. AARs are a professional discussion of an event that enables soldiers/units to discover for themselves what happened and. They provide candid insights into strengths and weaknesses from various perspectives and feedback, and focus directly on the training objectives.

C-2. AAR's are a key part of the training process and are not cure-alls for unit-training problems. Leaders must still make on-the-spot corrections and take responsibility for training soldiers and units. The goal is to improve soldier, leader, and unit performance. The result is a more cohesive and proficient fighting force.

C-3. Because soldiers and leaders participating in an AAR actively discover what happened and why, they learn and remember more than they would from a critique alone. A critique only gives one viewpoint and frequently provides little opportunity for discussion of events by participants. The climate of the critique, focusing only on what is wrong, prevents candid discussion of training events and stifles learning and team building.

C-4. The purpose of the AAR is to provide the feedback essential to correcting training deficiencies. Feedback should be direct and on-the-spot. Each time incorrect performance is observed it should be noted, and if it will not interfere with training, be corrected. During individual training this is easy to do. In collective training, such as STX, it may not be possible to interrupt the exercise just to correct a soldier who is performing an individual task improperly. This is why an AAR should be planned at the

completion of each mission or phase to provide immediate feedback to the soldiers being trained.

TYPES OF AFTER ACTION REVIEWS

C-5. There are two types of AARs, formal and informal. A formal AAR is resource-intensive and involves the planning, coordination, and preparation of the AAR site, supporting training aids, and support personnel. Informal AARs require less preparation and planning.

Formal

C-6. Leaders plan formal AAR's at the same time they finalize the near-term training plan (six to eight weeks before execution). Formal AAR's require more planning and preparation than informal AARs. They require site reconnaissance and selection, coordination for training aids (terrain models, map blow-ups), and selection, set up, and maintenance of the AAR site.

C-7. During formal AARs, the AAR facilitator (unit leader or OC) provides an exercise overview, and focuses the discussion of events on the training objectives. At the end, the facilitator reviews key points and issues, and summarizes strengths and weaknesses discussed during the AAR.

Informal

C-8. Leaders and OCs use informal AAR's as on-the-spot coaching tools while reviewing soldier and unit performances during training. The informal AAR is extremely important since all soldiers are involved. For example, after destroying an enemy observation post (OP) during a movement to contact, the squad leader conducts an informal AAR to make corrections and reinforce strengths. Using nothing more than pinecones to represent squad members, the squad leader and squad members discuss the contact from start to finish. The squad quickly—

- Evaluates performance against the Army standard. Identifies strengths and weaknesses.
- Decides how to improve performance when training continues.

C-9. Informal AARs provide immediate feedback to soldiers, leaders, and units during training. Ideas and solutions the leader gathers during informal AARs can be immediately put to use as the unit continues its training.

AFTER ACTION REVIEW PLANNING AND EXECUTION SEQUENCE

C-10. To maximize the effectiveness of AARs, formal or informal, leaders must plan and prepare. AAR planning is part of unit near-term planning (six to eight weeks out). During planning, commanders assign OC responsibilities and ensures the allocation of time and resources to conduct AARs.

C-11. The amount and level of detail needed during the planning and preparation process depends on the type of AAR to be conducted and available resources. The AAR process has four steps—

- Step 1. Planning
- Step 2. Preparing
- Step 3. Conducting
- Step 4. Following up (using AAR results)

PLANNING THE AFTER ACTION REVIEW

C-12. Commanders are responsible for planning, preparing, executing, and evaluating, training. All training is evaluated.

C-13. The AAR plan provides the foundation for a successful AAR. Commanders develop an AAR plan for each training event. It contains--

- Who will observe the training and who will conduct the AAR?
- What trainers should evaluate.
- Who attends?
- When and where the AAR will occur?
- What training aids will be used?

C-14. OCs use the AAR plan to identify critical places and events they must observe to provide the unit a valid evaluation; examples include unit maintenance collection points, passage points, and unit aid stations. The AAR plan also includes who will observe and control a particular event. The OC is the individual tasked to observe training, provide control for the training, and lead the AAR.

Selecting And Training Observers Controllers

C-15. When planning an AAR, commanders should select OCs who—

- Can demonstrate proficiency in the tasks to be trained.
- Are knowledgeable of the duties they are to observe.
- Are knowledgeable of current doctrine and TTPs.

C-16. When using external OCs, commanders strive to have OCs who are at least equal in rank to the leader of the unit they will evaluate. If commanders must choose between experience and understanding of current TTPs or rank, they should go with experience.

A staff sergeant with experience as a tank platoon sergeant will be a better platoon OC than a sergeant first class who has no platoon sergeant experience.

C-17. Commanders are responsible for training OCs to include training on how to conduct an AAR. Each OC leads AARs for the element the OC observes, and provides input to the OC for the next higher echelon. Ideally, inexperienced OCs should observe a properly conducted AARs beforehand.

Reviewing The Training And Evaluation Plan

C-18. The commander must specify what the training is intended to accomplish, and be specific on what is to be evaluated. T&EOs provide tasks, conditions, and standards for the unit's training as well as the standard by which leaders measure unit and soldier performance.

C-19. T&EOs are extracted from the ARTEP-MTP or developed from the ARTEP-MTP and appropriate STPs. A copy of the T&EO is given to the senior OC. The senior OC distributes the T&EO to the OC team members who review and use it to focus their observations. Using the evaluation plan, OCs can concentrate on critical places and times to evaluate unit performance.

Schedule Stopping Points

C-20. Commanders schedule time to conduct AARs as an integral part of training events. Commanders plan for an AAR at the end of each critical phase or major training event. For example, a leader may plan a stopping point after issuing an OPORD, when the unit arrives at a new position, after consolidation on an objective, etc.

C-21. Commanders should allow approximately 30-45 minutes for platoon-level AARs, 1 hour for company-level AARs, and about 2 hours for battalion-level and above. Soldiers will receive better feedback on their performance and remember the lessons longer as result of a quality AAR.

Determining Attendance

C-22. The AAR plan specifies who attends each AAR. At each echelon, an AAR has a primary set of participants. At squad and platoon levels, everyone should attend and participate. At company or higher levels, it may not be practical to have everyone attend because of continuing operations or training. In this case, unit and OPFOR commanders, unit leaders, and other key players may be the only participants. OCs may recommend additional participants based on specific observations

Choosing Training Aids

C-23. Training aids add to AAR effectiveness. Training aids should directly support discussion of the training and promote learning. Local training support center (TSC) catalogs list training aids available to each unit. Dry-erase boards, video equipment, terrain models, and enlarged maps are all worthwhile under the right conditions. For example, if reconnaissance reveals there are no sites which provided a view of the exercise area, the AAR facilitator may want to use a terrain table.

C-24. Terrain visibility, group size, suitability to task, and availability of electrical power are all things to consider when selecting training aids. The key is planning and coordination. The bottom line is only use a training aid if it makes the AAR better.

C-25. See APPENDIX G for further discussion of home station TSC support and training aids available within the Army training support system (TSS).

Reviewing The AAR Plan

C-26. The AAR plan is only a guide. Commanders and OCs should review it regularly to make sure it is still on track and meets the training needs of the units. The plan may be adjusted as necessary, but changes take preparation and planning time away from subordinate OCs or leaders. The purpose of the AAR plan is to allow OCs and AAR leaders as much time as possible to prepare for the AAR.

PREPARING THE AFTER ACTION REVIEW

C-27. Preparation is the key to the effective execution of any plan. Preparing for an AAR begins before the training and continues until the actual event.

Review Training Objectives, Orders, and Doctrine

C-28. OCs must review the training objectives before training, and again immediately before the AAR. Training objectives are the basis for observations and the focus of the AAR. OCs review current doctrine, technical information, and applicable unit SOPs to ensure they have the tools to properly observe unit and individual performance. OCs read and understand all OPORDs and fragmentary orders (FRAGOs) the unit will issue before and during training in order to understand what is supposed to happen. The detailed knowledge OCs display as result of these reviews gives added credibility to their evaluations.

Identify Key Events

C-29. OCs identify which events are critical, and make sure they are positioned in the right place at the right time to observe the unit's actions. Examples of critical events include—

- Issue of OPORDs and FRAGOs
- TLPs
- Contact with opposing forces
- Resupply and reconstitution operations Passage of lines

Observe The Training And Take Notes

C-30. OCs must keep an accurate record of what they see and hear, and record events, actions, and observations by time sequence to prevent loss of valuable information and feedback. OCs use any recording system (notebook, prepared forms, 3x5 cards) as long

as it is reliable, sufficiently detailed (identifying times, places, and names), and consistent.

C-31. OCs include the date-time group (DTG) of each observation so it can be easily integrated with observations of other OCs. This provides a comprehensive and detailed overview of what happened. When the OCs have more time, they review the notes and fill in any details not written down earlier.

C-32. One of the most difficult OC task is to determine when and where to observe training. The OC does not always need to stay close to the unit leader. The best location is where one can observe the performance of critical tasks and the overall flow of unit actions. The position cannot be a training distracter; look and act like a member of the unit (using individual and vehicle camouflage, movement techniques, cover and concealment, etc.). The OC cannot compromise the unit's location or intent by being obvious. The OC should be professional, courteous, and as unobtrusive as possible at all times.

Selecting AAR Sites

C-33. AARs should occur at or near the training exercise site. Leaders should identify and inspect AAR sites and prepare a site diagram showing the placement of training aids and other equipment. Designated AAR sites also allow pre-positioning of training aids and rapid assembly of key personnel, minimizing wasted time.

C-34. The AAR site should allow soldiers to see the terrain where the exercise took place. If this is not possible, the trainer finds a location that allows them to see the terrain where the most critical or significant actions occurred. The OC should have a terrain model or enlarged map or sketch and a copy of the unit's graphics so everyone can relate key events to the actual terrain.

The OC should make soldiers attending the AAR as comfortable as possible by removing helmets, providing shelter from the elements, having refreshments (coffee, water), thereby creating an environment where participants can focus on the AAR without distractions. Participants should not face into the sun, and key leaders should have seats up front. Vehicle parking and equipment security areas should be far enough away from the AAR site to prevent distractions.

Collect Observations From Other Observers And Controllers

C-35. The senior OC needs a complete picture of what happened during the training to conduct an effective AAR. OCs for subordinate, supporting and adjacent units provide the senior OC a comprehensive review of the unit they observed and their impact on the higher units mission.

C-36. The senior OC also receives input from OPFOR leaders, players, and OCs. The enemy's perspective is critical in identifying why a unit was or was not successful. During formal AARs, the OPFOR leader briefs his plan and intent to set the stage for a

discussion of what happened and why.

Organize The AAR

C-37. The OC gathers all the information, organizing notes in chronological sequence in order to understand the flow of events. The OC selects and sequences key events in terms of their relevance to training objectives, identifying key discussion and/or teaching points.

C-38. The purpose of discussion is for participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to correct problems. OCs organize the AAR using one of three techniques:

- **Chronological Order of Events.** This technique is logical, structured, and easy to understand. It follows the flow of training from start to finish. By covering actions in the order they took place, soldiers and leaders are better able to recall what happened.
- **Battlefield Operating Systems (BOS).** This technique structures the AAR using the BOS. By focusing on each BOS and discussing it across all phases of the training exercise, participants can identify systemic strengths and weaknesses. This technique is useful in training staff sections.
- **Key Events/Themes/Issues.** Key events discussion focuses on critical training events, which directly support training objectives identified by the chain of command before the exercise began. This technique is particularly effective when time is limited.

Rehearse

C-39. After thorough preparation, the OC reviews the AAR format and gets ready to conduct the AAR. The OC then announces to unit leaders the AAR start time and location. This allows enough time for the OC's to prepare and rehearse at the AAR site while unit leaders account for personnel and equipment, perform actions which their unit SOP requires, and move to the AAR site.

CONDUCT OF THE AFTER ACTION REVIEW

C-40. The training exercise has reached a stopping point, AAR preparation is complete, and key players are at the designated AAR site. If necessary, the OC reviews the purpose and sequence of the AAR to ensure everyone understands why an AAR is conducted. It is now time to conduct the AAR.

Introduction And Rules

C-41. The introduction should include the following thoughts--

- An AAR is a dynamic, candid, professional discussion of training that focuses on unit performance measured against the Army standard. Everyone must participate if they have an insight, observation, or question which will help the unit identify and correct deficiencies or sustain strengths.
- An AAR is not a critique. No one, regardless of rank, position, or strength of

personality, has all of the information or answers. AARs maximize training benefits by allowing soldiers to learn from each other.

- An AAR does not grade success or failure. There are always weaknesses to improve and strengths to sustain.

C-42. Soldier participation is directly related to the atmosphere created during the introduction. The AAR leader should make a concerted effort to draw in soldiers who seem reluctant to participate. The following techniques can help the OC create an atmosphere conducive to maximum participation. The OC should--

- Reinforce the fact that it is permissible to disagree.
- Focus on learning and encourage people to give honest opinions.
- Use open-ended and leading questions to guide the discussion of soldier, leader, and unit performance.
- Enter the discussion only when necessary.

Review Of Objectives And Intent

C-43. The OC reviews unit training objectives the AAR will cover and restates the tasks being reviewed, including the conditions and standards for the tasks.

Commander's Mission And Intent (What Was Supposed To Happen)

C-44. Using maps, operational graphics, terrain boards, etc., the commander/leader restates the mission and intent. The OC may guide the discussion to ensure everyone understands the plan and the commander's intent. Another technique is to have subordinate leaders restate the mission and discuss the commander's intent.

OPFOR Commander's Mission And Intent

C-45. In a formal AAR, the OPFOR commander explains his plan and actions. Using the same training aids as the friendly force commander, participants can understand the relationship of both plans.

Summary Of Events (What Happened)

C-46. The OC guides the review using a logical sequence of events to describe and discuss what happened. The OC does not ask yes or no questions, but encourages participation and guides discussion by using open-ended and leading questions. An open-ended question allows the person answering to reply based on what was significant to the soldier. Open-ended questions are also much less likely to put soldiers on the defensive; these questions are more effective in finding out what happened. For example, it is better to ask: "SGT Johnson, what happened when your Bradley crested the hill?" Rather than—. "SGT Johnson, why didn't you engage the enemy tanks to your front?"

C-47. As the discussion expands and more soldiers add their perspectives, what really happened will become clear. The OC does not tell the soldiers or leaders what was good or bad. The OC must ensure specific issues are revealed, both positive and negative.

Skillful guidance of the discussion will ensure the AAR does not gloss over mistakes or unit weaknesses.

Closing Comments (Summary)

C-48. During the summary, the OC reviews and summarizes key points identified during the discussion. The OC ends the AAR on a positive note and links conclusions to future training. The OC then leaves the immediate area to allow unit leaders and soldiers time to discuss the training in private.

BENEFITS OF THE AAR

C-49. AARs are the dynamic link between task performance and execution to standard. They provide commanders a critical assessment tool to plan soldier, leader, and unit training. Through the professional and candid discussion of events, soldiers can compare their performance against the standard and identify specific ways to improve proficiency.

C-50. Leaders should not delay retraining except when absolutely necessary. If the leader delays retraining, the soldiers and unit must understand they did not perform the task to standard and that retraining will occur later.

C-51. The real benefits of AARs comes from applying results in developing future training. Leaders can use the information to assess performance and to plan future training to correct deficiencies and sustain demonstrated task proficiency.

Retraining

C-52. Time or complexity of the mission may prevent retraining on some tasks during the same exercise. When this happens, leaders must reschedule the mission or training in accordance with FM 7-0 and FM 7-1. As part of this process, leaders must ensure that deficient supporting tasks found during the AAR are also scheduled and retrained.

Revised Standing Operating Procedures

C-53. AARs may reveal problems with unit SOPs. If so, unit leaders must revise the SOP and ensure units implement the changes during future training.

SUMMARY

C-54. The After Action Review process makes our Army different than all others, and is a key component in giving our Nation the best trained Army in the World.

Student Handout 3

This student handout contains the Comparison of a Critique with an AAR.

Comparison of a Critique with an AAR

This student handout consists of information on the comparison of a critique with an AAR. It does not contain any doctrine or regulatory guidance. This is a take home handout. Use this information to take care of your soldiers.

Critique	After Action Review
"Can't you people move any faster than that? You'll never be the best section if you can't get a round ready faster than third section. Jones, you've got to get the fuze cut quicker…"	"Okay we were awfully slow that time. What happened?"
"But SGT…"	"Well SGT, Jones didn't get the fuze set fast enough."
	"What happened Jones?"
"I don't want to hear it. You were too slow. Smith, when you hear the deflection, I want you traversing immediately and not swinging back and forth."	"I couldn't find the M36 fuze setter, Chief."
	"Where was it supposed to be?"
"Chief, the net was in the way."	"I don't know."
	"What tells you where to put the section equipment?"
"Then get someone to hold the net. Jones, when you hear the mission, get the net and hold it out of the way. Now let's get it right this time."	"Uh—the load plan?"
	"Right. That's why we have one now. Smith, what was the problem in getting on the deflection?"
	"I wasn't sure which way to go and the net was in the way, Chief."
	"Well, the net we can fix by moving one support. Anybody know how to help the gunner?"
	"Hey SGT, doesn't it go left add, right subtract?'
	"Yeah so…." "Well, if the deflection goes up then Smith would have to traverse left wouldn't he?"
	"That's right, so let's see what we've learned and try it again."

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T228 / CONDUCT DRILL AND CEREMONY
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	P202, Drill and Ceremonies, Feb 99 P202-RC, Drill and Ceremonies, Jun 01
TSP Users	400-PLDC, Primary Leadership Development Course 400-PLDC PH II, Primary Leadership Development Course Phase II
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, *Recommended Changes to Publications and Blank Forms.* 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 FT 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	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

Task Number	Task Title
071-990-0006	Conduct Drill and Ceremonies

This TSP Contains

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CONDUCT DRILL AND CEREMONY
T228 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
400-PLDC	1	Primary Leadership Development Course
400-PLDC PH II	1	Primary Leadership Development Course Phase II

Task(s) Taught (*) or Supported

Task Number	Task Title
071-990-0006 (*)	Conduct drill and ceremonies

Reinforced Task(s)

Task Number	Task Title
None	

Academic Hours

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

	Resident Hours/Methods	
	1 hrs	/Conference / Discussion
	3 hrs	/Practical Exercise
Test	1 hr	
Test Review	0 hrs	
Total Hours:	5 hrs	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)		N/A

Prerequisite Lesson(s)

Lesson Number	Lesson Title
None	

Clearance Access

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

Foreign Disclosure Restrictions

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

References

Number	Title	Date	Additional Information
FM 3-21.5	DRILL AND CEREMONIES	7 July 2003	

Student Study Assignments

Before class--

- Read SH-1, Advance Sheet.
- Read SH-2, Extracted Material from FM 3-21.5.

During class--

- Participate in all classroom discussions.
- Participate in a three-hour practical exercise.
- Participate in a one-hour performance evaluation.
- Complete the practical exercise.

After class--

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

Instructor Requirements

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

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	N	1	N
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	N	1	N

Materials Required

Instructor Materials:

- TSP

Student Materials:

- Issued to student during inprocessing:
  - SH-1, Advance Sheet.
  - SH-2, Extracted Material from FM 3-21.5.
- PE-1 and Drill and Ceremony Performance Test Sheet issued to student during class.
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

CLASSROOM (40X40 PER 16 STUDENTS)
PARADE OR DRILL FIELD

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
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.
- Study the PE and be ready to conduct the PE during the three hours of practical exercise.
- Conduct the class in accordance with this TSP.

During class--

- During PLDC, have each student complete PE-1.
- Conduct Drill and Ceremony Performance Test, TE-1 during the time frame designated on the training schedule.
- This TSP has questions throughout to check 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.
- During class provide to the students PE-1 in Appendix C and the Drill and Ceremony Performance Test Sheet in App. B, page B-3.

After class--

- Collect and turn in all recoverable materials.

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
/s/ Curtiss W. Garner /t/ Garner, Curtiss W.	GS09	Training Specialist	
/s/ Frank W. Berta /t/ Berta, Frank W.	GS09	Course Chief, PLDC	
/s / Brian H Lawson. /t/ Lawson, Brian H.	SGM	Chief, NCOES	
/s/ John W. Mayo /t/ Mays, Albert J.	SGM	Chief, CDDD	

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: None

Motivator

Military history reveals that armies throughout the world have participated in some form of drill. The primary value of drill was to prepare the troops for battle. For the most part, the drill procedures practiced were identical to the tactical maneuvers employed on the battlefield.

Drill in the United States Army goes back to Valley Forge on 23 February 1778, when Baron von Steuben wrote drill movements and regulations at night and taught them the following day to a model company of 120 men selected from the line. Discipline became a part of military life for these selected individuals as they learned to respond to command without hesitation. This new discipline instilled in the individual a sense of alertness, urgency, and attention to detail.

Although the Army does not normally employ on the battlefield, the procedures taught in drill today, those objectives accomplished by drill—teamwork, confidence, pride, alertness, attention to detail, esprit de corps, and discipline—are just as important to our modern day Army as they were to the Continental Army.

Traditionally, the Army seeks out noncommissioned officers for advice on drill and ceremonies, and now you have the opportunity to get the necessary training to carry on that proud tradition. The purpose of this lesson is not to make you an expert on drill and ceremonies but rather to provide you with a solid background in the subject. To become an expert requires more time, years of study, and experience.

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:	Conduct dismounted drill.
Conditions:	As a team/squad/section leader, given a squad-sized element of soldiers and FM 3-21.5 (SH-2).
Standards:	Conducted dismounted drill by-- • Identifying common drill terms. • Forming and marching a squad. IAW FM 3-21.5 (SH-2).

Safety Requirements

Instructors act as safety observers during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. The training area should be generally flat and free from debris.

Risk Assessment Level

Low

Environmental Considerations

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

Evaluation

At the end of the Drill and Ceremony block of instruction, you will receive a three-hour practical exercise, followed by a one-hour performance evaluation. The practical exercise will not affect your academic rating for the course. For the performance evaluation, when conducting squad drill, you must correctly perform 16 out of the 23 performance steps in order to achieve a GO.

NOTES:

- Inform the students of where their examinations and performance evaluations will take place as posted on the training schedule and when they will receive feedback on the tests.
- Include any retest information.
- Inform the students that they must turn in all recoverable reference material after the examination.

Instructional Lead-In

An army that drills well indicates a well-trained and disciplined army. Drill provides the building blocks for any army that has teamwork, confidence, pride, alertness, attention to detail, esprit de corps, and discipline. All of these elements are essential to an army that hopes to enter into battle and win.

During this lesson we will discuss common drill terms, the types of commands, and the command voice. You will also have the opportunity to practice and conduct squad drill.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify common drill terms.
CONDITIONS:	As a student in a classroom environment given FM 3-21.5 (SH-2).
STANDARDS:	Identified common drill terms IAW FM 3-21.5 (SH-2).

1. Learning Step / Activity 1. Drill Terms and Definitions
   Method of Instruction: Conference / Discussion
   Technique of Delivery: Small Group Instruction (SGI)
   Instructor to Student Ratio: 1:8
   Time of Instruction: 40 mins
   Media: None

NOTE: Direct students to FM 3-21.5 (SH-2), Chap 2 thru 4, 6, and Glossary

Let's begin by discussing drill terms and definitions.

QUESTION: How does FM 3-21.5 define **drill**?

ANSWER: "Certain movements by which a unit (or individuals) is moved in a uniform manner from one formation to another, or from one place to another. Movements are executed in unison and with precision."

Ref: FM 3-21.5 (SH-2), p glossary-2

As stated in the introduction to this lesson, most armies used drill in one form or another. The primary purpose of drill was to practice tactical formations to prepare soldiers for battle.

Today, drill formations bear little resemblance to the tactical formations that we use on the modern battlefield.

QUESTION: How does FM 3-21.5 define **ceremonies**?

ANSWER: "Formations and movements in which a number of troops execute movements in unison and with precision just as in drill; however, their primary value is to render honors, preserve tradition, and stimulate esprit de corps."

Ref: FM 3-21.5 (SH-2), p glossary-2

From ancient times, armies throughout the world conducted ceremonies to commemorate victory over the enemy, honor comrades in arms, celebrate special

occasions, or to honor the dead. Ceremonies take many forms but the most common are reviews and parades.

NOTE: Ask the following questions and call on different students to answer. Clarify answers by having students turn to FM 3-21.5 (SH-2), Chap 6, and use students as demonstrators to explain each drill term. Then proceed to the next term.

Element

QUESTION: How does FM 3-21.5 define the term **element**?

ANSWER: "An individual, squad, section, platoon, company, or larger unit forming as part of the next higher unit."

Ref: FM 3-21.5 (SH-2), p glossary-2

QUESTION: What does the term **interval** mean?

ANSWER: The lateral space between elements.

Ref: FM 3-21.5 (SH-2), p glossary-3

There are three basic intervals we will discuss relating to drill terms.

Normal interval is the lateral space between soldiers, measured from right to left by the soldier on the right holding his left arm shoulder high, fingers and thumb extended and joined, with the tip of his middle finger touching the right shoulder of the soldier to his left.

Ref: FM 3-21.5 (SH-2), p glossary-3, p 6-4, para 6-5a, and p 6-5, Fig 6-2

Close interval is the lateral space between soldiers measured from right to left by the soldier on the right placing the heel of his left hand on his hip, even with the top of the belt line, fingers and thumb joined and extended downward, with his elbow in line with the body, and touching the arm of the soldier to his left.

Ref: FM 3-21.5 (SH-2), p glossary-3, p 6-5, para 6-5b, and p 6-6, Fig 6-3

Double interval is the lateral space between soldiers, measured from right to left by raising both arms shoulder high with the fingers extended and joined (palms down) so that the fingertips are touching the fingertips of the soldier to the right and to the left.

Ref: FM 3-21.5 (SH-2), p glossary-3, and p 6-6, para 6-5c

Distance

QUESTION: How does FM 3-21.5 define the term **distance**?

ANSWER: "The space between elements when the elements are one behind the other."

Ref: FM 3-21.5 (SH-2), p glossary-2

Distance between units varies with the size of the formation. Distance between individuals is an arm's length to the front plus 6 inches, or approximately 36 inches, measured from the chest of one soldier to the back of the soldier immediately to the front.

Formation

QUESTION: How does FM 3-21.5 define the term **formation**?

ANSWER: "The arrangement of elements of a unit in a prescribed manner."

Ref: FM 3-21.5 (SH-2), p glossary-2

The squad has two prescribed formations--line and column. Let's look at each of these.

A line formation is a formation in which the elements are side by side or abreast of each other. In a platoon line, the members of each squad are abreast of each other with the squads one behind the other. A column formation is a formation in which the elements are one behind the other. When a platoon is in a column formation, members of each squad are one behind the other, with the squads abreast of each other.

Ref: FM 3-21.5 (SH-2), p glossary-2 and p 6-2, Fig 6-1

Miscellaneous Terms

QUESTION: How does FM 3-21.5 define the term **rank**?

ANSWER: "A line that is one element in depth."

Ref: FM 3-21.5 (SH-2), p glossary-3 and p 6-2, Fig 6-1

QUESTION: How does FM 3-21.5 define term **file?**

ANSWER: "A column that has a front of one element."

Ref: FM 3-21.5 (SH-2), p glossary-2 and p 6-2, Fig 6-1

QUESTION: How does FM 3-21.5 define **alignment**?

ANSWER: "The arrangement of several elements on the same line."

Ref: FM 3-21.5 (SH-2), p glossary-1

QUESTION: How does FM 3-21.5 define **cover**?

ANSWER: "Aligning oneself directly behind the man to one's immediate front while maintaining correct distance."

Ref: FM 3-21.5 (SH-2), p glossary-2

QUESTION: How does FM 3-21.5 define the term **head**?

ANSWER: "The leading element of a column."

Ref: FM 3-21.5 (SH-2), p glossary-3 and p 6-2, Fig 6-1

QUESTION: How does FM 3-21.5 define the term **flank**?

ANSWER: "The right or left side of any formation as observed by an element within that formation."

Ref: FM 3-21.5 (SH-2), p glossary-2 and p 6-2, Fig 6-1

QUESTION: How does FM 3-21.5 define **front**?

ANSWER: "The space from side to side of a formation, including the right and left elements."

Ref: FM 3-21.5 (SH-2), p glossary-3 and p 6-2, Fig 6-1

QUESTION: How does FM 3-21.5 define **depth**?

ANSWER: "The space from front to rear of a formation, including the front and rear element."

Ref: FM 3-21.5 (SH-2), p glossary-2

NOTE: Point out that the “Column of Twos” diagram indicates the soldiers in the front and rear are part of the “depth” of the formation.

QUESTION: How does FM 3-21.5 define the term **base**?

ANSWER: "The element on which a movement is planned or regulated."

Ref: FM 3-21.5 (SH-2), p glossary-1 and p 6-2, Fig 6-1

QUESTION: What does the term **post** mean?

ANSWER: The correct place for an officer or noncommissioned officer to stand in a prescribed formation.

Ref: FM 3-21.5 (SH-2), p glossary-3 and p 6-2, Fig 6-1

QUESTION: What does the term **guide** mean?

ANSWER: The person responsible for maintaining the prescribed direction and rate of march.

Ref: FM 3-21.5 (SH-2), p glossary-3 and p 6-2, Fig 6-1

QUESTION: What does the term **cadence** mean?

ANSWER: The uniform rhythm in which a movement is executed, or the number of steps or counts per minute at which a movement is executed.

Ref: FM 3-21.5 (SH-2), p glossary-2

QUESTION: What does the term **step** mean?

ANSWER: The prescribed distance measured from one heel to the other heel of a marching soldier.

Ref: FM 3-21.5 (SH-2), p glossary-3

Commands

Let's now discuss drill commands.

QUESTION: What is a **drill command**?

ANSWER: A drill command is an oral order of a commander or leader.

Ref: FM 3-21.5 (SH-2), p 3-1

QUESTION: What are the rules for giving drill commands when a unit drills as a separate unit and not as part of a larger formation?

ANSWER:

- At the "halt," the commander faces the troops when giving commands. On the commands that set the unit in motion (marching from one point to another), the leader moves simultaneously with the unit to maintain correct positioning within the formation.
- When marching the leader turns his head in the direction of the troops to give commands.
- Exceptions to these rules occur during ceremonies.
- When elements drill as part of a larger unit, the rules for supplementary commands apply.
- The commander gives the command **AS YOU WERE** to revoke a preparatory command that he has given. The command **AS YOU WERE** must be given before the command of execution.

Ref: FM 3-21.5 (SH-2), p 3-1, para 3-1a thru e

QUESTION: What are the four types of commands?

ANSWER: Two-part commands, combined commands, supplementary commands, and directives.

Ref: FM 3-21.5 (SH-2), p 3-1 thru 3-3, para 3-2 thru 3-5

Two-Part Commands

Let's discuss each of these commands. Most drill commands are two-part commands--the preparatory command and the command of execution. The preparatory command notifies you of the movement that you will execute and mentally prepares you to execute it. The command of execution tells when to execute the movement. An example of a two-part command is ***Forward*, MARCH**. ***Forward*** is the preparatory command and **MARCH** is the command of execution.

Combined Commands

When you give the preparatory command and the command of execution at the same time, they are combined commands. Give these commands without inflection and at a uniformly high pitch and loudness. Examples of combined commands are **FALL IN**, **AT EASE**, and **REST**.

Supplementary Commands

Supplementary commands are oral orders given by a subordinate leader that reinforce and complement a commander's order (echoing the command).

These commands ensure that the soldiers understand and execute the movement. They extend down to the lowest subordinate leader in charge of an element required to accomplish the movement as part of a larger formation.

Supplementary commands may be a preparatory command, a portion of a preparatory command, or a two-part command. An example of a supplementary command is **FILE FROM THE LEFT, COLUMN LEFT, MARCH**. After the preparatory command **FILE FROM THE LEFT**, **COLUMN LEFT**, the squad leaders simultaneously give the preparatory command. The first squad leader commands **COLUMN LEFT** and all other squad leaders command **STAND FAST**.

Directives

Directives are oral orders given by the commander that direct or cause a subordinate leader to take action. Directives are given in sentence form and normally prefaced by terms. An example of a directive is HAVE YOUR UNITS or BRING **YOUR UNITS.**

Command Voice

Let's now discuss the command voice.

QUESTION: What is command voice?

ANSWER: Command voice is the method a leader uses to verbally deliver a command everyone in the unit can understand. Correct commands have tone, cadence, and snap that demand willing, correct, and immediate response.

Ref: FM 3-21.5 (SH-2), p 3-4, para 3-6

NOTE: Have the students turn to FM 3-21.5 (SH-2), pp 3-4 and 3-5, para 3-6 thru 3-9. Call on different students to explain and demonstrate voice control, distinctiveness, inflection, and cadence. Paraphrase any of the following points if not covered by student discussion.

Voice Control

Ease in voice control comes through good posture, proper breathing, confidence, and correct adjustment of throat and mouth muscles. Normally, the commander is to the front and center of the unit and speaks facing the unit. The commander must adjust the loudness of his voice to reach everyone without applying unnecessary exertion. The best posture for giving commands is the position of attention. The most important muscle used to control breathing, when giving commands, is the diaphragm. The throat, mouth, and nose act as amplifiers and help to give fullness and projection to the voice.

Distinctiveness

Distinct commands are effective; you should pronounce commands correctly by enunciating clearly, making full use of the lips, tongue, and lower jaw. To develop the ability to give clear, distinct commands, first practice giving commands slowly. Then gradually increase the rate of delivery, still enunciating each syllable distinctly.

Inflection

Inflection is the rise and fall in pitch and tone changes of the voice when giving commands. The preparatory command is the command that indicates movement. Pronounce each preparatory command with a rising inflection (see FM 3-21.5 (SH-2), p 3-5, Fig 3-1). The most desirable pitch, when beginning a preparatory command, is near the level of the natural speaking voice.

The command of execution is the command that indicates when to execute the movement. Give it with plenty of snap in a sharper tone and in a slightly higher pitch than the last syllable of the preparatory command.

In combined commands, such as **FALL IN** and **FALL OUT**, give these commands without inflection and with the uniform high pitch and loudness of a normal command of execution.

Cadence

Cadence, in commands, means a uniform and rhythmic flow of words. The interval between commands is uniform in length for any given troop unit.

For the squad or platoon in *March*, except when supplementary commands are necessary, the interval of time is that which allows one step (or count) between the preparatory command and the command of execution. Use the same interval for commands given at the *Halt*.

Start longer commands, such as ***Right flank*, MARCH**, so that the preparatory command will end on the proper foot, and leave a full count between the preparatory command and command of execution.

CHECK ON LEARNING:

QUESTION: What does the term **formation** mean?

ANSWER: The arrangement of elements of a unit in a prescribed manner.

Ref: FM 3-21.5 (SH-2), p glossary-2

QUESTION: What does the term **head** mean?

ANSWER: The leading element of a column.

Ref: FM 3-21.5 (SH-2), p glossary-3 and p 6-2, Fig 6-1

QUESTION: What does the term **depth** mean?

ANSWER: The space from front to rear of a formation, including the front and rear element.

Ref: FM 3-21.5 (SH-2), p glossary-2 and p 6-2, Fig 6-1

QUESTION: What does the term **step** mean?

ANSWER: The prescribed distance measured from one heel to the other heel of a marching soldier.

Ref: FM 3-21.5 (SH-2), p glossary-3

NOTE: ELO B consists of a three-hour practical exercise scheduled throughout the remainder of the course. You may skip to the summary and complete Sections IV and V now.

Break TIME: 00:50 to 01:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Form and march a squad.
CONDITIONS:	Given a squad-sized element of soldiers and FM 3-21.5 (SH-2).
STANDARDS:	Formed and marched a squad while using proper cadence and command voice IAW FM 3-21.5 (SH-2).

1. Learning Step / Activity 1. Form and march a squad

Method of Instruction: Practical Exercise
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 3 hrs
Media: PE-1

Practical Exercise

The next three hours of this lesson consist of a practical exercise scheduled throughout the remainder of the course. During this part of the lesson, you will have the opportunity to serve in a leadership position. In this position, you will conduct squad drill, and practice drill, commands, and command voice.

Your performance test will take place during the time frame designated on the training schedule.

NOTES:

- Pass out and explain the procedures outlined on the PE-1 (C-1 and C-2).
- Pass out the Drill and Ceremony Performance Test Sheet.
- Explain to the students that during the performance test they must perform to standard all the drill movements listed on the sheet.
- Move the students to the drill area.
- Conduct a demonstration to show students the proper use of command voice and drill commands.
- Determine the drill capabilities of the group and gear practice time accordingly. Concentrate your efforts on weaker students.
- Review FM 3-21.5 (SH-2) as appropriate for the practical exercise in squad drill to ensure that you cover all the material relating to squad drill.
- Monitor student presentation at all times. Use the Drill and Ceremony Performance Test Sheet as a guide to evaluate each presentation. Make on-the-spot corrections (if student conducting drill fails to do so).
- Time allotted for each student presentation will be at your discretion, but base this time on the needs of the individual student.
- Critique each student individually after completion of the PE. Inform the student of any particularly strong or weak areas and recommend any necessary corrective action.

NOTE: If you did <u>not</u> complete Sections IV and V, do so at this time.

2. Learning Step / Activity 2. Performance Evaluation, TE-1

Method of Instruction: Test
Technique of delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:1
Time of Instruction: 1 hr
Media: TE-1

Performance Test

Conduct Performance Evaluation, TE-1, App B, p B-1 thru B-4.

NOTE: Follow the guidelines for the Drill and Ceremony Performance Test Sheet (App B). Use the Drill and Ceremony Performance Test Sheet to evaluate each soldier's ability to direct a squad in the execution of the drill movements while using proper cadence and command voice.

CHECK ON LEARNING: The performance test serves as the check on learning for this ELO.

SECTION IV. SUMMARY

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: None

Check on Learning

QUESTION: What does the term **alignment** mean?

ANSWER: The arrangement of several elements on the same line.

Ref: FM 3-21.5 (SH-2), p glossary-1

QUESTION: What does the term **cover** mean?

ANSWER: Align yourself directly behind the man to your immediate front while maintaining correct distance.

Ref: FM 3-21.5 (SH-2), p glossary-2

QUESTION: What does the term **front** mean?

ANSWER: The space from side to side of a formation including, the right and left elements.

Ref: FM 3-21.5 (SH-2), p glossary-3

QUESTION: What does the term **post** mean?

ANSWER: The correct place for an officer or noncommissioned officer to stand in a prescribed formation.

Ref: FM 3-21.5 (SH-2), p glossary-3

QUESTION: What are the parts of the two-part command?

ANSWER: The preparatory command and the command of execution.

Ref: FM 3-21.5 (SH-2), p 3-1, para 3-2

Review / Summarize Lesson

During this lesson we discussed common drill terms, the types of commands, and the command voice. Having a good working knowledge of these items will allow you to move your soldiers in an organized manner.

SECTION V. STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan. This lesson includes a performance test during the time frame designated on the training schedule to evaluate your ability to conduct squad drill while using proper cadence and command voice. You must correctly perform 16 out of the 23 performance steps in order to achieve a GO.
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.

Appendix A Viewgraph Masters (N/A)

Appendix B Test(s) and Test Solution(s)

PERFORMANCE EVALUATION, TE-1

Overview	This performance test measures the student's ability to perform the minimum drill movements expected of a soldier in a squad leader position.
Administrative Instructions	Be sure you have resolved any problems you may have encountered during PE-1. Ensure you have adequate copies of SH-2, Extracted Material from FM 3-21.5.
Personnel Requirements	Number of students to evaluate: 8. Number of evaluators: 1 per group.
Equipment Required	You will not need any equipment unless required by your local SOP for conduct of this examination.
Classroom or Training Area	Parade or drill area large enough to accommodate a 1:8 instructor to student ratio with entire class size.
Evaluation Planning Time	Administrative: None. After Action Review: 5 minutes.
Break	According to local academy commandant's time.
Instructions to Students	1. Using proper cadence and command voice, you must perform to standard the drill movements listed on the Drill and Ceremony Performance Test sheet. You must correctly perform 16 or more of the 23 performance steps IAW FM 3-21.5 (SH-2) to achieve an overall "GO." 2. You must: a. Form the squad (actions and commands listed on B-3). b. Conduct rest positions at the halt (positions listed on B-3). c. Conduct facing movements (movements listed on B-3). d. March the squad (commands listed on B-3). e. End performance (measures listed on B-3). 3. The following rating applies toward graduation and honors. Your academic score derives from dividing the number of correct performance steps and measures by the total number of performance steps and measures. A score of: a. 0-69 rates UNSATISFACTORY. b. 70-89 rates SATISFACTORY. c. 90-100 rates SUPERIOR. d. Retest is SATISFACTORY with a maximum score of 70 percent.
Environmental Considerations	You must comply with all appropriate environmental considerations IAW your local SOP.

Safety Requirements	You must comply with all appropriate safety considerations IAW your local SOP. Ensure students observe safe practices at all times. If conducting the performance evaluation outside, take precautions dependent on the weather. Training area should be generally flat and free from debris and obstacles.
Evaluation Criteria	The student must correctly perform 16 out of the 23 performance steps in order to achieve a "GO." A "GO" is a graduation requirement IAW Course Management Plan, Chap 1, p 1-3.
Retest	There is only one retest authorized. The student must complete the performance steps in their entirety in the retest.

Drill and Ceremony Performance Test Sheet (T228)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:	
SGL RANK & NAME:	SQUAD:		CLASS NO:	
Performance Steps and Measures	Initial Test Date:		Retest Date:	
FORMING THE SQUAD:	GO	NO GO	GO	NO GO
Assumes the position of attention 3 Steps in front and centered on squad.	NA	NA	NA	NA
Commands, Fall In.				
Form the squad in line formation.				
Present Arms.				
Order Arms.				
REST POSITIONS AT THE HALT:	GO	NO GO	GO	NO GO
Parade Rest.				
Stand-at-Ease.				
At Ease.				
Rest.				
FACING MOVEMENT:	GO	NO GO	GO	NO GO
Left Face.				
Right Face.				
About Face.				
MARCH THE SQUAD:	GO	NO GO	GO	NO GO
Column Left.				
Column Right.				
Column Half Right.				
Column Half Left.				
Left Flank.				
Right Flank.				
Rear March.				
Left Step.				
Right Step.				
END PERFORMANCE:	GO	NO GO	GO	NO GO
Cadence.				
Command Voice.				
Dismiss the Squad.				
RATING: 0-69 = Unsatisfactory | 70-89 = Satisfactory | 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.	Score		Score	
Superior -0=100% -1=96% -2=91%	**Satisfactory -3=87% -4=83% -5=78% -6=74% -7=70%**		**Unsatisfactory -8=65%**	
Strengths:	Weaknesses:			
Remarks:				
INITIAL TEST	SGL Signature	Student Signature		
RE-TEST	SGL Signature	Student Signature		

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DRILL AND CEREMONY PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature Rank Date

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

Feedback Requirements

NOTE: Inform the students of where the examinations will take place as posted on the training schedule and when they will receive feedback on the tests. Include any retest information.

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Appendix C Practical Exercises and Solutions

This Appendix Contains

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Conduct Drill and Ceremony	C-1 and C-2

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Practical Exercise Sheet

Title	Conduct Drill and Ceremony, PE-1
Lesson Number/Title	T228 version 1 / Conduct Drill and Ceremony
Introduction	The next three hours of this lesson consist of a practical exercise scheduled in blocks throughout the remainder of the course. You will practice drill commands, command voice, and squad drill.
Motivator	In a leadership position you must conduct dismounted drill. This practical exercise will illustrate just how important knowing proper drill commands is to you, the leader. These commands will allow you to move your squad in an organized manner.
Learning Step/Activity	**NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.1). At the completion of this lesson, you [the student] will:

Action:	Form and march a squad.
Conditions:	Given a squad-sized element of soldiers and FM 3-21.5 (SH-2).
Standards:	Formed and marched a squad while using proper cadence and command voice IAW FM 3-21.5 (SH-2).

Safety Requirements	Instructors act as safety observers during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. The training area should be generally flat and free from debris.
Risk Assessment Level	Low
Environmental Considerations	None
Evaluation	You will not receive a solution sheet for this practical exercise. However, your instructor will evaluate you on your ability to conduct all the performance steps and measures listed on the Drill and Ceremony Performance Test Sheet, (App B, p B-3).
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to direct a squad in the execution of the drill movements while using proper cadence and command voice.
Resource Requirements	Area large enough to conduct drill and ceremonies and FM 3-21.5 (SH-2).

Procedures	This practical exercise is three hours total scheduled in blocks throughout the remainder of the course. • You must conduct squad drill at selected intervals during this period. You accomplish this at the direction of your instructor. • Study the information provided in FM 3-21.5 (SH-2) that relates to squad drill.
Feedback Requirements	Using the Drill and Ceremony Performance Test Sheet as a guide, your instructor will provide you with a critique to inform you of your strong and weak points, and may recommend areas that require additional study to help you meet the Academy's standards.

This Appendix Contains

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extracted Material from FM 3-21.5	SH-2-1

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of one hour of small group instruction, three hours of practical exercises, and one hour of test.

Overview As a leader, you will have to move your soldiers in an organized manner. For you to accomplish this task you must first know how to conduct drill movements and to use drill commands and command voice properly.

Learning Objective Terminal Learning Objective (TLO).

Action:	Conduct dismounted drill.
Conditions:	As a team/squad/section leader, given a squad-sized element of soldiers and FM 3-21.5 (SH-2).
Standards:	Conducted dismounted drill by-- • Identifying common drill terms. • Forming and marching a squad. IAW FM 3-21.5 (SH-2).

ELO A Identify common drill terms.
ELO B Form and march a squad.

Assignment The student assignments for this lesson are:

- Read SH-1, Advance Sheet.
- Read SH-2, Extracted Material from FM 3-21.5.

Additional Subject Area Resources None

Bring to Class

- SH-1, Advance Sheet.
- SH-2, Extracted Material from FM 3-21.5.
- 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. 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

Extracted Material from FM 3-21.5

This Student Handout Contains

This student handout contains 42 pages of extracted material from the following publication:

FM 3-21.5, Drill and Ceremonies, 7 Jul 03

Preface	p vii
Chapter 1	p 1-1 thru 1-3
Chapter 2	p 2-1 thru 2-9
Chapter 3	p 3-1 thru 3-5
Chapter 4	p 4-1 thru 4-11
Chapter 6	p 6-1 thru 6-10
Glossary	p 1 thru 3

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PREFACE

This field manual provides guidance for Armywide uniformity in the conduct of drill and ceremonies. It includes methods of instructing drill, teaching techniques, individual and unit drill, manual of arms for infantry weapons, and various other aspects of basic drill instruction.

This manual is designed for use by soldiers of all military occupational skills, to include the new soldier in the initial entry training environment. Since all situations or eventualities pertaining to drill and ceremonies cannot be foreseen, commanders may find it necessary to adjust the procedures to local conditions. However, with the view toward maintaining consistency throughout the Army, the procedures prescribed herein should be followed as closely as possible.

Personnel preparing to give drill instruction must be thoroughly familiar with Chapters 3 through 7 before attempting to teach material in Chapters 8 and 9.

For ease in distinguishing a preparatory command from a command of execution, the commands of execution appear in **BOLD CAP** letters and preparatory commands appear in ***Bold Italic*** letters. Reference to positions and movements appear in *Italics*.

AR 670-1 should be used as a reference for the proper wearing of uniforms and insignia.

The proponent of this publication is the U.S. Army Infantry School. Send comments and recommendations to doctrine@benning.army.mil or on DA Form 2028 directly to Commandant, U.S. Army Infantry School, ATTN: ATSH-ATD, Fort Benning, Georgia 31905-5410.

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

PART ONE
DRILL

"Gentlemen: you have now reached the last point. If anyone of you doesn't mean business let him say so now. An hour from now will be too late to back out. Once in, you've got to see it through. You've got to perform without flinching whatever duty is assigned you, regardless of the difficulty or the danger attending it. If it is garrison duty, you must attend to it. If it is meeting fever, you must be willing. If it is the closest kind of fighting, anxious for it. You must know how to ride, how to shoot, how to live in the open. Absolute obedience to every command is your first lesson. No matter what comes you mustn't squeal. Think it over - all of you. If any man wishes to withdraw he will be gladly excused, for others are ready to take his place."

Theodore Roosevelt, Remarks to Recruits, 1898

CHAPTER 1
INTRODUCTION

The purpose of drill is to enable a commander or noncommissioned officer to move his unit from one place to another in an orderly manner; to aid in disciplinary training by instilling habits of precision and response to the leader's orders; and to provide for the development of all soldiers in the practice of commanding troops.

1-1. HISTORY

Military history reveals that armies throughout the world participated in some form of drill. The primary value of drill, historically, is to prepare troops for battle. For the most part, the drill procedures practiced are identical to the tactical maneuvers employed on the battlefield. Drill enables commanders to quickly move their forces from one point to another, mass their forces into a battle formation that affords maximum firepower, and maneuver those forces as the situation develops.

a. In 1775, when this country was striving for independence and existence, the nation's leaders were confronted with the problem of not only establishing a government but also of organizing an army that was already engaged in war. From the "shot heard around the world," on 19 April 1775, until Valley Forge in 1778, Revolutionary forces were little more than a group of civilians fighting Indian-style against well-trained, highly disciplined British Redcoats. For three years, General George Washington's troops had endured many hardships—lack of funds, rations, clothing, and equipment. In addition, they had suffered loss after loss to the superior British forces. These hardships and losses mostly stemmed from the lack of a military atmosphere in country. Thus, an army was created with little or no organization, control, discipline, or teamwork.

b. Recognizing the crisis, General Washington, through Benjamin Franklin, the American Ambassador to France, enlisted the aid of a Prussian officer, Baron Friedrich

von Steuben. Upon his arrival at Valley Forge on 23 February 1778, von Steuben, a former staff officer with Frederick the Great, met an army of several thousand half-starved, wretched men in rags. He commented that a European army could not be kept together in such a state. To correct the conditions that prevailed, he set to work immediately and wrote drill movements and regulations at night and taught them the following day to a model company of 120 men selected from the line.

c. Discipline became a part of military life for these selected individuals as they learned to respond to command without hesitation. This new discipline instilled in the individual a sense of alertness, urgency, and attention to detail. Confidence in himself and his weapon grew as each man perfected the fifteen 1-second movements required to load and fire his musket. As the Americans mastered the art of drill, they began to work as a team and to develop a sense of pride in themselves and in their unit.

d. Watching this model company drill, observers were amazed to see how quickly and orderly the troops could be massed and maneuvered into different battle formations. Officers observed that organization, chain of command, and control were improved as each man had a specific place and task within the formation. Later, the members of the model company were distributed throughout the Army to teach drill. Through drill, they improved the overall effectiveness and efficiency of the Army.

e. To ensure continuity and uniformity, von Steuben, by then a major general and the Army Inspector General, wrote the first Army field manual in 1779, The Regulations for the Order and Discipline of the Troops of the United States, commonly referred to as the Blue Book. The drill procedures initiated at Valley Forge were not changed for 85 years, until the American Civil War, and many of the drill terms and procedures are still in effect today.

f. Drill commands are about the same as at the time of the War of 1812, except that then the officers and noncommissioned officers began them by saying, “Take care to face to the right, right, face.” Also, during the American revolutionary period, troops marched at a cadence of 76 steps a minute instead of the current cadence of 120 steps. Then units performed precise movement on the battlefield, and the army that could perform them best was often able to get behind the enemy, or on his flank, and thus beat him. Speed spoiled the winning exactness. Also, firearms did not shoot far or accurately in 1776, so troop formations could take more time to approach the enemy.

g. As armament and weaponry improved, drill had to adapt to new tactical concepts. Although the procedures taught in drill today are not normally employed on the battlefield, the objectives accomplished by drill—professionalism, teamwork, confidence, pride, alertness, attention to detail, esprit de corps, and discipline—are just as important to the modern Army as they were to the Continental Army.

1-2. MILITARY MUSIC

The earliest surviving pictorial, sculptured, and written records show musical or quasimusical instruments employed in connection with military activity for signaling during encampments, parades, and combat. Because the sounds were produced in the open air, the instruments tended to be brass and percussion types. Oriental, Egyptian, Greek, Roman, and American Indian chronicles and pictorial remains show trumpets and drums of many varieties allied to soldiers and battles.

a. **Bugle Calls.** Bugle calls are used in U.S. military service as the result of the Contintental Army's contact with the soldiers and armies from Europe during the revolutionary period. After the American Revolution, many of the French (and English) bugle calls and drum beats were adopted by the United States Army.

b. **Attention.** This is taken from the British "Alarm," at which call the troops turned out under arms.

c. **Adjutant's Call.** The adjutant's call indicates that the adjutant is about to form the guard, battalion, or regiment.

d. **To the Color.** The old cavalry call, "To the Standard," in use from about 1835, was replaced by the present call of "To the Color."

e. **National Anthem.** "The Star Spangled Banner" officially became the National Anthem by law on 3 March 1931, in Title 36, United States Code 170.

f. **Sound Off.** The band, in place, plays "Sound Off" (three chords). It then moves forward and, changing direction while playing a stirring march, troops the line and marches past the soldiers in formation, then returns to its post. Upon halting, the band again plays three chords.

g. **Retreat.** Retreat is the ceremony that pays honors to the national flag when it is lowered in the evening.

h. **Official Army Song.** The official Army song, "The Army Goes Rolling Along," was formally dedicated by the Secretary of the Army on Veterans Day, 11 November 1956, and officially announced on 12 December 1957 (AR 220-90). In addition to standing while the National Anthem is played, Army personnel stand at attention whenever the official song is played. Although there is no Department of the Army directive in this regard, commanders, other officers, and other personnel can encourage the tribute to the Army by standing at attention when the band plays "The Army Goes Rolling Along."

CHAPTER 2
DRILL INSTRUCTIONS

"Troops who march in an irregular and disorderly manner are always in great danger of being defeated."

Vegetius: De Re Militari: A.D. 378

Section I. INSTRUCTIONAL METHODS

The progress made by individuals and units in precise and unified action in drill is determined by the following:

- The methods of instruction and the thoroughness of the instructor.
- The organization of soldiers into units of the most effective instructional size.

The three methods of instruction used to teach drill to soldiers are: step-by-step, talk-through, and by-the-numbers. The character of the particular movement being taught will indicate the most effective method to use. As a rule, marching movements are taught using the step-by-step method. Movements that require numerous or simultaneous actions by an individual or unit are best taught using the talk-through method. Movements that have two or more counts are taught using the by-the-numbers method.

To ensure that a soldier develops satisfactory proficiency during the time allotted, and to ensure a complete and consistent presentation by the drill instructor, each movement (regardless of the method used) should be presented using three teaching stages: explanation, demonstration, and practice.

2-1. EXPLANATION

In the explanation stage, the instructor must:

- Give the name of the movement.
- Give the practical use for the movement.
- Give the command(s) for the movement and explain its elements: the preparatory command and the command of execution. He must also discuss the command(s) necessary to terminate the movement. (Supplementary commands are discussed where appropriate in the explanations.)

This is how an instructor teaches a marching movement using the first teaching stage.

"Platoon,* ATTENTION. AT EASE.** The next movement (position), which I will name, explain, and have demonstrated, and which you will conduct practical work on, is the *30-Inch Step From the Halt.* This movement is used to march an element from point A to point B in a uniform manner. The command to execute this movement is ***Forward,* MARCH.** This is a two-part command: ***Forward is the preparatory command, and **MARCH** is the command of execution. The command to terminate this movement is **HALT. HALT** is also a two-part command when preceded by a preparatory command such as ***Squad*** or ***Platoon***. I will use ***Demonstrator*** as the preparatory command and **HALT** as the command of execution. When given, these commands are as follows: ***Forward,* MARCH; *Demonstrator,* HALT."**

2-2. DEMONSTRATION

In the demonstration stage, the instructor may use the step-by-step, talk-through, or by-the-numbers methods of instruction.

NOTE: The instructor may demonstrate the movement himself, modifying his position when necessary to maintain eye-to-eye contact with personnel being instructed.

a. **Step-by-Step Method of Instruction.** In the step-by-step method of instruction, the explanation and demonstration are combined, and the movements are taught one step at a time.

NOTE: The letters **P, I, C,** or **A** have been added to the end of certain paragraphs to help the reader understand the five-step process used in all marching movements known as the **PICAA** effect. Put simply, the **P**reparatory command, the **C**ommand of execution and the **A**ction step—executing the movement—are all given or executed when the same foot strikes the marching surface. The **I**ntermediate step and **A**dditional step are executed with the other foot.

(1) The instructor explains that on the command of execution, the demonstrator takes only one step and then stops in position until the command ***Ready,*** **STEP** (for the next step) is given. While the demonstrator is stopped in position, the instructor makes on-the-spot corrections and explains the actions to be taken on the next step. The instructor then has the demonstrator execute the movement at normal cadence.

(2) This is how an instructor teaches the demonstration stage when using the step-by-step method of instruction:

- *"**Demonstrator, POST.*** I will use the step-by-step method of instruction. On the preparatory command ***Forward*** of ***Forward,*** **MARCH,** without noticeable movement, shift the weight of the body onto the right foot. ***Forward.**"*

- "On the command of execution **MARCH** of ***Forward,*** **MARCH,** step forward 30 inches with the left foot. The head, eyes, and body remain as in the *Position of Attention.* The arms swing in natural motion, without exaggeration and without bending the elbows, about 9 inches straight to the front and 6 inches straight to the rear of the trouser seams. The fingers and thumbs are curled as in the *Position of Attention,* just barely clearing the trousers. **MARCH.**"

- "On the command of execution **STEP** of ***Ready,*** **STEP,** execute a 30-inch step with the trail foot. Once again, ensure that the head, eyes, and body remain as in the *Position of Attention,* and that the arms swing naturally, without exaggeration and without bending the elbows, about 9 inches straight to the front and 6 inches straight to the rear of the trouser seams. The fingers

and thumbs are curled, as in the *Position of Attention,* barely clearing the trousers. ***Ready,* STEP.** Notice that there are two steps explained: one from the *Halt* and one while marching.*"*

- "The command to terminate this movement is **HALT.** The preparatory command ***Demonstrator*** of ***Demonstrator,* HALT,** may be given as either foot strikes the marching surface. However, the command of execution **HALT** of ***Demonstrator,* HALT,** must be given the next time that same foot strikes the marching surface. The *Halt* is executed in two counts."

- "On the command of execution **STEP** of ***Ready,* STEP,** execute a 30-inch step with the trail foot. When that foot strikes the marching surface, the demonstrator will receive the **preparatory** command ***Demonstrator*** of ***Demonstrator,* HALT. *Ready, STEP. Demonstrator.*" (P—step 1 of the PICAA process)**

- "On the command of execution **STEP** of ***Ready,* STEP,** execute a 30-inch step with the trail foot. This is the **intermediate** (or thinking) step required between the preparatory command and the command of execution. ***Ready,* STEP.**" **(I—step 2 of the PICAA process)**

- "On the command of execution **STEP** of ***Ready,* STEP,** execute a 30-inch step with the trail foot. When the foot strikes the marching surface, the demonstrator will receive the **command of execution HALT** of ***Demonstrator,* HALT. *Ready,* STEP. HALT.** The *Halt* is executed in two counts." **(C—step 3 of the PICAA process)**

- "On the command of execution **STEP** of ***Ready,* STEP,** execute a 30-inch step with the trail foot, this being the **additional** step required after the command of execution. ***Ready,* STEP.**" **(A—step 4 of the PICAA process)**

- "On the command of execution **STEP** of ***Ready,* STEP,** bring the trail foot alongside the lead foot, reassuming the *Position of Attention,* thus terminating this movement. ***(Ready,* STEP. RE-FORM.)** At normal cadence, this movement would look as follows: ***Forward,* MARCH. *Demonstrator,* HALT. AT EASE.**" **(A—step 5 of the PICAA process)**

- "Platoon, what are your questions pertaining to this movement when executed at normal cadence or when using the step-by-step method of instruction? (Clarify all questions.)"

- "***Demonstrator,* ATTENTION.** You will now become my assistant instructor. **FALL OUT.**"

NOTE: Notice that when marching, there are five steps in the step-by-step method of instruction: 1 - **P**reparatory command step; 2 - **I**ntermediate step; 3 - **C**ommand of execution step; 4 - **A**dditional step; and 5 – **A**ction step.

b. **Talk-Through Method of Instruction.** In this method the explanation and demonstration are combined. Each movement. or action by the individual is executed as it is orally described.

(1) The instructor simply tells the demonstrator how and what he wants him to do. The demonstrator executes the movement as the instructor describes it. Then the instructor has the demonstrator execute the movement at normal cadence.

(2) This is how an instructor teaches the demonstration stage when using the talk-through method of instruction:

- ***"Demonstrator,* POST.** I will use the talk-through method of instruction. On the command of execution **ATTENTION** or **FALL IN**, sharply bring the heels together and on line, with the toes forming a 45-degree angle. Rest the weight of the body equally on the heels and balls of both feet. The legs are straight without locking the knees; the body is erect; hips level; chest, lifted and arched; and shoulders, square and even. Keep the head erect and face straight to the front with the chin drawn in so that the alignment of the head and neck is vertical. The arms hang straight without stiffness. The fingers are curled so that the tips of the thumbs are alongside and touching the first joint of the forefingers. Keep the thumbs straight along the seams of the trousers with the first joint of the fingers touching the trouser legs. Remain silent and do not move unless otherwise directed."

- "**AT EASE**. This position, executed at normal cadence, is as follows: ***Demonstrator,* ATTENTION. AT EASE. FALL IN. AT EASE."**

- Platoon, what are your questions pertaining to the *Position of Attention* when executed at normal cadence or when executed using the talk-through method of instruction?" (Clarify all questions.)

- ***Demonstrator,* ATTENTION.** You will be my assistant instructor, **FALL OUT.**"

NOTE: When teaching squad, platoon, or company drills, this method should be modified so that individuals are talked into position rather than through the position**.**

c. **By-the-Numbers Method of Instruction.** ***By-The-Numbers*** is the command used to begin instructing one count at a time. ***Without-The-Numbers*** is the command used to terminate single-count instruction and return to normal cadence. The explanation and demonstration are combined. Movements are explained and demonstrated one count at a time.

(1) The instructor has the demonstrator execute the movement **by the numbers** (one count at a time). The instructor then has the demonstrator execute the movement at normal cadence.

(2) This is how an instructor teaches the demonstration stage using the by-the-numbers method of instruction:

- ***"Demonstrator,* POST.** I will use the by-the-numbers method of instruction. *Port Arms* from *Order Arms* is a two-count movement. On the command of execution **ARMS** of ***Port,* ARMS,** this being count one, grasp the barrel of the rifle with the right hand and raise the rifle diagonally across the body, ensuring that the right elbow remains down without strain. Simultaneously, grasp the rifle with the left hand at the handguard just forward of the slip ring, keeping the rifle about 4 inches from the belt. ***By-the-numbers, Port,* ARMS."**

- "On count two, release the grasp of the rifle with the right hand and regrasp the rifle at the small of the stock. Keep the rifle held diagonally across the body, about 4 inches from the belt, elbows drawn in at the sides, and ensure the right forearm is horizontal, thus assuming the position of *Port Arms.* ***Ready, TWO."***

- *"Order Arms* from *Port Arms is* a three-count movement. On the command of execution **ARMS** of ***Order,* ARMS,** this being count one, release the grasp of the rifle with the right hand and move the right hand up and across the body, approaching the front sight assembly from the right front, and firmly grasp the barrel without moving the rifle. Ensure the right elbow remains down without strain. ***Order,* ARMS."**

- "On count two, release the grasp of the rifle with the left hand, and with the right hand lower the rifle to the right side until it is about 1 inch off the marching surface. At the same time, guide the rifle into place with the left hand at the flash suppressor, fingers and thumb extended and joined, palm facing the rear. ***Ready,* TWO**."

- "On count three, sharply move the left hand to the left side as in the *Position of Attention* and, at the same time, gently lower the rifle to the marching surface with the right hand, assuming the position of *Order Arms.* ***Ready,* THREE."**

- "At normal cadence, these commands (movements) are as follows: ***Without-the-numbers, Port,* ARMS. *Order,* ARMS. AT EASE"**

- "Platoon, what are your questions pertaining to *Port Arms* from *Order Arms* and *Order Arms* from *Port Arms* when executed at normal cadence or when executed by-the-numbers?" (Clarify all questions.)

- ***"Demonstrator,* ATTENTION.** You will be my assistant instructor. **FALL OUT.**" (Notice that there is no ***Ready,* ONE** command.)

2-3. PRACTICE

The practice stage is executed in the same manner as the demonstration stage except that the instructor uses the proper designator for the size of his element. However, the instructor does not have his element execute the movement at normal cadence until his element has shown a satisfactory degree of proficiency executing the movement using the selected method of instruction.

Section II. INSTRUCTIONAL TECHNIQUES

Basic drill instruction includes line and U-formations, stationary and moving cadence counts, and dedicated instruction to units and individuals.

2-4. FORMATIONS

Instruction and practical work, in all phases of drill, can best be presented by using the U-formation or line formation. As a rule, stationary movements are taught using the U-formation; marching movements, to include squad, platoon, and company drills, are best taught from the line formation. Soldiers should be taught in the smallest formation possible to ensure individual attention; however, squad drill, whenever possible, should be taught to squad-size units, platoon drill to platoon-size units, and company drill to company-size units.

a. The U-formation is formed by the instructor commanding ***Count,* OFF.**

(1) On the command of execution "**OFF**" of ***Count,* OFF**, all personnel, except the right flank personnel, turn their head and eyes to the right and the right flank personnel count off with "**ONE.**" After the right flank soldiers have counted their number, the soldiers to their left count off with the next higher number and simultaneously turn their head and eyes to the front. All other members of the formation count off in the same manner until the entire formation has counted off. The instructor then commands ***First and second squads,* FALL OUT**.

(2) On the command of execution "**FALL OUT,**" the first squad faces to the right, and the second squad faces to the left. After the squads have faced, the instructor commands ***U-formation,* FALL IN**.

(3) On the command of execution **"FALL IN,"** the following actions happen simultaneously:

- The first squad executes a *Column Left* and takes one more step than the highest number counted when the formation counted off; halts, and faces to the left without command.
- The second squad marches forward until the lead man clears the last vacated position of the first squad and then executes a *Column Right*, taking three more steps than the highest number counted when the formation counted off; halts, and faces to the right without command.
- The third squad stands fast, and the fourth squad executes one *15-Inch Step to the Left.* The instructor ensures that the first and second squads are one step in

front of and one step outside the flanks of the third squad before commanding **AT EASE** beginning the instruction.

(4) To re-form the platoon in a line formation, the commands are: **FALL OUT (pause); FALL IN.** The members of the platoon execute in the reversre manner as prescibed above, taking the same number of steps.

b. When instructing using the line formation at normal interval, it is recommended that the first rank kneels (right knee), second rank executes one *15-Inch Step to the Left* and kneels (left knee), third rank stands fast, and the fourth rank takes one *15-Inch Step to the Left.* The instructor adjusts any additional ranks as necessary to ensure they are uncovered. This formation can quickly be formed by commanding ***Instructional Formation,* MARCH.** To re-form the unit into a line formation, the command is **FALL IN.** The members of the platoon execute in the reverse manner as prescribed above.

c. The instructor may find using the extended rectangular formation more suitable for use.

(1) To form the extended rectangular formation, the instructor commands ***Extend to the left,* MARCH**. All right flank soldiers stand fast and extend their arms at shoulder level, elbows locked, fingers and thumbs extended and joined, palms facing down. All other soldiers turn to the left and double-time forward. After taking a sufficient number of steps, the soldiers stop and face to the front and extend their arms in the same manner as the right flank soldiers, ensuring that there is about 12 inches between all soldiers. Dress is to the right and cover is to the front. The remainder of the body is in the position of attention.

(2) The instructor then commands ***Arms downward,* MOVE**. The soldiers lower their arms sharply to the sides as in the position of attention.

(3) The instructor then commands ***Left,* Face**. All soldiers execute a left face.

(4) The instructor then commands ***Extend to the left,* MARCH**. All soldiers execute as previosly described.

(5) The instructor then commands ***Arms downward,* MOVE**. All soldiers execute as previously described.

(6) The instructor then commands ***Right,* FACE**. All soldiers execute a right face.

(7) The instructor then commands ***From front to rear,* COUNT OFF**. (**COUNT OFF** is the entire command of execution). Each member of the first rank turns their head and eyes to the right and counts off with "**ONE,"** then faces back to the front. The remaining ranks execute in the same manner as the first rank counting off in the same manner as the first rank until the entire formation has counted off. The members of the last (rear) rank do not turn their head and eyes.

(8) The instructor then commands ***Even numbers to the left,* UNCOVER**. All even numbered soldiers jump squarely in the center of the interval, resuming the position of attention. The formation is now prepared for instruction.

(9) To return the formation to the original configuration, the instructor commands ***Assemble to the right,* MARCH**. All soldiers double-time to their original position in formation.

d. The instructor may find the circular formation more suitable for training.

(1) The instructor positions himself in front of the lead soldier in the lead squad and commands ***Circle formation,* FOLLOW ME**. The instructor double-times in a circle large enough for the formation and moves to the center of the circle. The members of the

lead squad follow at an arms length plus 6 inches (approximately 40 inches total). The squad leaders of the following squads begin double-timing at the correct distance from the last soldier in the preceding squad without command. After the entire formation is in a circle, the instructor comes to the position of attention and commands ***Quick time,*** **MARCH**. The soldiers begin marching normally. The instructor then gives directives to individual soldiers and corrects the distance between them until each member is at approximately double arm interval.

(2) The instructor then commands the formation to *Halt* using the appropriate preparatory command.

(3) The instructor then commands ***Left,*** **FACE**. All personnel face toward the instructor. The formation is now ready for instruction.

(4) To return the formation to its original configuration, the instructor commands the formation to attention and commands **FALL OUT**, and then **FALL IN**. On the command **FALL IN**, all soldiers return to their original position in formation.

NOTE: When conditions do not warrant this formation, soldiers may be directed to remain standing and to uncover. To assemble the unit, the command **FALL IN** is given.

2-5. INSTRUCTORS

When acting as instructors or assistant instructors, officers and noncommissioned officers go wherever they are needed. They correct mistakes and ensure steadiness and proper performance in ranks. When an individual shows that he is unable to execute the proper movements or assume the proper position, the instructor may physically assist the soldier.

2-6. CADENCE COUNTING

To enable soldiers to learn or maintain cadence and develop rhythm, the instructor should have them count cadence while marching.

a. To count cadence while marching at quick time, the instructor gives the preparatory command, ***Count Cadence,*** as the left foot strikes the marching surface, and the command of execution, **COUNT,** the next time the left foot strikes the marching surface. The soldier begins to count the next time the left foot strikes the marching surface and counts as each foot strikes the marching surface—**ONE, TWO, THREE, FOUR; ONE, TWO, THREE, FOUR.** To count cadence while double-timing, the procedures are basically the same, except the soldier only counts each time the left foot strikes the marching surface. To maintain cadence when marching, soldiers will be allowed to sing, or a drummer's beat may provide cadence.

b. For stationary movements of two or more counts, the instructor commands ***In Cadence, Right,*** **FACE.** The soldier simultaneously executes the first count of the movement on the command of execution and sounds off, **ONE**; as he executes the second count he sounds off, **TWO**.

NOTE: To halt execution of movements in cadence, the instructor commands ***Without Cadence,*** and resumes normal drill methods. For example, ***Without Cadence,*** **MARCH** when marching at *Count Cadence* or ***Without Cadence, Left,*** **FACE** for stationary movements.

c. As soldiers begin to master the art of drill, instructors try to create a spirit of competition among individuals and between units. Although repetition is necessary when teaching drill, instructors use competitive drill exercises to ensure that drill does not become boring or monotonous.

d. Mass commands are used to develop confidence and promote enthusiasm. They are effective in developing a command voice when instructing a leadership course. Procedures for using mass commands are discussed in Chapter 3.

CHAPTER 3

COMMANDS AND THE COMMAND VOICE

"The spirit of discipline, as distinct from its outward and visible guises, is the result of association with martial traditions and their living embodiment."

B. H. Liddell Hart, Thoughts on War, 1944

Section I. COMMANDS

A drill command is an oral order of a commander or leader. The precision with which a movement is executed is affected by the manner in which the command is given.

3-1. RULES

The following rules for giving commands apply to the commander when the unit drills as a separate unit and not as part of a larger formation.

a. When at the *Halt,* the commander faces the troops when giving commands. On commands that set the unit in motion *(*marching from one point to another), the commander moves simultaneously with the unit to maintain correct position within the formation. (See Chapter 4, paragraphs 4-5c and 4-14, for more information on facing in marching.)

b. When marching, the commander turns his head in the direction of the troops to give commands.

c. Exceptions to these rules occur during ceremonies, which are discussed in Chapter 10.

d. When elements drill as part of a larger unit, the rules for supplementary commands apply (paragraph 3-4).

e. The commander gives the command **AS YOU WERE** to revoke a preparatory command that he has given. The command **AS YOU WERE** must be given before the command of execution. The commander cannot cancel the command of execution with **AS YOU WERE**. If an improper command is not revoked, the personnel execute the movement in the best manner possible.

3-2. TWO-PART COMMANDS

Most drill commands have two parts: the preparatory command and the command of execution. Neither part is a command by itself, but the parts are termed commands to simplify instruction. The commands ***Ready, Port,*** **ARMS,** and ***Ready, Aim,*** **FIRE,** are considered to be two-part commands even though they contain two preparatory commands.

a. The preparatory command states the movement to be carried out and mentally prepares the soldier for its execution. In the command ***Forward,*** **MARCH,** the preparatory command is ***Forward***.

b. The command of execution tells when the movement is to be carried out. In ***Forward,*** **MARCH**, the command of execution is **MARCH**.

c. To change direction of a unit when marching, the preparatory command and command of execution for each movement are given so they begin and end on the foot in the direction of the turn: ***Right Flank,*** **MARCH** is given as the right foot strikes the marching surface, and ***Left Flank,*** **MARCH** as the left foot strikes the marching surface. The interval between the preparatory command and the command of execution is **always** one step or count. The preparatory command and command of execution are **always** given when the same foot strikes the marching surface.

3-3. COMBINED COMMANDS

In some commands, the preparatory command and the command of execution are combined; for example, **FALL IN, AT EASE,** and **REST.** These commands are given without inflection and at a uniformly high pitch and loudness comparable to that for a normal command of execution.

3-4. SUPPLEMENTARY COMMANDS

Supplementary commands are oral orders given by a subordinate leader that reinforce and complement a commander's order. They ensure proper understanding and execution of a movement. They extend to the lowest subordinate leader exercising control over an element affected by the command as a separate element within the same formation.

a. A supplementary command may be a preparatory command, a portion of a preparatory command, or a two-part command. It is normally given between the preparatory command and the command of execution. However, when a command requires an element of a unit to execute a movement different from other elements within the same formation, or the same movement at a different time, subordinate leaders give their supplementary commands at the time prescribed by the procedures covering that particular movement.

EXAMPLE:

The platoon is in column formation, and the platoon leader commands ***Column of Twos From the Left*** (pause), **MARCH.** The first and second squad leaders command ***Forward;*** the third and fourth squad leaders command **STAND FAST**. On the command of execution **MARCH**, the first and second squads march forward. At the appropriate time, the squad leader (third squad) nearest the moving element commands ***Column Half Left,*** **MARCH** (for both remaining squads). As the third and fourth squad leaders reach the line of march, they automatically execute a *Column Half Right* and obtain normal distance behind the first and second squads.

b. A subordinate leader gives all supplementary commands over his right shoulder except when his command is based on the actions of an element on his left or when the subelement is to execute a *Column Left (Half Left)* or *Left Flank.* Giving commands over the left shoulder occurs when changing configuration or a formation, such as forming a file or a column of fours and re-forming. (See Chapter 7, paragraph 7-14, for more information on forming a file and re-forming.)

EXAMPLE:

The platoon is in column formation and is going to form a file to the left. The left flank squad leader will give the supplementary command ***Column,*** **LEFT** over the left shoulder, since the movement will be to the left. The other squad leaders will give the supplementary command **STAND FAST** over the left shoulder as their movement will be to the left and is based on an element to the left.

NOTE: When in formation at present arms and the preparatory command ***Order*** of ***Order,*** **ARMS** is given, subordinate leaders terminate their salute before giving their supplementary command.

c. Supplementary commands are not given by a subordinate leader for the combined commands **FALL IN, AT EASE, REST** or for mass drill when his element forms as part of a massed formation. However, supplementary commands are given when forming a mass or when forming a column from a mass. (See Chapter 4, note following paragraph 4-3d.)

d. Except for commands while in mass formation, platoon leaders give supplementary commands following all preparatory commands of the commander. When the preparatory command is ***Company,*** the platoon leaders immediately come to *Attention* and command ***Platoon***. The company commander allows for all supplementary commands before giving the command of execution.

e. When no direction is given, the response is understood to be ***Forward;*** when no rate of march is given, the response is *Quick Time.* Normally, when a direction or rate of march is included in the preparatory command, only the direction or rate of march is given as a supplementary command.

3-5. DIRECTIVES

Directives are oral orders given by the commander that direct or cause a subordinate leader to take action.

a. The commander gives directives rather than commands when it is more appropriate for subordinate elements to execute a movement or perform a task as independent elements of the same formation.

b. Directives are given in sentence form and are normally prefaced by the terms **HAVE YOUR UNITS** or **BRING YOUR UNITS**.

EXAMPLE:

HAVE YOUR UNITS OPEN RANKS AND STACK ARMS; BRING YOUR UNITS TO PRESENT ARMS.

c. **TAKE CHARGE OF YOUR UNITS** is the only directive on which a commander relinquishes his command and on which salutes are exchanged.

Section II. THE COMMAND VOICE

A correctly delivered command will be understood by everyone in the unit. Correct commands have a tone, cadence, and snap that demand willing, correct, and immediate response.

3-6. VOICE CONTROL

The loudness of a command is adjusted to the number of soldiers in the unit. Normally, the commander is to the front and center of the unit and speaks facing the unit so that his voice reaches everyone.

a. The voice must have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled sounds instead of clear commands. Ease is achieved through good posture, proper breathing, correct adjustment of throat and mouth muscles, and confidence.

b. The best posture for giving commands is the position of *Attention.* Soldiers in formation notice the posture of their leader. If his posture is unmilitary (relaxed, slouched, stiff, or uneasy), the subordinates will imitate it.

c. The most important muscle used in breathing is the diaphragm—the large muscle that separates the chest cavity from the abdominal cavity. The diaphragm automatically controls normal breathing and is used to control the breath in giving commands.

d. The throat, mouth, and nose act as amplifiers and help to give fullness (resonance) and projection to the voice.

3-7. DISTINCTIVENESS

Distinctiveness depends on the correct use of the tongue, lips, and teeth, which form the separate sounds of a word and group the sounds into syllables. Distinct commands are effective; indistinct commands cause confusion. All commands can be pronounced correctly without loss of effect. Emphasize correct enunciation (distinctiveness). To enunciate clearly, make full use of the lips, tongue, and lower jaw.

To develop the ability to give clear, distinct commands, practice giving commands slowly and carefully, prolonging the syllables. Then, gradually increase the rate of delivery to develop proper cadence, still enunciating each syllable distinctly.

3-8. INFLECTION

Inflection is the rise and fall in pitch and the tone changes of the voice.

a. The preparatory command is the command that indicates movement. Pronounce each preparatory command with a rising inflection. The most desirable pitch, when beginning a preparatory command, is near the level of the natural speaking voice. A common fault with beginners is to start the preparatory command in a pitch so high that, after employing a rising inflection for the preparatory command, it is impossible to give the command of execution with clarity or without strain. A good rule to remember is to begin a command near the natural pitch of the voice (Figure 3-1).

b. The command of execution is the command that indicates when a movement is to be executed. Give it in a sharper tone and in a slightly higher pitch than the last syllable

of the preparatory command. It must be given with plenty of snap. The best way to develop a command voice is to practice.

c. In combined commands, such as **FALL IN** and **FALL OUT**, the preparatory command and command of execution are combined. Give these commands without inflection and with the uniform high pitch and loudness of a normal command of execution.

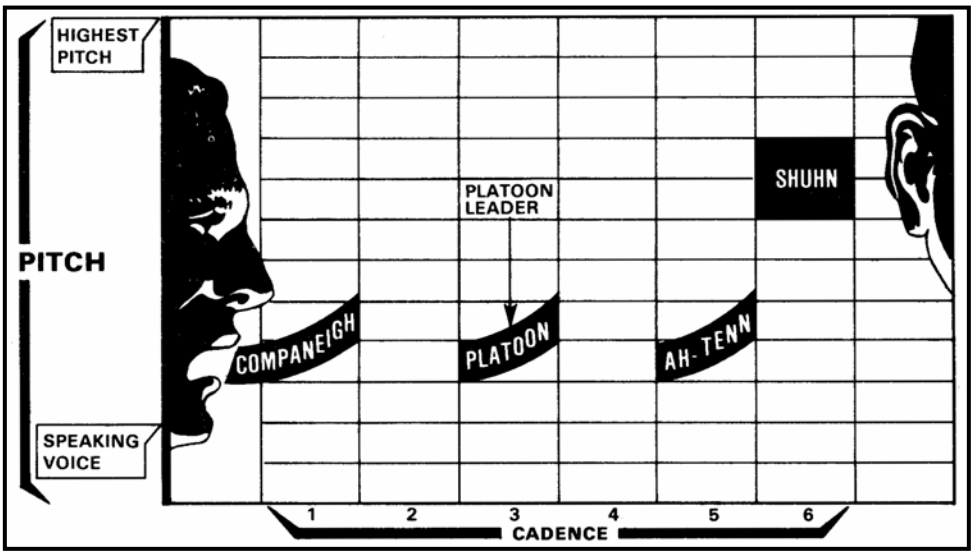


Figure 3-1. Diagram of a command.

3-9. CADENCE

Cadence, in commands, means a uniform and rhythmic flow of words. The interval between commands is uniform in length for any given troop unit. This is necessary so that everyone in the unit will be able to understand the preparatory command and will know when to expect the command of execution.

a. For the squad or platoon in *March,* except when supplementary commands need to be given, the interval of time is that which allows one step (or count) between the preparatory command and the command of execution. The same interval is used for commands given at the *Halt.* Longer commands, such as ***Right flank,*** **MARCH**, must be started so that the preparatory command will end on the proper foot, and leave a full count between the preparatory command and command of execution.

b. When supplementary commands are necessary, the commander should allow for one count between the preparatory command and the subordinate leader's supplementary command, and an additional count after the subordinate command but before the command of execution.

CHAPTER 4
INDIVIDUAL DRILL

"Maintain discipline and caution above all things, and be on the alert to obey the word of command. It is both the noblest and the safest thing for a great army to be visibly animated by one spirit."

Archidamus of Sparta: To the Lacaedaenwnian expeditionary force departing for Athens, 431 B.C.

NOTE: The explanation of a movement that may be executed toward either flank is given in this chapter for only one flank. To execute the movement toward the opposite flank, substitute left for right or right for left in the explanation.

Section I. STATIONARY MOVEMENTS

This section contains most of the individual positions and stationary movements required in drill. These positions and the correct execution of the movement, in every detail, should be learned before proceeding to other drill movements.

Movements are initiated from the position of attention. However, some rest movements may be executed from other rest positions.

4-1. POSITION OF ATTENTION

Two commands can be used to put personnel at the *Position of Attention*:

- **FALL IN** is used to assemble a formation or return it to its original configuration.
- The two-part command for *Attention* is used for soldiers at a rest position.

Assume the *Position of Attention* on the command **FALL IN** or the command ***Squad (Platoon),*** **ATTENTION**.

a. To assume this position, bring the heels together sharply on line, with the toes pointing out equally, forming a 45-degree angle. Rest the weight of the body evenly on the heels and balls of both feet. Keep the legs straight without locking the knees. Hold the body erect with the hips level, chest lifted and arched, and the shoulders square.

b. Keep the head erect and face straight to the front with the chin drawn in so that alignment of the head and neck is vertical.

c. Let the arms hang straight without stiffness. Curl the fingers so that the tips of the thumbs are alongside and touching the first joint of the forefingers. Keep the thumbs straight along the seams of the trouser leg with the first joint of the fingers touching the trousers (Figure 4-1, page 4-2).

d. Remain silent and do not move unless otherwise directed.

NOTE: This position is assumed by enlisted soldiers when addressing officers, or when officers are addressing officers of superior rank.

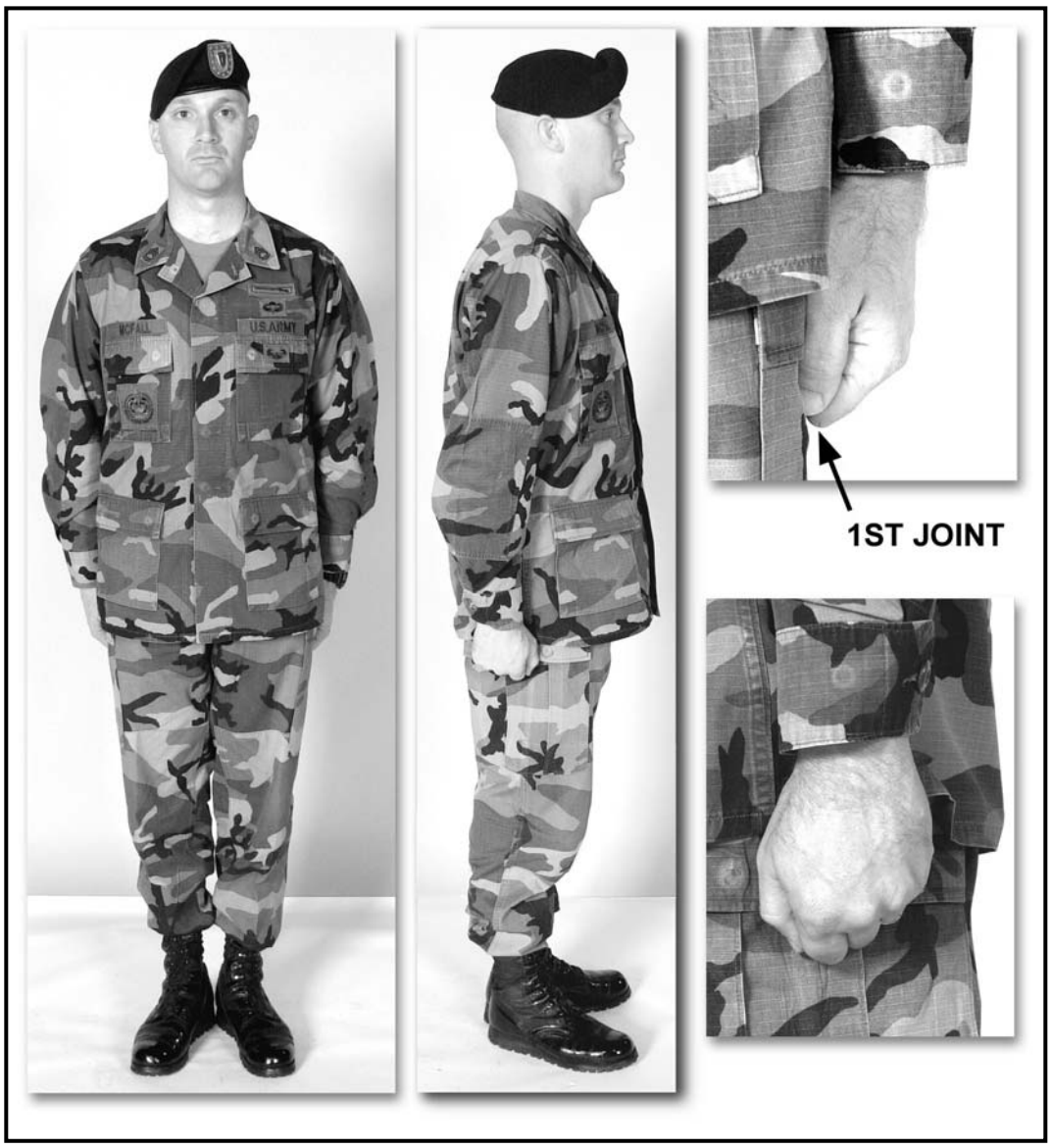


Figure 4-1. Position of Attention.

4-2. REST POSITIONS AT THE HALT

Any of the positions of rest may be commanded and executed from the *Position of Attention*.

a. **Parade Rest.** *Parade Rest is* commanded only from the *Position of Attention.* The command for this movement is ***Parade,* REST**.

(1) On the command of execution **REST**, move the left foot about 10 inches to the left of the right foot. Keep the legs straight without locking the knees, resting the weight of the body equally on the heels and balls of the feet.

(2) Simultaneously, place the hands at the small of the back and centered on the belt. Keep the fingers of both hands extended and joined, interlocking the thumbs so that the palm of the right hand is outward (Figure 4-2).

(3) Keep the head and eyes as in the *Position of Attention.* Remain silent and do not move unless otherwise directed. *Stand at Ease, At Ease,* and *Rest* may be executed from this position.

NOTE: Enlisted soldiers assume this position when addressing all noncommissioned officers or when noncommissioned officers address noncommissioned officers of superior rank.

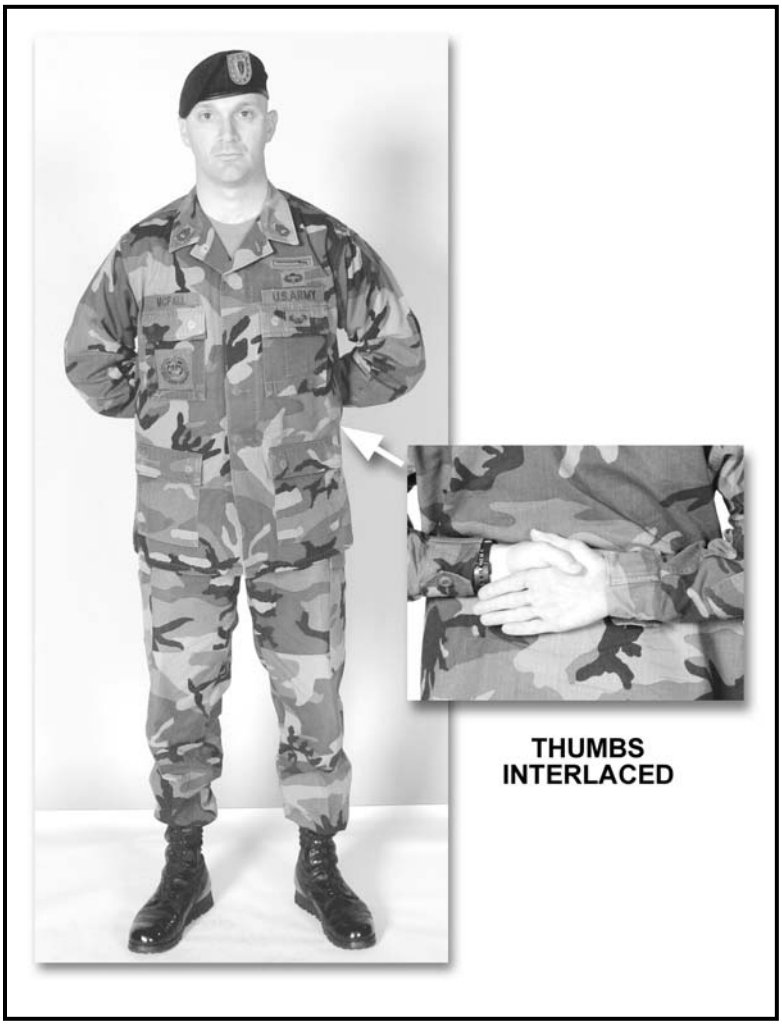


Figure 4-2. Parade Rest.

b. **Stand At Ease.** The command for this movement is ***Stand at,*** **EASE**. On the command of execution **EASE**, execute *Parade Rest,* but turn the head and eyes directly toward the person in charge of the formation. *At Ease* or *Rest* may be executed from this position.

c. **At Ease.** The command for this movement is **AT EASE**. On the command **AT EASE**, the soldier may move; however, he must remain standing and silent with his right foot in place. The soldier may relax his arms with the thumbs interlaced. *Rest* may be executed from this position.

d. **Rest**. The command for this movement is **REST**. On the command **REST**, the soldier may move, talk, smoke, or drink unless otherwise directed. He must remain standing with his right foot in place. **AT EASE** must be executed from this position to allow soldiers to secure canteens, other equipment, and so forth.

NOTE: On the preparatory command for *Attention,* immediately assume *Parade Rest* when at the position of *Stand at Ease, At Ease,* or *Rest*. If, for some reason, a subordinate element is already at attention, the members of the element remain so and do not execute parade rest on the preparatory command, nor does the subordinate leader give a supplementary command**.**

4-3. FACING AT THE HALT

Five facing movements can be executed from the *Position of Attention:* ***Left (Right),*** **FACE,** ***Half Left (Half Right),*** **FACE,** and ***About,*** **FACE.**

NOTE: ***Half Left (Half Right),*** **FACE** should only be used in situations when a 90-degree facing movement would not face an element in the desired direction (for example, for a stationary element to face the direction of the flag to render honors [reveille or retreat]).

a. *Facing to the Flank* is a two-count movement. The command is ***Left (Right),*** **FACE.**

(1) On the command of execution **FACE,** slightly raise the right heel and left toe, and turn 90 degrees to the left on the left heel, assisted by a slight pressure on the ball of the right foot. Keep the left leg straight without stiffness and allow the right leg to bend naturally.

(2) On count two, place the right foot beside the left foot, resuming the *Position of Attention.* Arms remain at the sides, as in the *Position of Attention,* throughout this movement (Figure 4-3).



Figure 4-3. Left Face.

b. *Facing to the Rear* is a two-count movement. The command is ***About,*** **FACE.**

(1) On the command of execution **FACE,** move the toe of the right foot to a point touching the marching surface about half the length of the foot to the rear and slightly to the left of the left heel. Rest most of the weight of the body on the heel of the left foot and allow the right knee to bend naturally.

(2) On count two, turn to the right 180 degrees on the left heel and ball of the right foot, resuming the *Position of Attention.* Arms remain at the sides, as in the *Position of Attention,* throughout this movement (Figure 4-4, page 4-6).



Figure 4-4. About Face.

NOTE: Throughout these movements, the remainder of the body remains as in the *Position of Attention.*

4-4. HAND SALUTE

The *Hand Salute* is a one-count movement. The command is ***Present,*** **ARMS.** The *Hand Salute* may be executed while marching. When marching, only the soldier in charge of the formation salutes and acknowledges salutes. When double-timing, an individual soldier must come to *Quick Time* before saluting.

a. When wearing headgear with a visor (with or without glasses), on the command of execution **ARMS,** raise the right hand sharply, fingers and thumb extended and joined, palm facing down, and place the tip of the right forefinger on the rim of the visor slightly to the right of the right eye. The outer edge of the hand is barely canted downward so that neither the back of the hand nor the palm is clearly visible from the front. The hand and

wrist are straight, the elbow inclined slightly forward, and the upper arm horizontal (1, Figure 4-5).

b. When wearing headgear without a visor (or uncovered) and not wearing glasses, execute the *Hand Salute* in the same manner as previously described, except touch the tip of the right forefinger to the forehead near and slightly to the right of the right eyebrow (2, Figure 4-5).

c. When wearing headgear without a visor (or uncovered) and wearing glasses, execute the *Hand Salute* in the same manner as previously described, except touch the tip of the right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of the right brow (3, Figure 4-5).

d. *Order Arms* from the *Hand Salute* is a one-count movement. The command is ***Order,*** **ARMS.** On the command of execution **ARMS,** return the hand sharply to the side, resuming the *Position of Attention.*

e. When reporting or rendering courtesy to an individual, turn the head and eyes toward the person addressed and simultaneously salute. In this situation, the actions are executed without command. The *Salute* is initiated by the subordinate at the appropriate time (six paces) and terminated upon acknowledgment. (See Appendix A for more information on saluting.)

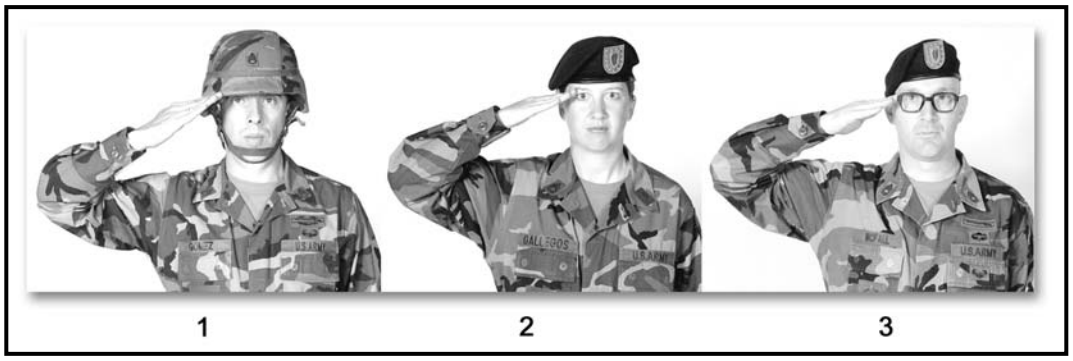


Figure 4-5. Hand Salute.

Section II. STEPS AND MARCHING

This section contains all of the steps in marching of the individual soldier. These steps should be learned thoroughly before proceeding to unit drill.

4-5. BASIC MARCHING INFORMATION

This basic marching information pertains to all marching movements.

a. All marching movements executed from the *Halt* are initiated from the *Position of Attention.*

b. Except for *Route Step March* and *At Ease March,* all marching movements are executed while marching at *Attention.* Marching at *Attention* is the combination of the *Position of Attention* and the procedures for the prescribed step executed simultaneously.

c. When executed from the *Halt,* all steps except *Right Step* begin with the left foot. (See Chapter 3, paragraph 3-1a and paragraph 4-15a.)

d. For short-distance marching movements, the commander may designate the number of steps forward, backward, or sideward by giving the appropriate command: ***One step to the right (left),*** **MARCH;** or, ***Two steps backward (forward),*** **MARCH.** On the command of execution **MARCH,** step off with the appropriate foot, and halt automatically after completing the number of steps designated. Unless otherwise specified, when directed to execute steps forward, the steps will be 30-inch steps.

e. All marching movements are executed in the cadence of *Quick Time* (120 steps per minute), except the 30-inch step, which may be executed in the cadence of 180 steps per minute on the command ***Double Time,*** **MARCH.**

f. A step is the prescribed distance from one heel to the other heel of a marching soldier.

g. All 15-inch steps are executed for a short distance only.

4-6. THE 30-INCH STEP

To march with a 30-inch step from the *Halt,* the command is ***Forward,*** **MARCH.**

a. On the preparatory command ***Forward,*** shift the weight of the body to the right foot without noticeable movement. On the command of execution **MARCH,** step forward 30 inches with the left foot and continue marching with 30-inch steps, keeping the head and eyes fixed to the front. The arms swing in a natural motion, without exaggeration and without bending at the elbows, approximately 9 inches straight to the front and 6 inches straight to the rear of the trouser seams. Keep the fingers curled as in the *Position of Attention so* that the fingers just clear the trousers.

b. To *Halt* while marching, the command ***Squad (Platoon),*** **HALT** is given. The preparatory command ***Squad (Platoon)*** is given as either foot strikes the marching surface as long as the command of execution **HALT** is given the next time that **same foot** strikes the marching surface. The *Halt* is executed in two counts. After **HALT** is commanded, execute the additional step required after the command of execution and then bring the trail foot alongside the lead foot, assuming the *Position of Attention* and terminating the movement.

4-7. CHANGE STEP

This movement is executed automatically whenever a soldier finds himself out of step with all other members of the formation. It is only executed while marching forward with a 30-inch step. To change step, the command ***Change Step,*** **MARCH** is given as the right foot strikes the marching surface. On the command of execution **MARCH,** take one more step with the left foot, then in one count place the right toe near the heel of the left foot and step off again with the left foot. The arms swing naturally. This movement is executed automatically whenever a soldier finds himself out of step with all other members of the formation.

4-8. MARCHING TO THE REAR

This movement is used to change the direction of a marching element 180 degrees in a uniform manner. It is only executed while marching forward with a 30-inch step. To *March to the Rear*, the command ***Rear,*** **MARCH** is given as the right foot strikes the marching surface. On the command of execution **MARCH**, take one more step with the left foot, pivot 180 degrees to the right on the balls of both feet, and step off in the new

direction taking a 30-inch step with the trail foot. Do not allow the arms to swing outward while turning.

4-9. REST MOVEMENT, 30-INCH STEP

Rest movements with the 30-inch step include *At Ease March* and *Route Step March*.

a. **At Ease March.** The command ***At Ease,*** **MARCH** is given as either foot strikes the marching surface. On the command of execution **MARCH,** the soldier is no longer required to retain cadence; however, silence and the approximate interval and distance are maintained. ***Quick Time,*** **MARCH** and ***Route Step,*** **MARCH** are the only commands that can be given while marching at ease.

b. **Route Step March.** *Route Step March* is executed exactly the same as *At Ease March* except that the soldier may drink from his canteen and talk.

NOTE: To change the direction of march while marching at *Route Step* or *At Ease March*, the commander informally directs the lead element to turn in the desired direction. Before precision movements may be executed, the unit must resume marching in cadence. The troops automatically resume marching at *Attention* on the command ***Quick Time,*** **MARCH**, as the commander reestablishes the cadence by counting for eight steps. If necessary, soldiers individually execute change step to get back in step with the unit.

4-10. THE 15-INCH STEP, FORWARD/HALF STEP

Use the following procedures to execute the 15-inch step, forward/half step.

a. To march with a 15-inch step from the *Halt,* the command is ***Half step,*** **MARCH.** On the preparatory command ***Half step,*** shift the weight of the body to the right foot without noticeable movement. On the command of execution **MARCH,** step forward 15 inches with the left foot and continue marching with 15-inch steps. The arms swing as in marching with a 30-inch step.

b. To alter the march to a 15-inch step while marching with a 30-inch step, the command is ***Half step,*** **MARCH.** This command may be given as either foot strikes the marching surface. On the command of execution **MARCH,** take one more 30-inch step and then begin marching with a 15-inch step. The arms swing as in marching with a 30-inch step.

c. To resume marching with a 30-inch step, the command ***Forward,*** **MARCH** is given as either foot strikes the marching surface. On the command of execution **MARCH,** take one more 15-inch step and then begin marching with a 30-inch step.

d. The *Halt* while marching at the *Half Step* is executed in two counts, the same as the *Halt* from the 30-inch step.

e. While marching at the *Half Step,* the only commands that may be given are: ***Mark Time,*** **MARCH; *Forward,*** **MARCH; *Normal Interval,*** **MARCH;** and **HALT.**

4-11. MARCHING IN PLACE

To march in place, use the following procedures.

a. To march in place, the command ***Mark Time,*** **MARCH** is given as either foot strikes the marching surface and only while marching with a 30-inch or 15-inch step forward. On the command of execution **MARCH**, take one more step, bring the trailing

foot alongside the leading foot, and begin to march in place. Raise each foot (alternately) 2 inches off the marching surface; the arms swing naturally, as in marching with a 30-inch step forward.

NOTE: While marking time in formation, the soldier adjusts position to ensure proper alignment and cover. The proper distance between soldiers while marching is one arm's length plus 6 inches (approximately 40 inches).

b. To resume marching with a 30-inch step, the command ***Forward,*** **MARCH** is given as either foot strikes the marching surface. On the command of execution **MARCH**, take one more step in place and then step off with a 30-inch step.

c. The *Halt* from *Mark Time* is executed in two counts, basically the same as the *Halt* from the 30-inch step.

4-12. THE 15-INCH STEP, RIGHT/LEFT

To march with a *15-Inch Step Right (Left)*, use the following procedures:

a. To march with a *15-Inch Step Right (Left)*, the command is ***Right (Left) Step,*** **MARCH**. The command is given only while at the halt. On the preparatory command of ***Right (Left) Step,*** shift the weight of the body without noticeable movement onto the left (right) foot. On the command of execution **MARCH**, bend the right knee slightly and raise the right foot only high enough to allow freedom of movement. Place the right foot 15 inches to the right of the left foot, and then move the left foot (keeping the left leg straight) alongside the right foot as in the *Position of Attention.* Continue this movement, keeping the arms at the sides as in the *Position of Attention.*

b. To *Halt* when executing *Right* or *Left Step,* the command is ***Squad (Platoon),*** **HALT**. This movement is executed in two counts. The preparatory command is given when the heels are together; the command of execution **HALT** is given the next time the heels are together. On the command of execution **HALT**, take one more step with the lead foot and then place the trailing foot alongside the lead foot, resuming the *Position of Attention.*

4-13. THE 15-INCH STEP, BACKWARD

To march backward using the 15-inch step, use the following procedures:

a. To march with a *15-Inch Step Backward*, the command is ***Backward,*** **MARCH**. The command is given only while at the *Halt.* On the preparatory command ***Backward,*** shift the weight of the body without noticeable movement onto the right foot. On the command of execution **MARCH**, take a 15-inch step backward with the left foot and continue marching backward with 15-inch steps. The arms swing naturally.

b. The *Halt* from *Backward March* is executed in two counts, basically the same as the *Halt* from the 30-inch step.

4-14. THE 30-INCH STEP, DOUBLE TIME

To *Double-Time* using the 30-inch step, use the following procedures:

a. To march in the cadence of 180 steps per minute with a 30-inch step, the command is ***Double Time,*** **MARCH**. It may be commanded while at the *Halt* or while marching at *Quick Time* with a 30-inch step.

b. When at the *Halt* and the preparatory command ***Double Time*** is given, shift the weight of the body to the right foot without noticeable movement. On the command of execution **MARCH**, raise the forearms to a horizontal position, with the fingers and thumbs closed, knuckles out, and simultaneously step off with the left foot. Continue to march with 30-inch steps at the cadence of ***Double Time***. The arms swing naturally to the front and rear with the forearms kept horizontal. (When armed, soldiers will come to *Port Arms* on receiving the preparatory command of ***Double Time.***) Guides, when at *Sling Arms,* will *Double-Time* with their weapons at *Sling Arms* upon receiving the directive **GUIDE ON LINE.**

c. When marching with a 30-inch step in the cadence of *Quick Time,* the command ***Double Time,*** **MARCH** is given as either foot strikes the marching surface. On the command of execution **MARCH**, take one more 30-inch step at *Quick Time,* and step off with the trailing foot, double-timing as previously described.

d. To resume marching with a 30-inch step at *Quick Time,* the command ***Quick time,*** **MARCH** is given as either foot strikes the marching surface. On the command of execution **MARCH**, take two more 30-inch steps at *Double Time,* lower the arms to the sides, and resume marching with a 30-inch step at *Quick Time.*

NOTE: *Quick Time, Column Half Left (Right)*, and *Column Left (Right)* are the only movements that can be executed while double-timing. Armed troops must be at *Port Arms* before the command ***Double Time,*** **MARCH** is given.

4-15. FACING IN MARCHING

Facings in Marching from the *Halt* are important parts of the following movements: alignments, column movements, inspecting soldiers in ranks, and changing from *Normal Interval* to *Double Interval* or *Double Interval* to *Normal Interval.*

a. For instructional purposes only, the command ***Face to the Right (Left) in Marching,*** **MARCH** may be used to teach the individual to execute the movement properly. On the preparatory command ***Face to the Right (Left) in Marching,*** shift the weight of the body without noticeable movement onto the right foot. On the command of execution **MARCH**, pivot to the right (left) on the ball of the right foot (90 degrees) and step off in the indicated direction with the left foot. Execute the pivot and step in one count, and continue marching in the new direction. (See paragraph 4-5c and Chapter 3, paragraph 3-1a.)

b. *Facing* to the *Half-Right (Half-Left) in Marching* from the *Halt* is executed in the same manner as *Facing to the Right (Left) in Marching* from a *Halt,* except the facing movement is made at a 45-degree angle to the right (left).

c. The *Halt* from *Facing in Marching* is executed in two counts, the same as the *Halt* from the 30-inch step.

CHAPTER 6
SQUAD DRILL

The [soldiers] must learn to keep their ranks, to obey words of command, and signals by drum and trumpet, and to observe good order, whether they halt, advance, retreat, are upon a march, or engaged with an enemy.

Niccolo Machiavelli: Arte della Guerra, 1520

Section I. FORMATIONS AND MOVEMENTS

This section describes the formations and movements of a squad. Individual drill movements and the manual of arms are executed as previously prescribed while performing as a squad member.

6-1. BASIC INFORMATION

The squad has two prescribed formations—line and column. However, the squad may be formed into a column of twos from a column formation. When the squad is in line, squad members are numbered from right to left; when in column, form front to rear. The squad normally marches in column, but for short distances it may march in line.

When the squad drills as a separate unit, the squad leader carries his weapon at *Sling Arms.* When the squad is in a line formation, the squad leader assumes a post three steps in front of and centered on the squad; when in a column or a column of twos, three steps to the left and centered on the squad. When the squad drills as part of a larger unit, the squad leader occupies the number one (base) position of the squad. He carries his weapon in the same manner as prescribed for other riflemen in the squad.

6-2. FORMING THE SQUAD

The squad normally forms in a line formation; however, it may re-form in column when each member can identify his exact position (equipment grounded) in the formation (Figure 6-1, page 6-2).

a. To form at normal interval, the squad leader comes to the *Position of Attention* and commands **FALL IN.** On the command **FALL IN,** the following actions occur simultaneously:

(1) Each member double-times to his position in the formation.

(2) The right flank man positions himself so that when the squad is formed it is three steps in front of and centered on the squad leader.

(3) The right flank man comes to the *Position of Attention* and raises his left arm laterally at shoulder level, elbow locked, fingers and thumb extended and joined, and palm facing down. He ensures that the left arm is in line with the body.

(4) The man to the immediate left of the right flank man comes to the *Position of Attention,* turns his head and eyes to the right, and raises his left arm in the same manner as the right flank man. He obtains proper alignment by taking short steps forward or backward until he is on line with the right flank man. He then obtains exact interval by taking short steps left or right until his shoulder touches the extended fingertips of the right flank man. As soon as the man to the left has obtained *Normal Interval,* each man

individually lowers his arm to his side, sharply turns his head and eyes to the front, and assumes the *Position of Attention.*

(5) The right flank man then sharply returns to the *Position of Attention.*

(6) All other members of the squad form in the same manner except that the left flank man does not raise his left arm.

NOTE: The right flank man raises his arm and looks straight to the front unless the squad is to align on an element to its right. If he is to align on an element to the right he turns his head and eyes to the right and aligns himself with that element.

b. To form at *Close Interval,* the formation is completed in the manner prescribed for *Normal Interval,* except that the command is ***At Close Interval,*** **FALL IN**. Squad members obtain *Close Interval* by placing the heel of the left hand on the left hip even with the waist, fingers and thumb joined and extended downward, and with the elbow in line with the body and touching the arm of the man to the left.

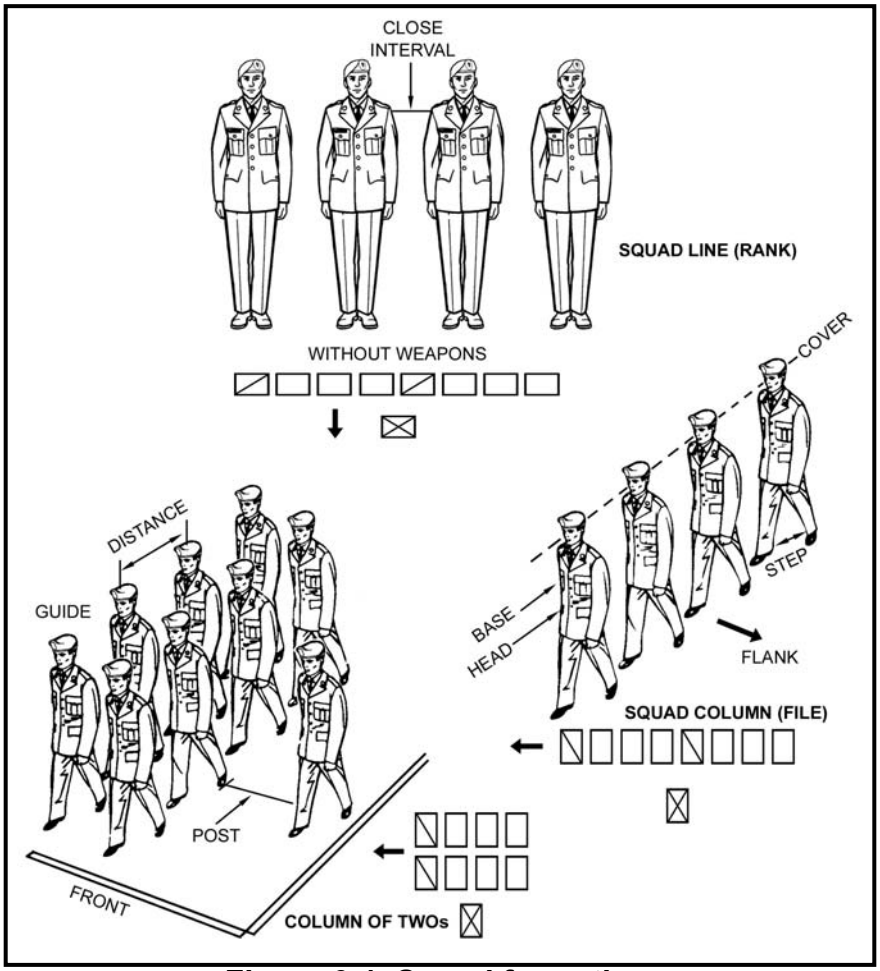


Figure 6-1. Squad formation.

c. To form in column, the squad leader faces the proposed flank of the column and commands ***In Column,*** **FALL IN**. On the command of execution **FALL IN**, squad members double-time to their original positions (grounded equipment) in formation and cover on the man to their front.

NOTE: The correct distance between soldiers in column formation is approximately 36 inches. This distance is one arm's length plus 6 inches

d. When armed, squad members fall in at *Order Arms* or *Sling Arms*. For safety, the commands ***Inspection,*** **ARMS;** ***Ready, Port,*** **ARMS;** and ***Order (Sling),*** **ARMS** are commanded at the initial formation of the day or when the last command is **DISMISSED** (Figure 6-1).

6-3. COUNTING OFF

The squad may count off in line or column formation. The command is ***Count,*** **OFF**.

a. When the squad is in a line formation, the counting is executed from right to left. On the command of execution **OFF**, each member, except the right flank man, turns his head and eyes to the right, and the right flank man counts off **"ONE."** After the man on the right counts off his number, the man to his left counts off with the next higher number and simultaneously turns his head and eyes to the front. All the other members execute count off in the same manner until the entire squad has counted off.

b. When the squad is in column formation, the counting is executed from front to rear. On the command of execution **OFF,** the soldier at the head of the column turns his head and eyes to the right and counts over his shoulder, **"ONE."** After counting off his number, he immediately comes to the *Position of Attention.* All other members count their numbers in sequence in the same manner as the number one man; the last man in the file does not turn his head and eyes to the right.

6-4. CHANGING INTERVAL WHILE IN LINE

To change interval while in line, use the following procedures:

NOTE: To ensure that each member understands the number of steps to take, the squad leader should command ***Count,*** **OFF** before giving any commands that cause the squad to change interval. Members do not raise their arms when changing interval.

a. To obtain *Close Interval* from *Normal Interval,* the command is ***Close Interval,*** **MARCH.** On the command of execution **MARCH,** the right flank man (number one man) stands fast. All men to the left of the number one man execute *Right Step March,* take one step less than their number (for example, number five man takes four steps), and *Halt.*

NOTE: The squad leader takes the correct number of steps to maintain his position of three steps in front of and centered on the squad.

b. To obtain *Normal Interval* from *Close Interval,* the command is ***Normal Interval,*** **MARCH.** On the command of execution **MARCH,** the right flank man stands fast. All men to the left of number one man execute *Left Step March,* take one step less than their number (for example, number nine man takes eight steps), and *Halt.*

c. To obtain *Double Interval* from *Normal Interval,* the command is ***Double Interval,*** **MARCH.** On the command of execution **MARCH,** the right flank man stands fast. All men to the left of number one man face to the left as in marching, take one 30-inch step less than their number (for example, number seven man takes six steps), *Halt,* and execute *Right Face.*

d. To obtain *Normal Interval* from *Double Interval,* the command is ***Normal Interval,*** **MARCH.** On the command of execution **MARCH,** the right flank man stands fast. All men to the left of the number one man face to the right as in marching, take one 30-inch step less than their number (for example, number three man takes two steps), *Halt,* and execute *Left Face.*

6-5. ALIGNING THE SQUAD

To align the squad, use the following procedures:

NOTE: The squad leader commands the squad to the appropriate interval before giving the command for alignment.

a. To align the squad at *Normal Interval,* the commands are ***Dress Right,*** **DRESS** and ***Ready,*** **FRONT.** These commands are given only when armed soldiers are at *Order Arms* or *Sling Arms.* On the command of execution **DRESS,** the right flank man stands fast. Each member, except the right flank man, turns his head and eyes to the right and aligns himself with the man on his right. Each member, except the left flank man, extends his left arm laterally at shoulder level, elbow locked, fingers and thumb extended and joined, palm facing down. He ensures his left arm is in line with his body and positions himself by short steps right or left until his right shoulder touches the fingertips of the man on his right. On the command of execution **FRONT,** each member returns sharply to the *Position of Attention* (Figure 6-2).



Figure 6-2. Alignment (Normal Interval).

NOTE: If the squad leader wants exact alignment, on the command of execution **DRESS**, he faces to the *Half Left* in marching and marches by the most direct route to a position on line with the squad, halts one step from the right flank man, and faces down the line. From his position, he verifies the alignment of the squad, directing the men to move forward or backward, as necessary, calling them by name or number: ***"Private Jones, forward 2 inches;" "Number eight, backward 4 inches."*** The squad leader remains at attention, taking short steps to the right or left as necessary to see down the squad. Having aligned the squad, he centers himself on the right flank man by taking short steps left or right. He then faces to the *Half Right* in marching, returns to his position (center of the squad), halts perpendicular to the formation, faces to the left, and commands ***Ready,*** **FRONT**. These procedures also apply when aligning the squad at close or *Double Interval*.

b. To align the squad at *Close Interval,* the commands are ***At Close Interval, Dress Right,*** **DRESS** and ***Ready,*** **FRONT.** The movement is executed in the same manner prescribed for alignment at *Normal Interval* except that the squad members obtain *Close Interval* (Figure 6-3, page 6-6).



Figure 6-3. Alignment (Close Interval).

c. To align the squad at *Double Interval,* the commands are ***At Double Interval, Dress Right,*** **DRESS** and ***Ready,*** **FRONT.** These commands are given only when the troops are unarmed or at *Sling Arms.* On the command of execution **DRESS,** each member (except the right flank man) turns his head and eyes to the right and aligns himself on the man on his right. At the same time, each member (except the right and left flank men) extends both arms and positions himself by short steps right or left until his fingertips are touching the fingertips of the members on his right and left. (The right flank man raises his left arm; the left flank man raises his right arm.)

d. To align the squad in column, the commands are **COVER** and **RECOVER.** On the command **COVER**, each member (except the number one man) raises his left arm to a horizontal position, elbow locked, fingers and thumb extended and joined, palm facing down, and obtains an arm's length plus about 6 inches (from the fingertips) to the back of the man to his front. At the same time, each man aligns himself directly behind the man to his front. To resume the *Position of Attention,* the command **RECOVER** is given. On this command, each member sharply returns to the *Position of Attention.*

6-6. MARCHING THE SQUAD

To march the squad, use the following procedures:

a. For short distances only, the squad may be marched forward while in a line formation.

b. When marching long distances, the squad is marched in column.

c. To form a column formation from a line formation, the command is ***Right,*** **FACE**.

d. When a column formation is originated from a line formation at *Close Interval,* the squad may be marched for short distances at the *Half Step* with less than correct distance. To obtain correct distance while marching with less than correct distance, the

command is ***Extend,*** **MARCH**. On the command of execution **MARCH**, the number one man takes one more 15-inch step and then steps off with a 30-inch step. Each squad member begins marching with a 30-inch step at the approximate point where the number one man stepped off, or as soon as correct distance has been obtained.

NOTE: See Chapter 4 for more information on marching movements.

6-7. CHANGING THE DIRECTION OF A COLUMN

To change the direction of a column, use the following procedures:

a. From the *Halt,* the command to start the squad in motion and simultaneously change the direction of march 90 or 45 degrees is ***Column Right (Left),*** **MARCH** or ***Column Half Right (Left),*** **MARCH**. On the command of execution **MARCH**, the lead man faces to the right (left) as in marching by pivoting to the right (left) on the ball of the right foot and steps off in the indicated direction taking a 30-inch step with the left foot and continues to march. The number two man adjusts his step by lengthening or shortening as necessary to reach the approximate pivot point of the lead man. When he reaches the approximate pivot point of the lead man, he pivots to the right (left) on the ball of the lead foot taking a 30-inch step with the trail foot in the new direction. All other members step off with the left foot and continue to march forward taking 30-inch steps and execute in the same manner as the number two man in approximately the same place until the entire squad has executed the column movement.

b. To change the direction of march 90 or 45 degrees when marching, the preparatory command ***Column Right (Left)*** or ***Column Half Right (Half Left)*** is given as the foot (in the desired direction) strikes the marching surface. The command of execution **MARCH** is given the next time the foot in the desired direction strikes the marching surface. On the command of execution **MARCH**, the lead man takes one additional step, pivots in the commanded direction as the pivot foot strikes the marching surface, and continues to march in the new direction. Other members continue to march forward and execute the pivot as prescribed from the *Halt.*

c. To avoid an obstacle in the line of march, the squad leader directs, **INCLINE LEFT(RIGHT).** The lead man inclines left(right) around the obstacle and resumes the original direction. All other members follow the lead man.

6-8. MARCHING TO THE FLANK

The squad may be marched to the flank (for short distances only) when marching in column. The command for this movement is ***Right (Left) Flank,*** **MARCH.** The preparatory command is given as the foot in the desired direction strikes the marching surface, and the command of execution is given the next time the foot in the desired direction strikes the marching surface. On the command of execution **MARCH,** all members take one more step, pivot 90 degrees in the commanded direction on the ball of the lead foot, and step off in the new direction with the trailing foot. As the members begin to march in the new direction, they glance out of the corner of the right eye and dress to the right.

6-9. FORMING A COLUMN OF TWOS AND RE-FORMING

To form a column of twos and re-form, use the following procedures:

a. Forming a column of twos from a file is executed only from the *Halt.* The command is ***Column of Twos to the Right (Left),*** **MARCH.** On the preparatory command, the lead team leader commands **STAND FAST.** The trailing team leader commands ***Column Half Right (Left)***. On the command of execution **MARCH,** the trailing team leader executes a *Column Half Right (Left),* inclines to the left or right when the correct interval is obtained, and commands ***Mark time,*** **MARCH** and ***Team,*** **HALT** to *Halt* abreast of the lead team leader.

b. Forming a file from a column of twos is executed only from the *Halt.* The command is ***File from the Left (Right),*** **MARCH.** On the preparatory command, the lead team leader commands **FORWARD**. The trailing team leader commands **STAND FAST**. On the command of execution **MARCH,** the lead team marches forward. The trailing team leader commands ***Column Half Left (Right)*** when the second man from the rear of the lead team is abreast. He gives the command **MARCH** when the last man of the lead team is abreast of him and his right foot strikes the marching surface. He then inclines right or left to follow the lead team at the correct distance.

NOTE: Commands are given over the team leader's right shoulder if the direction of movement is to the right or if the team is following an element to its right. Commands are given over the left shoulder if the direction of movement is to the left or if the team is following an element to its left.

6-10. DISMISSING THE SQUAD

The squad is dismissed with the members at *Attention.* With armed troops, the commands are ***Inspection,*** **ARMS;** ***Ready, Port,*** **ARMS;** ***Order (Sling),*** **ARMS;** and **DISMISSED.** With unarmed troops, the command is **DISMISSED.**

NOTE: Unless otherwise stated (by the person in charge in his instructions before the command **DISMISSED**), the command **DISMISSED** terminates only the formation, not the duty day (AR 310-25).

Section II. STACK AND TAKE ARMS (M16-SERIES RIFLE)

The squad members execute *Stack Arms* from their positions in line formation (at *Normal Interval*) from *Order Arms*. When in line formation, the squad leader commands ***Count,*** **OFF** and then designates the stack men by numbers (2-5-8).

NOTES:
1. M4-series carbines are not compatible with the M16-series rifles when stacking arms. The two types of weapons must be stacked separately or grounded in a manner that will not damage the sights. (See Appendix D for a detailed explanation of stack arms and take arms for the M4-series carbine.)
2. When the squad is part of a larger unit, stack arms may be executed in a column formation (when the formation consists of three or more files and the squads are at normal interval). Second or third squad is designated as the stack squad.

6-11. PREPARE SLINGS

After the stack men are designated, the squad leader commands ***Prepare,*** **SLINGS.** On the command of execution **SLINGS,** each stack man (or stack squad) grasps the barrel of his rifle with the right hand and raises the rifle vertically. With his left hand, he places the rifle butt on his right hip and cradles the rifle in the crook of his right arm. Using both hands, he adjusts the sling keeper so that a 2-inch loop is formed from the sling keeper to the upper sling swivel. As soon as the loop is prepared, he returns to *Order Arms.*

6-12. STACK ARMS

When all stack men have returned to *Order Arms,* the squad leader commands ***Stack,*** **ARMS**.

a. On the command of execution **ARMS,** each stack man grasps the barrel of his rifle with his right hand and places the rifle directly in front of and centered on his body with the sights to the rear. The rifle butt is placed on the marching surface so that the heel of the rifle butt is on line with the toes of his footgear. The stack man bends slightly forward at the waist and grasps his rifle with his left hand at the upper portion of the handguard (keeping the rifle vertical at all times). The first two fingers of the left hand hold the inner part of the loop against the rifle. The stack man reaches across the front of the rifle with his right hand, grasps the outer part of the loop, and holds it open for insertion of other rifles.

b. On the command of execution **ARMS,** the men to the right and left of the stack man perform the following movements simultaneously:

(1) The man on the stack man's right grasps the barrel of his rifle with his right hand and raises and centers his rifle with the magazine well facing to the front, wrist held shoulder high, elbow locked. With his left hand, he then grasps the handguard (midway), releases his right hand, and regrasps the rifle at the small of the stock. He lowers both arms, with elbows locked (holding the rifle in a horizontal position with the muzzle to the left and the magazine well to the front).

(2) The man on the stack man's left grasps the barrel of the rifle with his right hand and raises and centers his rifle with magazine well facing to the front, wrist held shoulder high, elbow locked. Using his left hand, he then grasps the rifle at the small of the stock, releases the right hand, and regrasps the handguard midway. He then lowers both arms, with elbows locked holding the rifle in a horizontal position with the muzzle to the right and magazine well to the front.

c. As soon as the stack man has placed his rifle in position, both men move the foot nearest the stack man half way *(Half Right* or *Half Left)* toward the stack man. The man on the stack man's left inserts the muzzle of his rifle into the loop to a point about halfway between the flash suppressor and the front sight assembly. He holds his rifle in this position until the man on the stack man's right inserts the muzzle of his rifle in a similar manner and above the other rifle muzzle.

d. Without moving the feet, both riflemen swing the butt of their rifles out and then down to the marching surface, making the stack tight with the rifle butts on line and about 2 feet from the base line. When the stack has been completed, all three men resume the *Position of Attention.*

e. Additional rifles are passed to the nearest stack on the right (right or left if stacked in column). The men with additional rifles grasp the rifle barrel with the right

hand and raise the rifle vertically with the magazine well to the front, wrist held shoulder high, elbow locked, and right arm extended to the right front. Throughout the pass, the rifle is held vertical with the magazine well to the front.

(1) The man to the left of the stack man then grasps the rifle midway at the handguard with his left hand. The man passing the additional rifle then releases the rifle and sharply returns to the *Position of Attention.* The man to the left of the stack man then moves the rifle to the right until it is centered on his body, and he grasps the rifle barrel with his right hand, wrist held shoulder high and elbow locked. He then releases the left hand and sharply returns his left hand to the left side as in the *Position of Attention.* He then moves the rifle to his right front.

(2) The stack man receives the rifle and centers it in the same manner as previously described. The man to the left of the stack man sharply returns to the *Position of Attention* after he releases the rifle. Once the stack man has centered the rifle and grasped the barrel with the right hand, he bends forward at the waist and places the rifle in the stack so that it is secure (without damaging the front sight assembly). If there are two additional rifles, the second rifle is passed in the same manner as the first.

NOTE: See Appendix B for a figure showing *Stack Arms* using the M4-series carbine.

6-13. TAKE ARMS

To *Take Arms,* the command is ***Take,*** **ARMS.** On the command of execution **ARMS,** the men return the additional rifles in the same manner as the rifles were received. The stack man secures the stack and holds the loop in the same manner as for stacking rifles. The men on the left and right step toward the stack man in the same manner as when stacking arms. Each man reaches down and regrasps his rifle (one hand at the small of the stock and one hand midway of the hanguard) and brings it to the horizontal position. The man on the right frees his rifle first and resumes *Order Arms.* The man on the left frees his rifle and resumes *Order Arms.* The stack man cradles his rifle and adjusts the sling and sling keeper to its original position and then resumes *Order Arms.*

GLOSSARY

Acronyms and Abbreviations

AR	Army Regulation
ARNG	Army National Guard
AWOL	absent without leave
CAC	Casualty Assistance Command
CAO	casualty assistance officer
CD	compact disk
COT	commander of troops
CQ	charge of quarters
DOD	Department of Defense
FM	field manual
MOI	memorandum of instruction
NCO	noncommissioned officer
NCOIC	noncommissioned officer in charge
NOK	next of kin (graphics only)
OIC	officer in charge
OSD	Office of the Secretary of Defense; over, short, and damaged report
POC	point of contact
Pvt	private
RC	Reserve Component
RSC	Regional Support Command
SOP	standing operating procedures
STARC	state area command
U.S.	United States
USAR	U.S. Army Reserve

Definitions

alignment The arrangement of several elements on the same line

base The element on which a movement is planned or regulated.

cadence The uniform rhythm in which a movement is executed, or the number of steps or counts per minute at which a movement is executed. Drill movements are normally executed at the cadence of quick time or double time. Quick time is the cadence of 120 counts or steps per minute; double time is the cadence of 180 counts or steps per minute.

ceremonies Formations and movements in which a number of troops execute movements in unison and with precision just as in drill; however, their primary value is to render honors, preserve tradition, and stimulate esprit de corps.

commander Person in charge.

cordon A line of soldiers to honor a dignitary upon entering or exiting from a given place or vehicle.

cover Aligning oneself directly behind the man to one's immediate front while maintaining correct distance.

depth The space from front to rear of a formation, including the front and rear element.

directive An oral order given by a commander to direct or cause a subordinate leader or lead element to take action.

distance The space between elements when the elements are one behind the other. Between units, it varies with the size of the formation; between individuals, it is an arm's length to the front plus 6 inches, or about 36 inches, measured from the chest of one man to the back of the man immediately to his front.

drill Certain movements by which a unit (or individuals) is moved in a uniform manner from one formation to another, or from one place to another. Movements are executed in unison and with precision.

element An individual, squad, section, platoon, company, or larger unit forming as part of the next higher unit.

file A column that has a front of one element.

flank The right or left side of any formation as observed by an element within that formation.

formation The arrangement of elements of a unit in a prescribed manner:

line A formation in which the elements are side by side or abreast of each other. In a platoon line, the members of each squad are abreast of each other with the squads one behind the other.

column A formation in which the elements are one behind the other. In a platoon column, the members of each squad are one behind the other, with the squads abreast of each other. To change a line formation to a column formation, the command is *Right,* FACE. To change a column formation to a line formation, the command is *Left,* FACE.

front The space from side to side of a formation, including the right and left elements.

guide The person responsible for maintaining the prescribed direction and rate of march.

head The leading element of a column.

interval

close The lateral space between soldiers, measured from right to left by the soldier on the right placing the heel of his left hand on his hip, even with the top of the belt line, fingers and thumb joined and extended downward, with his elbow in line with the body and touching the arm of the soldier to his left.

double The lateral space between soldiers, measured from right to left by raising both arms shoulder high with the fingers extended and joined (palms down) so that fingertips are touching the fingertips of the soldiers to the right and to the left.

normal The lateral space between soldiers, measured from right to left by the soldier on the right holding his left arm shoulder high, fingers and thumb extended and joined, with the tip of his middle finger touching the right shoulder of the soldier to his left.

PICAA five-step process used in all marching movements: P-preparatory command, I-intermediate step, C-command of execution, A-action step, and A-additional step

post The correct place for an officer or noncommissioned officer to stand in a prescribed formation.

rank A line that is one element in depth.

re-form A command to restore the previous element or formation (used only during drill instructions).

step The prescribed distance measured from one heel to the other heel of a marching soldier.

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L221 INTRODUCTION TO ARMY LEADERSHIP OCT 03

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TSP Number / Title	L221 / INTRODUCTION TO ARMY LEADERSHIP
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L201, Introduction to Army Leadership, Sep 99
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, *Recommended Changes to Publications and Blank Forms.* 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	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

Task Number	Task Title
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

This TSP Contains

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Introduction to Army Leadership
L221 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
400-PLDC	1	Primary Leadership Development Course

Task(s) Taught (*) or Supported

Task Number	Task Title
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

Reinforced Task(s)

Task Number	Task Title

Academic Hours

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

	Resident Hours/Methods	
	1 hr	/Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	1 hr	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)	2 hrs 30 mins	WE01 version 1

Prerequisite Lesson(s)

Lesson Number	Lesson Title
None	

Clearance Access

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

Foreign Disclosure Restrictions

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

References

Number	Title	Date	Additional Information
FM 22-100	ARMY LEADERSHIP	31 Aug 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, ITC, and SGITC qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
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

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).

Classroom, Training Area, and Range Requirements

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

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
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.
- 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

Name	Rank	Position	Date
/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

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: None

Motivator

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.

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:	Develop a base of knowledge for Army leadership.
Conditions:	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
Standards:	Developed a base of knowledge for Army leadership IAW FM 22-100 by: ● Demonstrating the characteristics that makeup the Army leadership framework. ● Applying the key concepts of Army Leadership to include influencing, operating, and improving. ● Identifying values and attributes as the foundation for all forms of leadership to include direct, organizational, and strategic. ● Recognizing that as a leader, soldiers are "leaders of leaders" as well as "subordinates." 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

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Describe the Army's leadership framework.
CONDITIONS:	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
STANDARDS:	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

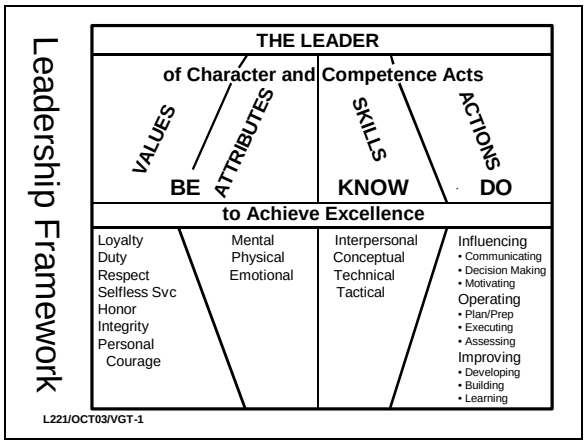
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-1

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

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

1. Learning Step / Activity 1. Leadership Defined

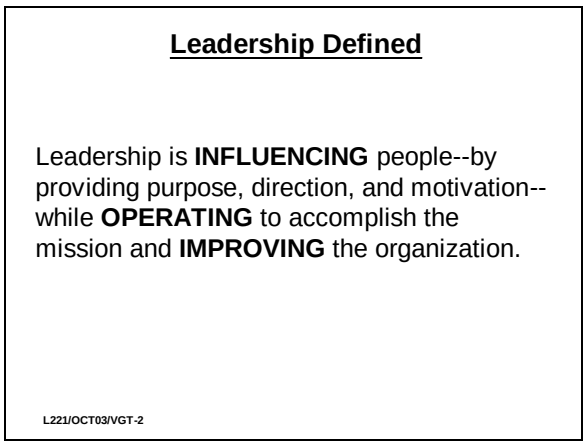
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-2

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



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

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

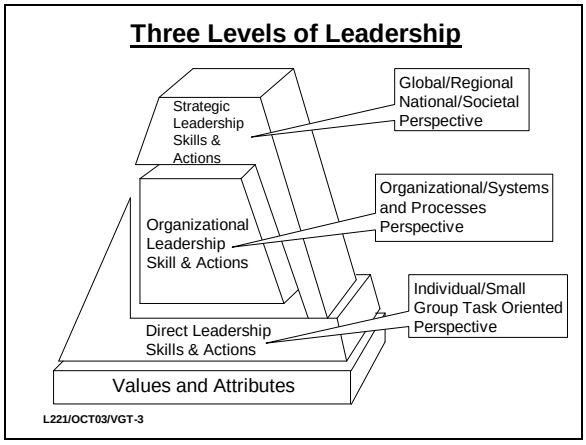
1. Learning Step / Activity 1. Levels of Leadership

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

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

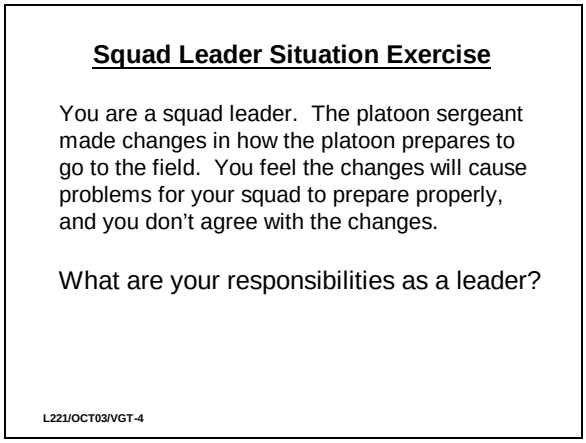
NOTE: Ask the class if they know of anyone in the Army who is not a subordinate. Expected responses: Everyone in the Army is a subordinate to someone higher up. For example, the Army Chief of Staff is subordinate to the Secretary of the Army, who

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.

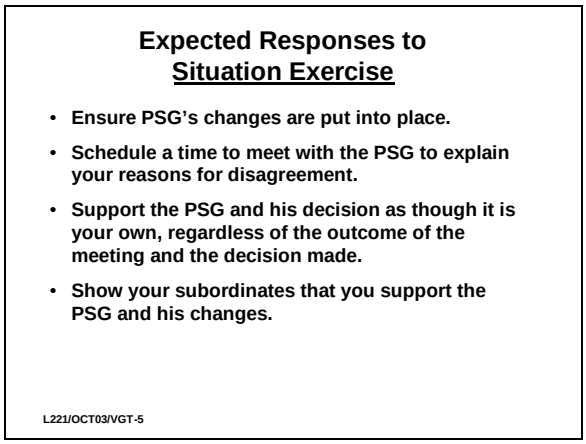
NOTE: Give the class the following situation (VGT-4) and ask them what actions they would take as squad leaders. Direct a student to the board to write the class responses and then show VGT-5, Expected Responses, to compare their responses. (Allow 3 minutes.)

SHOW VGT-4, SQUAD LEADER SITUATION EXERCISE



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

SHOW VGT-5, EXPECTED RESPONSES TO SITUATION EXERCISE

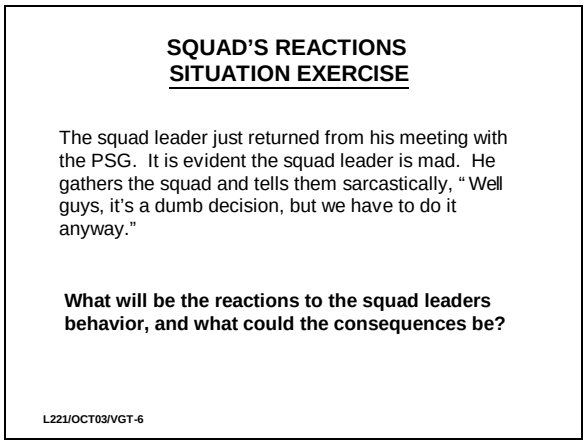


REMOVE VGT-5

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?

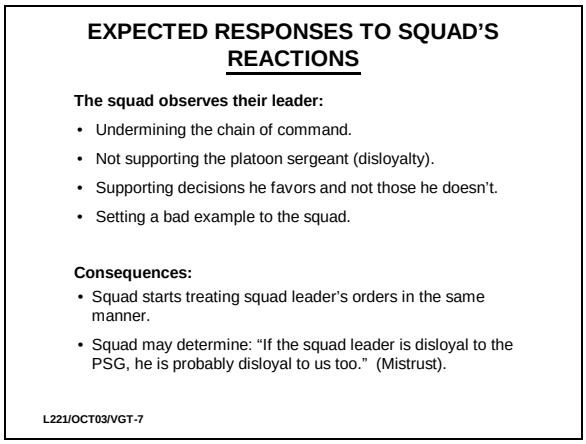
NOTE: Show VGT-6, Squad's Reactions Situation Exercise. Read the situation and then direct a student to the board to write down the class members' responses. (Allow three minutes.)

SHOW VGT-6, SQUAD'S REACTIONS SITUATION EXERCISE



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

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



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

Check on Learning

None

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.

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.

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

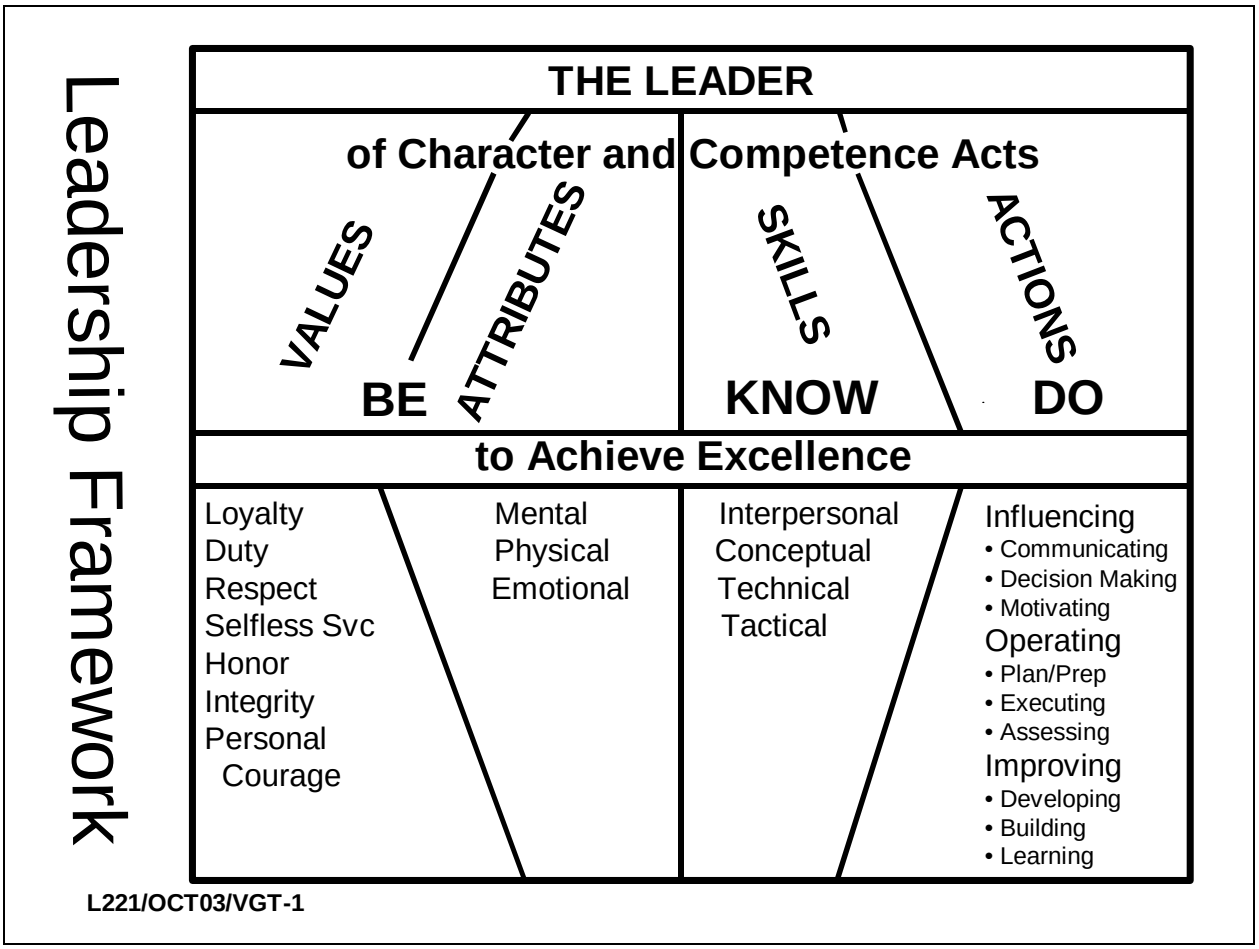
NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

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.

Enabling Learning Objective A

Learning Step 1

VGT-1, Leadership Framework



Enabling Learning Objective B

Learning Step 1

VGT-2, Leadership Defined

Leadership Defined

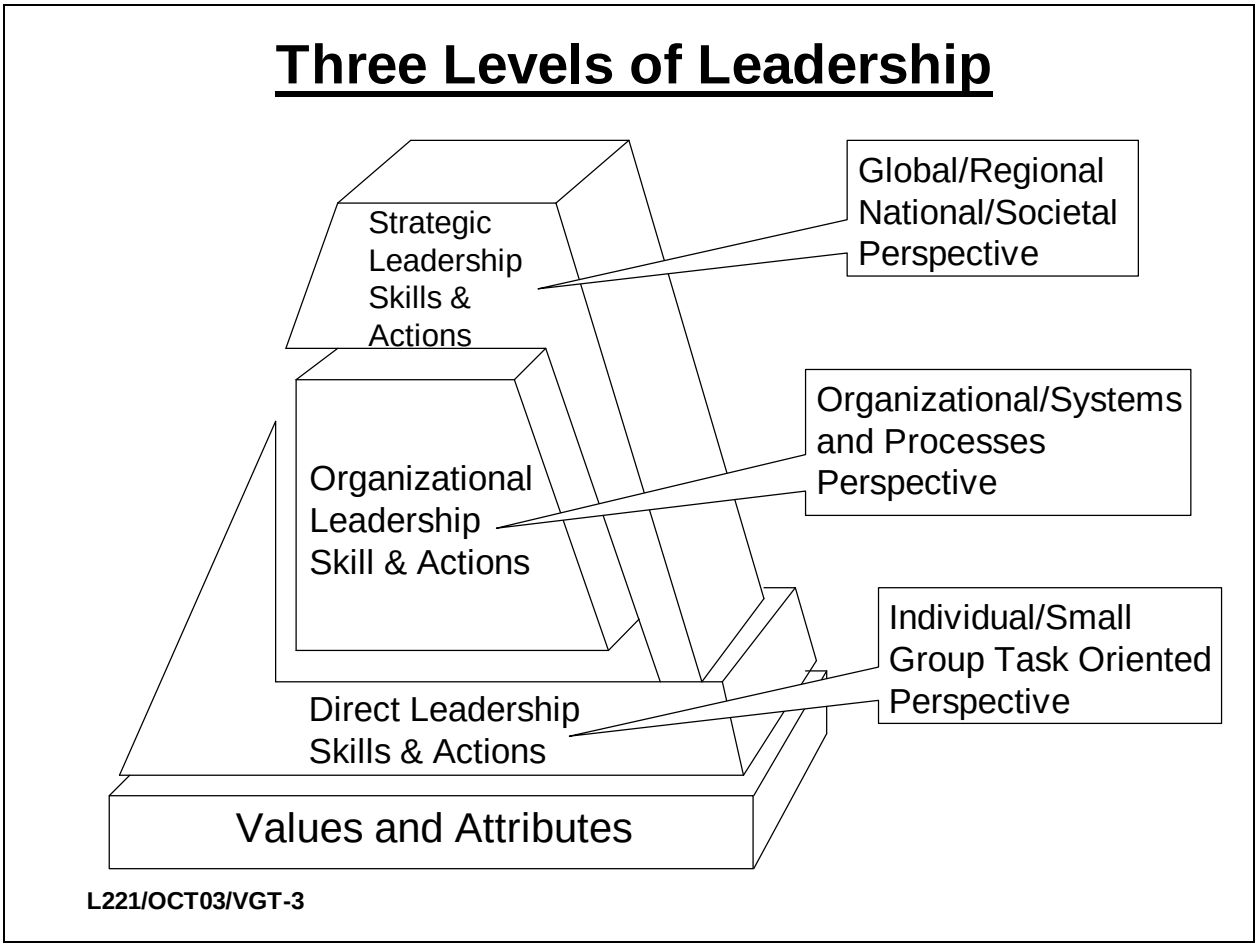
Leadership is **INFLUENCING** people--by providing purpose, direction, and motivation--while **OPERATING** to accomplish the mission and **IMPROVING** the organization.

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)

This Appendix Contains

This appendix contains the item listed in this table--

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

Student Handout 1

Advance Sheet

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

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."

Learning Objective

Terminal Learning Objective (TLO).

Action:	Develop a base of knowledge for Army leadership.
Conditions:	As a squad leader in a classroom environment, given a squad, FM 22-100, and culminating in a situational training exercise.
Standards:	Developed a base of knowledge of Army leadership IAW FM 22-100 by: • Demonstrating the characteristics that makeup the Army leadership framework. • Applying the key concepts of Army leadership to include influencing, operating, and improving. • Identifying values and attributes as the foundation for all forms of leadership to include direct, organizational, and strategic. • Recognizing that as a leader, soldiers are "leaders of leaders" as well as "subordinates." Pass a written examination (WE01) with a passing score of 70 percent or better to receive a GO IAW FM 22-100.

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."

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.

Bring to Class

You must bring the following materials 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 properly with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

L222 WHAT A LEADER MUST BE, KNOW, DO OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L222 / WHAT A LEADER MUST BE, KNOW, DO
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L203, What a Leader must BE, KNOW, DO, Sep 99
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, *Recommended Changes to Publications and Blank Forms.* 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	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

Task Number	Task Title
158-100-1110	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
158-100-1132	Identify Ways National, Army, and Individual Values and Professional Obligations Relate to Each Other
158-100-1134	Resolve an Ethical Problem
158-100-1135	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior
158-100-1183	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians

This TSP Contains

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Appendix D Student Handouts D - 1

WHAT A LEADER MUST BE, KNOW, DO
L222 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
400-PLDC	1	Primary Leadership Development Course
400-PLDC (DL) PHI	1	Primary Leadership Development Course Phase I

Task(s) Taught (*) or Supported

Task Number	Task Title
158-100-1110 (*)	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
158-100-1132 (*)	Identify Ways National, Army, and Individual Values and Professional Obligations Relate to Each Other
158-100-1134 (*)	Resolve an Ethical Problem
158-100-1135 (*)	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior
158-100-1183 (*)	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians

Reinforced Task(s)

Task Number	Task Title

Academic Hours

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

	Resident Hours/Methods	
	3 hrs	/Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	3 hrs	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)	2 hrs 30 mins	WE01 version 1

Prerequisite Lesson(s)

Lesson Number	Lesson Title
L221	Introduction to Army Leadership

Clearance Access

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

Foreign Disclosure Restrictions

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

References

Number	Title	Date	Additional Information
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	Chap 2 and App E

Student Study Assignments

Before class--

- Read Student Handouts 1 and 2.

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, ITC, and SGITC qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
441-06 LCD PROJECTION SYSTEM	1:16	1:2	No	1	No
559359 SCREEN PROJECTION	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

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- VGTs: 15.
- TSP.

Student Materials:

- Pen or pencil and writing paper.
- FM 22-100, Army Leadership. (Issue to students during inprocessing.)
- Student Handout 2, Leadership Vignettes. (Issue to students during inprocessing.)
- Materials required by the NCOA's SOP.

Classroom, Training Area, and Range Requirements

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

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
None					

Instructional Guidance

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

Before class--

- You must know the information in this TSP well enough to teach from it, not read from it.
- Read and study all TSP material and be ready to conduct the class.

During class--

- Conduct the class in accordance with this TSP.
- This TSP has questions and vignettes to help you generate discussion among the group members. You are encouraged to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.

After class--

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

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
/s/Donald J. Colyer /t/Colyer, Donald J.	GS09	Training Specialist	15 Jul 03
/s/Brian H. Lawson /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	16 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	16 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	16 Jul 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: None

Motivator

Obviously, you have shown your supervisors and chain of command that you have the necessary qualities to lead soldiers. So, ask yourself now, What type of leader do I want to become? What abilities must I have that will separate me from my subordinates? Will I just wear sergeant stripes because of the pay? How would I fare if someone asked my soldiers to evaluate my leadership abilities? The transition from an enlisted soldier to NCO is one of the toughest challenges you will face during your military career, you are no longer a follower, you are a leader.

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 BE, KNOW, DO characteristics necessary to provide effective military leadership.
Conditions:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
Standards:	Demonstrated the Army values and attributes that a leader must BE, the skills a leader must KNOW, and the actions a leader must DO to lead 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 to receive a GO.

NOTES:

- Inform the students where the 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

In Introduction to Army Leadership, we discussed what leadership is and how the Army supports the development of its leaders. During this lesson we will discuss in depth what characteristics an effective leader must have. You will learn the importance of doing a self-assessment. You will examine what it truly means to set the example. You will determine what a leader must BE, KNOW, DO about the job and soldiers. Finally, we will discuss why you must provide direction, motivation, and purpose for your soldiers and give you the chance to analyze how you measure up to "What a leader must BE, KNOW, DO."

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret what a leader NCO must BE.
CONDITIONS:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
STANDARDS:	Interpreted the seven Army values and three leader attributes of what a leader must BE IAW FM 22-100.

1. Learning Step / Activity 1. The Army Values

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 45 mins
Media: VGT-1 thru VGT-9

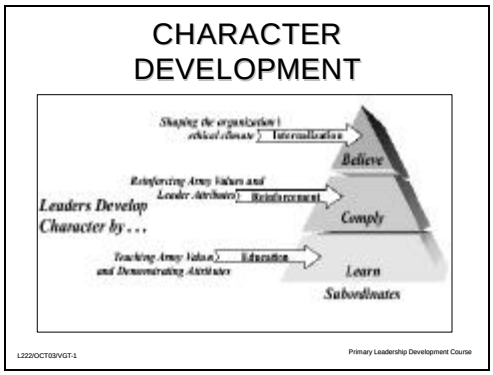
NOTE: Ask the students what is character and give them a few minutes to think about the question before soliciting their responses.

Character describes a person's inner strength, the BE of BE, KNOW, DO. Your character helps you to determine what is right, and it links that knowledge to action. Regardless of the circumstances or the consequences you are facing, it gives you the courage you need to do the right thing.

Your behavior reflects your character. A key responsibility of a leader is to teach the Army values to your subordinates and to demonstrate them through your actions and not just words. You must embrace the Army values and continuously develop your leader attributes.

Ref: FM 22-100, p 1-6, para 1-22 thru 1-24

SHOW VGT-1, CHARACTER DEVELOPMENT



Ref: FM 22-100, p E-1, Fig E-1

Using the pyramid, you can see that from the day you entered the Army, the Army began building on your character. While the Army emphasizes the relationship between character and competence, it is character that the Army deems more critical.

You are responsible for refining the character of your soldiers. You teach and reinforce the Army values to every member in your squad. It is your duty to lead by example and ensure your soldiers adhere to the principles of Army values.

Leaders teach moral principles, ethical theory, Army values, and leadership attributes. Leaders also reinforce values and they discipline behavior to guide subordinates' development by enforcing rules, policies, and regulations. You promote Army values by setting the example and pointing out other examples of Army values in both normal and exceptional activities.

Leaders shape the ethical climate by doing the right thing for the right reason. You must act ethically, no matter the situation, in order to maintain an ethical climate that supports development of character. You foster such a climate through role modeling, teaching, and coaching.

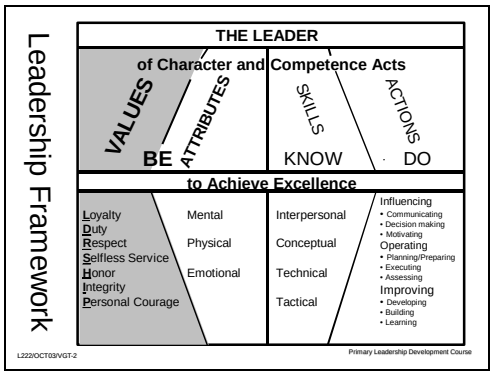
Once soldiers believe and demonstrate the Army values, they are soldiers of character. As an Army leader, the Army charges you with the essential role of developing character in others.

Ref: FM 22-100, p E-1, para E-1 thru E-11

REMOVE VGT-1

SHOW VGT-2, LEADERSHIP FRAMEWORK, VALUES

NOTE: Call on a student to read the values on the VGT.



Ref: FM 22-100, p 2-2, Fig 2-1

Former SMA Robert E. Hall said, "If you spell out leadership as LDRSHIP, each one of those letters spells out the Army values: **L**oyalty, **D**uty, **R**espect, **S**elfless service, **H**onor, **I**ntegrity, and **P**ersonal courage. The Army has always had values, dating back to Baron von Steuben at Valley Forge in 1778 when he established those attributes and traits that an NCO should have. The values apply to every soldier who wears the uniform, from E-1 through O-10, active, guard, and reserve. Army Chief of Staff General Eric Shinseki will live by the same set of values that he expects every private to live by, and I'll do the same. The Army values are leadership; leadership is Army values." Looking at VGT-2, you see that character consists of values and attributes and they are the BE of BE, KNOW, DO.

The Army values remind us and tell the rest of the world (the government we serve, the nation we protect, and even our enemies) who we are and what we stand for. The trust soldiers have for each other and the trust the American people have in us depends on how well we live up to Army values. They are the fundamental building blocks that enable us to know right from wrong in any situation. Army values are consistent and support one another. You can't follow one value and ignore another. Remember this acronym LDRSHIP and you will always be able to recall the seven Army values. Let's discuss each of these values.

Ref: FM 22-100, p 2-2, para 2-5

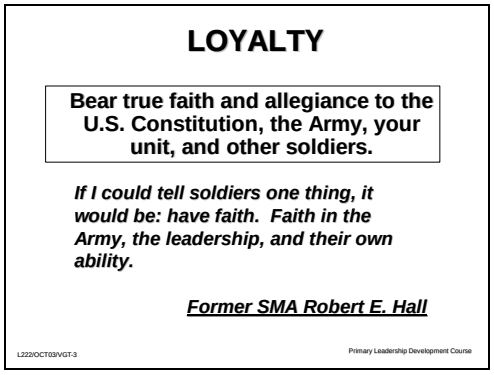
REMOVE VGT-2

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 1, Duty – Honor – Country on page 2-2. For the next couple of minutes, generate a discussion on which Army values they can identify in GEN MacArthur's speech.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

SHOW VGT-3, LOYALTY

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-3

The Army, since the beginning of this great country, has always respected its place in subordination to a civilian political leadership. This subordination is fundamental to preserving the liberty of all Americans.

When you joined the Army, you took an oath and swore allegiance to the Constitution. Loyalty is a two way street, you should not expect loyalty if you do not give it as well. You can neither demand loyalty nor gain it from your soldiers by talking about it. The loyalty of your soldiers is a gift they'll give you when, and only when, you deserve it--when you train them well, treat them fairly, and live by the concepts you talk about. Leaders who are loyal to their subordinates never let anyone misuse them.

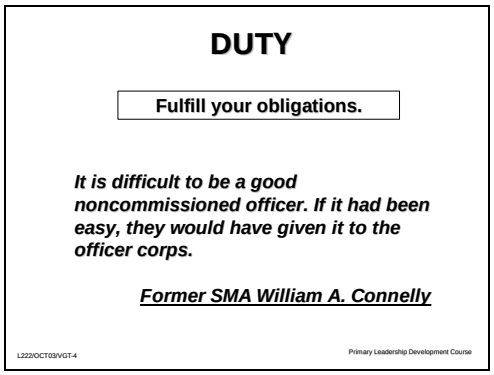
Soldiers fight for each other; loyalty is commitment. Loyalty extends to all members of all components to include the Army National Guard and Army Reserve. They all play an increasingly active role in the Total Force's mission.

Ref: FM 22-100, p 2-3, para 2-8 thru 2-12

REMOVE VGT-3

SHOW VGT-4, DUTY

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-4

Duty begins with everything required of you by law, regulation, and orders; however, it includes much more than that. Professionals never settle for second best, they meet the standards by performing to the best of their abilities. Soldiers must commit to excellence in all aspects of their professional responsibilities so that when they finish the job, they can look back and say, “I couldn’t have given anymore.” You must take the initiative and determine what you need to do before someone tells you what to do. What’s more, take full responsibility for your actions and those of your subordinates. You should never shade the truth to make your unit look good or even to make your subordinates feel good. By doing your duty, you set the example for your soldiers to follow.

Ref: FM 22-100, p 2-4, para 2-13 and 2-14

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 2, 9-11 hero recalls Pentagon tragedy on pages 2-3 and 2-4. For the next couple of minutes, generate a discussion on which Army values they can identify from SSG Braman's actions.

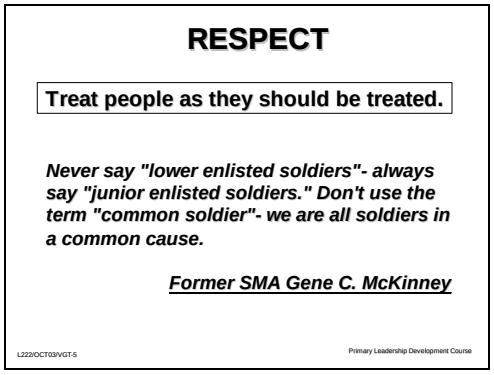
NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

REMOVE VGT-4

The next value we will talk about is respect.

SHOW VGT-5, RESPECT

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-5

Respect for individuals' forms the basis for the rule of law, and the very essence of what makes America. In the Army, respect means recognizing and appreciating the inherent dignity and worth of all people.

This value reminds you that your people are your greatest resource. You must honor everyone's individual worth by treating all people with dignity and respect. Also, realizing that you deal with people that have a wide range of ethnic, racial, and religious backgrounds. The Army tolerates the beliefs of others as long as they don't conflict with the Army values and they are not illegal or unethical. One of the ways to help avoid misunderstandings arising from cultural differences is to actively seek ways to learn about your soldiers.

Learning about the background of your soldiers shows them that you care and you are sensitive to their feelings. In many cases, the respect you give them will provide your soldiers with a sense of appreciation. This appreciation can remove

many barriers and create an environment that challenges your subordinates and reduces discipline problems and equal opportunity issues. Always remember that respect is an essential component for the development of disciplined, cohesive, and effective warfighting teams.

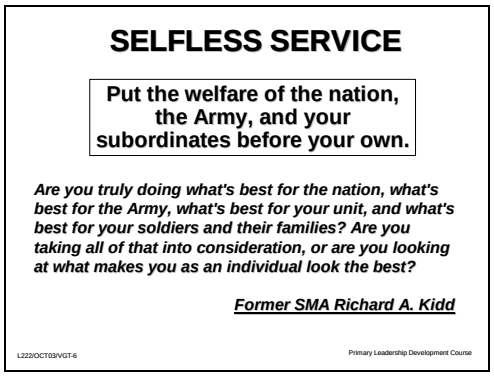
Ref: FM 22-100, pp 2-5 and 2-6, para 2-17 thru 2-21

NOTE: Ask the students why they think respect is important. Your objective is to have the students discuss how religious, ethnic, and racial issues play a role in the big picture of respect. Allow 2 minutes for discussion.

REMOVE VGT-5

SHOW VGT-6, SELFLESS SERVICE

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, 2-6

NOTE: Ask the group if they can put the well being of their country, the Army, their unit, and their subordinates ahead of their own.

Selfless service means doing what's right for the Nation, the Army, your organization, and your people by putting these responsibilities above your own interests. This doesn't mean that you neglect your family or yourself. In fact, such neglect weakens a leader and can cause the Army more harm than good. Selfless service doesn't mean that you can't have a strong ego, high self-esteem, or even a healthy ambition. Rather, selfless service means that you don't make decisions or take actions that help your image or your career by hurting others or sabotaging the mission. A selfish superior will claim credit for the work his subordinates do; the selfless leader gives credit to those who earned it. The Army can only function as a

team, and for a team to work, the individual has to give up self-interest for the good of the whole.

Ref: FM 22-100, p 2-6, para 2-22

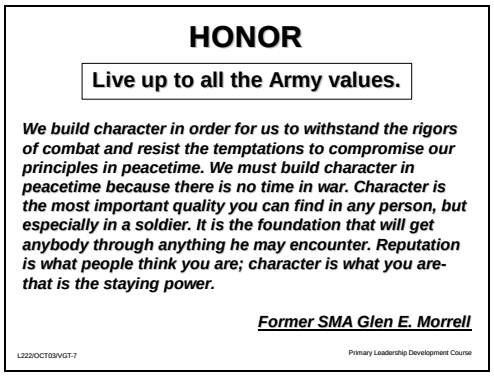
NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 3, Special Forces soldier awarded Silver Star for heroism in Afghanistan on pages 2-5 and 2-6. For the next couple of minutes, generate a discussion on which Army values they can identify from MSG Pryor's actions.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

REMOVE VGT-6

SHOW VGT-7, HONOR

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-7

You can identify individuals with honor because they display a keen sense of right and wrong. They live so that their words and deeds are above reproach. Honor holds the Army values together and at the same time is a value itself. Honor means demonstrating an understanding of what's right and taking pride in the community's acknowledgment of the reputation of understanding and doing what's right.

How you conduct yourself and meet your obligations defines you as a person. Your honor means putting the Army values above your self-interest, career, comfort, and self-preservation. Honor is essential for creating a bond of trust among ourselves and between the Army and the Nation we serve.

Ref: FM 22-100, pp 2-7 and 2-8, para 2-26 thru 2-29

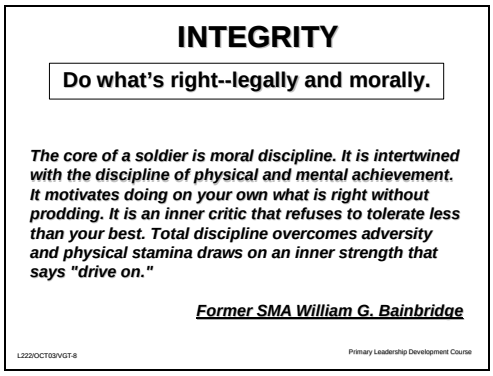
REMOVE VGT-7

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 4, 17 Heroes on page 2-7. For the next couple of minutes, generate a discussion on which Army values they can identify from the Ranger team's actions.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

SHOW VGT-8, INTEGRITY

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-8

America's Army requires leaders of integrity. Conducting yourself with integrity has three parts:

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

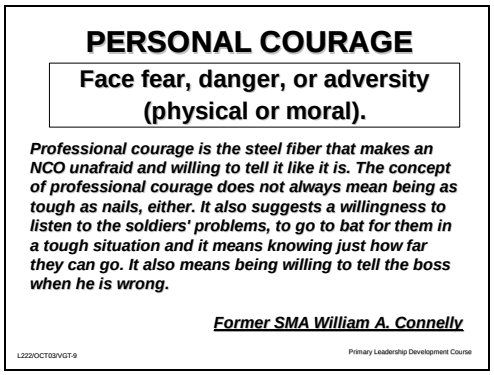
Have you ever noticed that leaders can't hide what they do? That's why you must carefully decide how you act because you are always on display; someone is always watching you. The best way to instill integrity in your soldiers is for you to demonstrate it. There is one thing to remember, and that is your personal values can't conflict with Army values; they should reinforce each other. Your soldiers will see if there is a problem, so start with yourself and your soldiers will follow.

Ref: FM 22-100, pp 2-8 and 2-9, para 2-31 thru 2-33

REMOVE VGT-8

SHOW VGT-9, PERSONAL COURAGE

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-9

There are two forms of personal courage, physical and moral.

Physical Courage: To overcome the fear of bodily harm and doing your duty. It's the bravery that allows a soldier to take risks in combat in spite of the fear of wounds or death.

NOTE: Ask students to give some examples of physical courage. Expect responses such as the following: assault a bunker to save buddies or an airborne trainee's first jump from a plane.

Moral Courage: Is the willingness to stand firm on your values, principles, and convictions--even when threatened. It enables you to stand up for what you believe is right, regardless of the consequences. Good leaders display moral courage when they take responsibility for their decisions and actions, even when things go wrong.

NOTE: Ask the group to share their experiences where they have observed leaders displaying moral courage.

Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice. In other words, it's calling things as you see them, even when it's uncomfortable.

Ref: FM 22-100, pp 2-9 and 2-10, para 2-34 thru 2-39

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 5, Medals of Honor awarded for action in Somalia on pages 2-8 and 2-9. Ask the students to identify which Army values these two soldiers displayed.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

REMOVE VGT-9

Break: TIME: 00:50 to 01:00

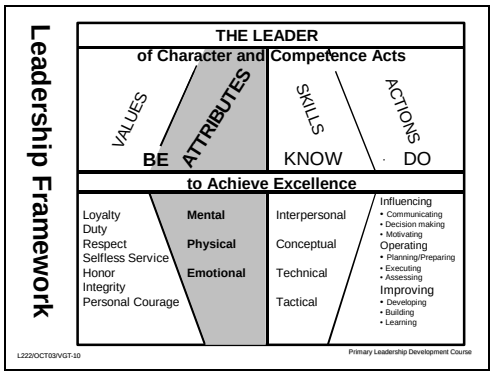
2. Learning Step / Activity 2. Leader Attributes

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 1 hr
Media: VGT-10 and VGT-11

At the beginning of the first hour, we discussed what a leader must BE, and that character consists of values and attributes. We just discussed the seven Army values, so now let's discuss leader attributes.

SHOW VGT-10, LEADERSHIP FRAMEWORK, ATTRIBUTES

NOTE: Call on a student to read the three leader attributes.



Leader attributes influence leader actions. Leader actions always influence the unit. If you are physically fit, you're more likely to inspire your soldiers to be physically fit. Attributes are a person's fundamental qualities and characteristics. We are born with some attributes. For example, our genetic code determines our eye, hair, and skin color. On the other hand, you learn a majority of your other attributes, good or bad, including leader attributes from your childhood environment. The good thing is you can change learned attributes. This VGT shows us the three leader attributes and where they fit into the Army's leadership framework.

Successful leaders work to improve these attributes. We will discuss each of the major areas in detail of what a leader must BE.

Ref: FM 22-100, p 2-10, para 2-40

REMOVE VGT-10

SHOW VGT-11, MENTAL ATTRIBUTES

NOTE: Call on a student to read the mental attributes.



Will is the inner drive that compels us to keep going when we're exhausted, hungry, afraid, cold, and wet. It enables soldiers to press the fight to its conclusion; it is an essential attribute for all members of the Army and will, without competence, is useless.

Ref: FM 22-100, p 2-11, para 2-42

Self-discipline allows Army leaders to do the right thing regardless of the consequences for them or their subordinates. Under the extreme stress of combat, you and your team might be cut off and alone, fearing for your lives and having to act without guidance or knowledge of what's going on around you. Still, you must think clearly and act reasonably, self-discipline is the key to this kind of behavior. In peacetime, self-discipline gets you and your team out for the hard training. Self-discipline doesn't mean that you never get tired or discouraged; after all you're only human. It means that you do the things that need done regardless of your feelings.

Ref: FM 22-100, p 2-12, para 2-46

Initiative is the ability to be a self-starter. You must act when there are no clear instructions or when the situation changes or the plan falls apart. Initiative should drive you to seek a better method, anticipate what to do, and perform without waiting for instructions. Initiative doesn't just appear; you must develop it in yourself and your soldiers.

Judgment means making the best decision for the situation. It's a key attribute in the art of command and the transformation of knowledge into understanding. Judgment and initiative go hand in hand.

You must weigh what you know during any situation, determine what is important, and make a decision. In some cases, you will have to make decisions under severe time constraints. However, always remember you must take responsibility for your actions.

Self-confidence is the faith that you'll act correctly and properly in any situation, even one in which you're under stress and don't have all the information you want. Self-confidence is important for leaders and teams. Your squad wants you to be self-confident, understand the situation, know what they need to do, and demonstrate that understanding and knowledge. Remember, a self-confident leader instills self-confidence in his soldiers.

Intelligence is more than knowledge. The ability to think isn't the same as book learning. All people have some intellectual ability that, when developed, allows them to analyze and understand a situation. Knowledge is only a part of the equation. Smart decisions, combined with professional skills, experience, and the ability to reason through a problem, make the leader intelligent.

Ref: FM 22-100, pp 2-13 and 2-14, para 2-51 thru 2-57

Culture is a group's shared set of beliefs, values, and assumptions about what's important. You must be aware of cultural factors in three contexts:

- Be sensitive to the different backgrounds of your people.
- Be aware of the culture of the country in which your organization is operating.

- Take into account your partners' customs and traditions when you're working with forces of other nations.

Cultural awareness is crucial to the success of multinational operations. Take time to learn the customs and traditions of the partners' cultures. Learn how and why others think and act as they do. In multi-national forces, effective leaders create a "third culture" that is the bridge or the compromise among partners.

REMOVE VGT-11

NOTE: Call on a student to read "The Will to Persevere" on page 2-11 of FM 22-100. Ask the class to identify the attributes they can connect the reading to and explain why. Allow five minutes to discuss.

The second attribute we will discuss is physical. There are three areas of physical attributes.

QUESTION: What are the three areas of physical attributes?

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

Ref: FM 22-100, p 2-16, para 2-67

Health fitness is everything you do to maintain good health. Undergoing routine physical exams, practicing good dental hygiene, and maintaining deployability standards and personal grooming and cleanliness are good examples of physical attributes. Remember that a healthy soldier can out perform an unhealthy soldier in extreme temperatures, humidity, and other conditions.

Unit readiness begins with physically fit soldiers and leaders. Combat drains soldiers physically, mentally, and emotionally. To minimize these effects, you and your soldiers must maintain physical fitness. Physically fit soldiers perform better in all areas, and physically fit leaders to think, decide, and act appropriately under pressure. Physical fitness provides a foundation for combat readiness fitness; therefore, you must train to exceed the standard. Keep in mind that the Army Physical Fitness Test only measures a baseline level of physical fitness; develop a program based on your unit's METL that will challenge your soldiers mentally and physically during PT sessions.

The Army expects you to know how to wear your uniform and to look like a soldier. You must show a sense of pride in yourself and your uniform at all times, and maintain your height and weight standards. Skillful use of your professional bearing--fitness, courtesy, and military appearance--can often help you manage difficult situations. In doing so, your soldiers will emulate your standards.

Ref: FM 22-100, pp 2-16 and 2-17, para 2-67 thru 2-73

The third leader attribute is "emotional attributes." As a leader, your emotional attributes are self-control, balance, and stability. These emotional attributes contribute to how you feel and, therefore, how you interact with others. When you understand that will and endurance come from emotional energy, you possess a powerful leadership tool. Self-control, balance, and stability also help you make the right ethical choices.

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

Ref: FM 22-100, p 2-17, para 2-74 and 2-76

Self-control means controlling your emotions. No one wants to work for a hysterical leader who might lose control in a tough situation. This doesn't mean that you never show emotion. Instead, display the proper amount of emotion and passion--somewhere between too much and too little, in order to tap into your subordinates' emotions. Don't forget that you're on a stage for all to see, and your subordinates are always watching you, so display self-control and inspire the same thing in your squad.

Emotionally balanced leaders display the right emotion for the situation and can also read others' emotional state. Balance is a state of being that allows you to draw

on your experiences and gives insight to your soldiers at the level of urgency required to keep them motivated to drive on.

Stability means staying cool, levelheaded, and steady under pressure and fatigue. It allows you to stay calm in the face of danger and it helps keep your subordinates calm. Display the emotions you want your soldiers to display.

Break: TIME: 01:50 to 02:00

3. Learning Step / Activity 3. Character and orders

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: VGT-12 and VGT-13

We discussed earlier that character consists of two interacting sets of characteristics--values and attributes. People enter the Army with values and attributes that they learned and developed over the years. The values and attributes that you bring with you into the Army is just the starting point for character development. Leaders continuously develop Army values and attributes in themselves and their soldiers.

Ref: FM 22-100, p 2-19, para 2-80

Warrior ethos refers to the professional attitudes and beliefs that characterize the American soldier, his fundamental character or spirit. At its core, the warrior ethos grounds itself on the refusal to accept failure.

America is a winner with a proud tradition. We fought, no matter the circumstances, and pulled victory out of the jaws of possible defeat. We did it by overcoming fear, hunger, deprivation, and fatigue. We won because we trained hard and that is the key to victory--hard training. So, warrior ethos is about more than persevering under the worst of conditions. Warrior ethos fuels the fire to fight through those conditions to victory, no matter how long it takes or the effort required. The warrior ethos has links to Army values such as personal courage, loyalty to comrades, and dedication to duty.

Loyalty and duty mean putting your life on the line, even when there's little chance of survival, for the good of a cause larger than yourself.

QUESTION: What Army value is a soldier displaying when he is willing to put his life on the line for the good of the cause?

ANSWER: Selfless service.

Ref: FM 22-100, p 2-21, para 2-87

Warrior ethos is crucial and perishable, so we must continue to affirm, develop, and sustain it in our soldiers and ourselves. It's warrior ethos that connects American warriors today with those whose sacrifices have allowed our very existence.

It's the warrior ethos that spurs the soldier to come up out of the foxhole and attack, even though he is "dog-tired" and hungry. It presses and pushes him to accomplish the mission, to win the battle, to win the war. Such tireless motivation comes in part from the comradeship that springs from the warrior ethos. Soldiers fight for each other; they would rather die than let their buddies down. That loyalty runs front to rear as well as left to right. Mutual support marks Army culture regardless of who you are, where you are, or what you are doing.

Ref: FM 22-100, pp 2-21 and 2-22, para 2-85 thru 2-90

You build and develop character in your subordinates by creating an organization in which Army values are not just words but are, for the lack of a better word, commandments for what soldiers do.

You help develop your soldiers by the example you set and coaching. You hold yourself and your subordinates to the highest of standards so all will accept those standards as the norm.

Ref: FM 22-100, p 2-22, para 2-91

Character is important in living a consistent and moral life, but it doesn't always provide the final answer to a specific question, "What should I do now?" We can all find that answer through ethical reasoning. You will go through the ethical reasoning process later in the course, as part of the four leadership skills leaders must "KNOW."

Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing your ground and may mean telling your boss you think he is wrong. This tests your character and it can really get difficult if you believe that an order is illegal.

You learned in "Introduction to Army Leadership" that you execute the boss' decision with energy and enthusiasm with the only exception being if the order is illegal. In fact, it is your duty to disobey illegal orders.

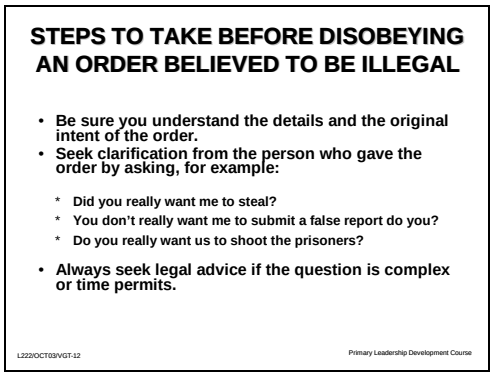
Ref: FM 22-100, p 2-23, para 2-97

NOTE: Ask the class the following question and give the students a couple of minutes to discuss. Once done, show VGT-12.

QUESTION: If you receive what you believe to be an illegal order, what actions do you take?

ANSWER: See VGT-12.

SHOW VGT-12, STEPS TO TAKE BEFORE DISOBEYING AN ORDER BELIEVED TO BE ILLEGAL



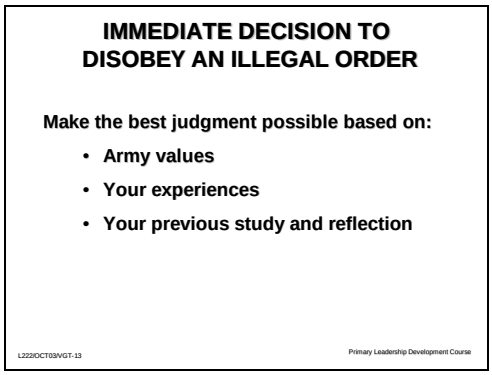
Ref: FM 22-100, p 2-23, para 2-98

REMOVE VGT-12

Now the question comes to mind: What do you do when you don't have time to seek legal advice? What do you do if you are in combat and you need to make a decision?

NOTE: Give the class a moment to think and a couple of minutes to discuss and answer the question. Then, show VGT-13 and compare their answer to those on the VGT.

SHOW VGT-13, IMMEDIATE DECISION TO DISOBEY AN ILLEGAL ORDER



Ref: FM 22-100, p 2-23, para 2-98

REMOVE VGT-13

Knowing the Army values and attributes, coupled with warrior ethos, will assist you when making a decision regarding a possible illegal order.

Beliefs are those things people hold as true based on their upbringing, culture, heritage, families, and traditions. You serve a nation that believes in the notion that people are free to choose their own beliefs and the basis for those beliefs. The Army respects different moral backgrounds and personal convictions--as long as they don't conflict with Army values.

Beliefs are crucial in preparing soldiers for battle. Soldiers often fight and win over tremendous odds when convinced the beliefs that they are fighting for are right. Commitment to beliefs such as justice, liberty, freedom, and not letting down their fellow soldiers can be essential in creating and sustaining the will to fight.

Ref: FM 22-100, p 2-24, para 2-100

CHECK ON LEARNING:

QUESTION: What are the three leader attributes?

ANSWER: Mental, physical, and emotional.

Ref: FM 22-100, p 2-10, Fig 2-2

QUESTION: SGT Johnson informed his squad that the upcoming mission would require them to keep going even though they may get exhausted, wet, and cold. What mental attribute was he asking them to display?

ANSWER: Will.

Ref: FM 22-100, p 2-11, para 2-43

QUESTION: SGT Jones scheduled himself for a routine physical examination. What physical attribute is he following?

ANSWER: Health fitness.

Ref: FM 22-100, p 2-16, para 2-68

QUESTION: When a leader is able to keep a cool head in a dangerous situation, he is maintaining what type of emotional attribute?

ANSWER: Self-control.

Ref: FM 22-100, p 2-18, para 2-77

Break: TIME: 01:50 to 02:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret what a leader must KNOW.
CONDITIONS:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
STANDARDS:	Interpreted the four categories of skills: interpersonal, conceptual, technical, and tactical that a leader must KNOW IAW FM 22-100.

1. Learning Step / Activity 1. The four categories of skill

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-14

Army values and leader attributes form the foundation for the character of leaders. Character, in turn, serves as the basis of knowing (competence) and doing (leadership). FM 22-100 states, "Competence means much more than being well-

trained." It links character and leadership together. Leaders are responsible for the competence of themselves and their soldiers. Through self-discipline, leaders will constantly look for ways to improve their competence and their soldiers' competence. Competence results from hard, realistic training.

We will now briefly cover the four categories containing skills a leader must know. We will cover them in detail later in the course.

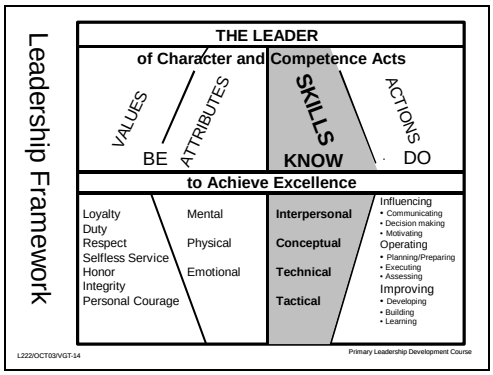
Ref: FM 22-100, pp 2-24 thru 2-26, para 2-104 thru 2-108

QUESTION: What are the four categories containing skills an Army leader must KNOW?

ANSWER: See VGT-14.

NOTE: Allow the students to respond and then show VGT-14.

SHOW VGT-14, LEADERSHIP FRAMEWORK, KNOW



Ref: FM 22-100, p 2-25, Fig 2-3

Interpersonal skills affect how you deal with people. This includes coaching, teaching, counseling, motivating, and empowering.

Conceptual skills enable you to handle ideas. They require sound judgment as well as the ability to think creatively and reason analytically, critically, and ethically.

Ref: FM 22-100, p 2-25, para 2-107

Technical skills are job-related abilities. They include basic soldier skills. To lead your soldiers properly, you must possess the expertise necessary to accomplish all tasks and functions assigned to your section.

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

REMOVE VGT-14

In combat you combine interpersonal, conceptual, technical, and tactical skills to accomplish the mission. You use interpersonal skills to communicate your intent and motivate soldiers. You apply conceptual skills to determine viable concepts of operations, make the right decisions, and execute the mission. You use technical skills to properly employ the techniques and procedures necessary to accomplish the task. You employ tactical skills, combining skills from the other skill categories, with knowledge of the art of tactics appropriate to your level of responsibility to complete the mission.

Ref: FM 22-100, p 2-25, para 2-108

CHECK ON LEARNING:

QUESTION: Which skill category of what a leader must KNOW deals with job-related abilities to include basic soldier skills?

ANSWER: Technical skills.

Ref: FM 22-100, p 2-25, para 2-107

QUESTION: Which skill category of what a leader must KNOW deals with solving tactical problems?

ANSWER: Tactical skills.

Ref: FM 22-100, p 2-25, para 2-107

QUESTION: Which skill category of what a leader must KNOW deals with people?

ANSWER: Interpersonal skills.

Ref: FM 22-100, p 2-25, para 2-107

QUESTION: Which skill category of what a leader must KNOW deals with handling ideas and requires the ability to think creatively?

ANSWER: Conceptual skills.

Ref: FM 22-100, p 2-25, para 2-107

C. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret what a professional NCO must DO.
CONDITIONS:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
STANDARDS:	Interpreted the three actions: influencing, operating, and improving that a leader must DO IAW FM 22-100.

1. Learning Step / Activity 1. What a leader must DO

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-15

When preparing to lead soldiers you need Army values, attributes, and skills. If you live up to Army values, display leader attributes and competence and set the example; you'll succeed. On the other hand, if you talk a good game but can't produce when it's time, not only will you fail, your squad will also fail. Leadership begins when you act.

Ref: FM 22-100, p 2-26, para 2-112

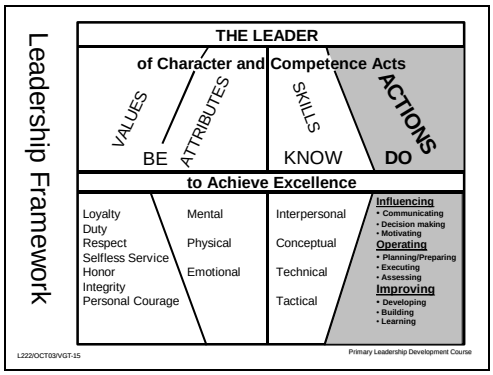
We will briefly discuss the three leadership actions and discuss them in detail later in the course.

NOTE: Ask the following question and then show VGT-15.

QUESTION: What three leader actions make up DO of what a leader must BE, KNOW, DO?

ANSWER: See VGT-15.

SHOW VGT-15, LEADERSHIP FRAMEWORK, DO



Ref: FM 22-100, p 2-26, Fig 2-4

A leader influences, operates, and improves. You must bring together everything that you are, everything that you believe, and everything that you know how to do so you can provide purpose, direction, and motivation.

You use interpersonal skills to guide others toward a goal. As a squad leader you often influence your subordinates face to face when you give instructions, recognize achievements, or encourage hard work.

QUESTION: What three categories make up influencing?

ANSWER: Communicating, decision making, motivating.

Ref: FM 22-100, p 2-27, para 2-113

- **Communicating** involves displaying good oral, written, and listening skills for individuals and groups.
- **Decision making** is using sound judgment, reasoning logically, managing resources wisely, and selecting the course of action most favorable to accomplishing the mission.
- **Motivating** involves inspiring and guiding your soldiers toward mission accomplishment.

Ref: FM 22-100, p 2-27, para 2-113

Operating is what you do to accomplish the immediate mission, to get the job done on time and to standard.

QUESTION: What three actions make up operating?

ANSWER: Planning and preparing, executing, assessing

Ref: FM 22-100, p 2-27, para 2-114

- **Planning and preparing** involve developing detailed, executable plans that are feasible, acceptable, and suitable. They also involve arranging unit support for the operation and conducting rehearsals. During tactical operations, decision making and planning enhances two methodologies, the military decision-making process and troop leading procedures.
- **Executing** involves meeting mission standards, taking care of people, and efficiently managing resources.
- **Assessing** involves evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission. The After Action Review (AAR) allows you to review the things done right, wrong, and how to improve them, which leads us into the next action, improving.

Part of your job is to also try and leave your squad in better condition than when you took over. You do this by setting short and long-term goals all the while meeting requirements that may or may not contribute directly to achieving those goals.

You must train your soldiers to perform their duties technically and tactically while being able to withstand the heat of battle. Improving actions fall into three categories:

- **Developing** involves investing adequate time and effort to develop individual subordinates as leaders. This also includes mentoring.
- **Building** involves spending time and resources to improve teams, groups, and units and to foster an ethical climate.

- **Learning** involves seeking self-improvement and organizational growth. It includes envisioning, adapting, and leading change.

Ref: FM 22-100, p 2-28, para 2-116

REMOVE VGT-15

CHECK ON LEARNING:

QUESTION: What are the three major functions of what a leader must DO?

ANSWER: Influencing, operating, and improving.

Ref: FM 22-100, p 2-26, Fig 2-4

QUESTION: What three categories make up influencing?

ANSWER: Communicating, decision making, motivating.

Ref: FM 22-100, p 2-27, para 2-113

QUESTION: Planning and preparing, executing, and assessing fall under which leadership action?

ANSWER: Operating.

Ref: FM 22-100, p 2-27, para 2-114

QUESTION: What leader action are you following if you strive to ensure your squad will be better off when you leave it than when you took charge?

ANSWER: Improving.

Ref: FM 22-100, p 2-28, para 2-116

SECTION IV. SUMMARY

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: None

Check on Learning

QUESTION: If SGT Wilson is putting the welfare of the nation, the Army, and his subordinates before his own, what Army value is he demonstrating?

ANSWER: Selfless service.

Ref: FM 22-100, p 2-6, para 2-22

QUESTION: Which Army value forms the basis for the rule of law, the very essence of what makes America?

ANSWER: Respect.

Ref: FM 22-100, p 2-5, para 2-17

QUESTION: What are the three major categories under leader attributes?

ANSWER: Mental, physical, and emotional.

Ref: FM 22-100, p 2-10, Fig 2-2

QUESTION: SGT Johnson informed his squad that the upcoming mission would require them to keep going even though they may become exhausted, wet, and cold. What mental attribute was he asking them to display?

ANSWER: Will.

Ref: FM 22-100, p 2-11, para 2-43

QUESTION: SGT Jones discussed with her troops the importance of undergoing routine physical exams. What attribute would this topic fall under?

ANSWER: Physical attributes.

Ref: FM 22-100, p 2-16, para 2-67 and 2-68

QUESTION: What are the four categories containing skills a leader must KNOW?

ANSWER: Interpersonal, conceptual, technical, and tactical skills.

Ref: FM 22-100, p 2-25, Fig 2-3

QUESTION: Influencing, operating, and improving make up the three actions a leader must DO. Under which action does a leader plan and prepare, execute, and assess?

ANSWER: Operating.

Ref: FM 22-100, p 2-27, para 2-114

Review / Summarize Lesson

In the last three hours we discussed what a leader must BE and established a base of knowledge on the skills and actions of what a leader must KNOW and DO.

Remember that character is the combination of values and attributes that underlie your ability to see what you need to do, decide to do it, and influence others to follow you. You must be competent and possess the knowledge and skills required to do your job right. You must lead by taking the proper actions to accomplish the mission based on what your character tells you is ethically right and appropriate for the situation.

Transition to Next Lesson

Now that you know what you must BE, KNOW, and DO, we will continue to expand your knowledge of Army leadership during the next lesson, L223, The Human Dimension Role in Leader Development.

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.

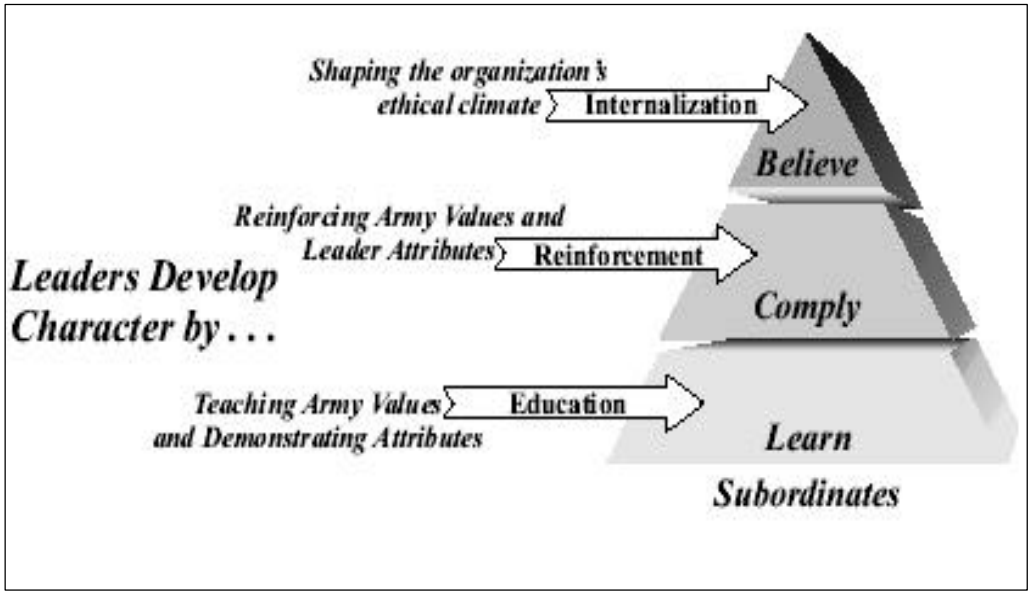
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Enabling Learning Objective A

Learning Step 1

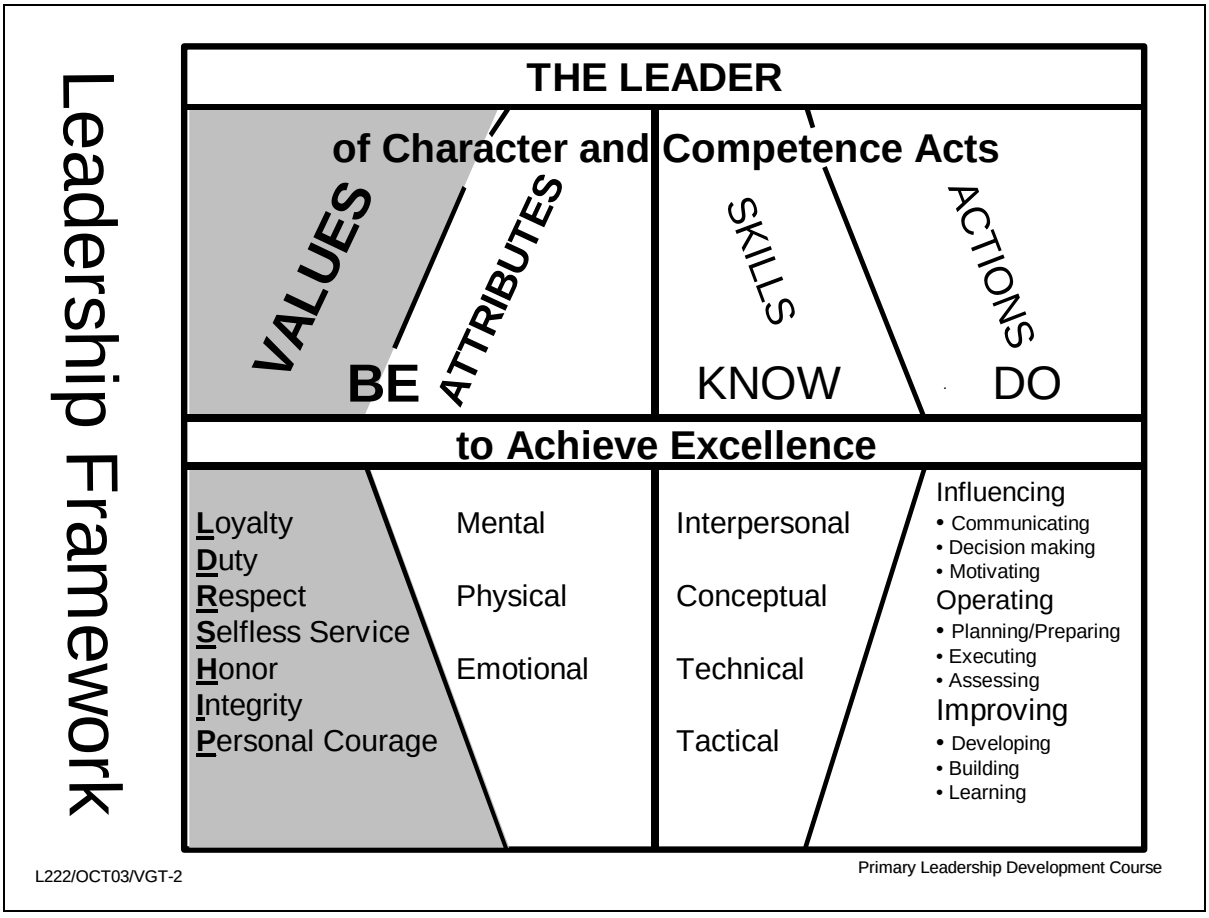
VGT-1, Character Development

CHARACTER DEVELOPMENT



L222/OCT03/VGT-1

Primary Leadership Development Course


Leadership Framework
THE LEADER
of Character and Competence Acts
VALUES
ATTRIBUTES
SKILLS
ACTIONS
BE
KNOW
DO
to Achieve Excellence
Loyalty
Duty
Respect
Selfless Service
Honor
Integrity
Personal Courage
Mental
Physical
Emotional
Interpersonal
Conceptual
Technical
Tactical
Influencing
• Communicating
• Decision making
• Motivating
Operating
• Planning/Preparing
• Executing
• Assessing
Improving
• Developing
• Building
• Learning
L222/OCT03/VGT-2
Primary Leadership Development Course

LOYALTY

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

If I could tell soldiers one thing, it would be: have faith. Faith in the Army, the leadership, and their own ability.

Former SMA Robert E. Hall

DUTY

Fulfill your obligations.

It is difficult to be a good noncommissioned officer. If it had been easy, they would have given it to the officer corps.

Former SMA William A. Connelly

RESPECT

Treat people as they should be treated.

Never say "lower enlisted soldiers"- always say "junior enlisted soldiers." Don't use the term "common soldier"- we are all soldiers in a common cause.

Former SMA Gene C. McKinney

SELFLESS SERVICE

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

Are you truly doing what's best for the nation, what's best for the Army, what's best for your unit, and what's best for your soldiers and their families? Are you taking all of that into consideration, or are you looking at what makes you as an individual look the best?

Former SMA Richard A. Kidd

HONOR

Live up to all the Army values.

We build character in order for us to withstand the rigors of combat and resist the temptations to compromise our principles in peacetime. We must build character in peacetime because there is no time in war. Character is the most important quality you can find in any person, but especially in a soldier. It is the foundation that will get anybody through anything he may encounter. Reputation is what people think you are; character is what you are- that is the staying power.

Former SMA Glen E. Morrell

INTEGRITY

Do what's right--legally and morally.

The core of a soldier is moral discipline. It is intertwined with the discipline of physical and mental achievement. It motivates doing on your own what is right without prodding. It is an inner critic that refuses to tolerate less than your best. Total discipline overcomes adversity and physical stamina draws on an inner strength that says "drive on."

Former SMA William G. Bainbridge

PERSONAL COURAGE

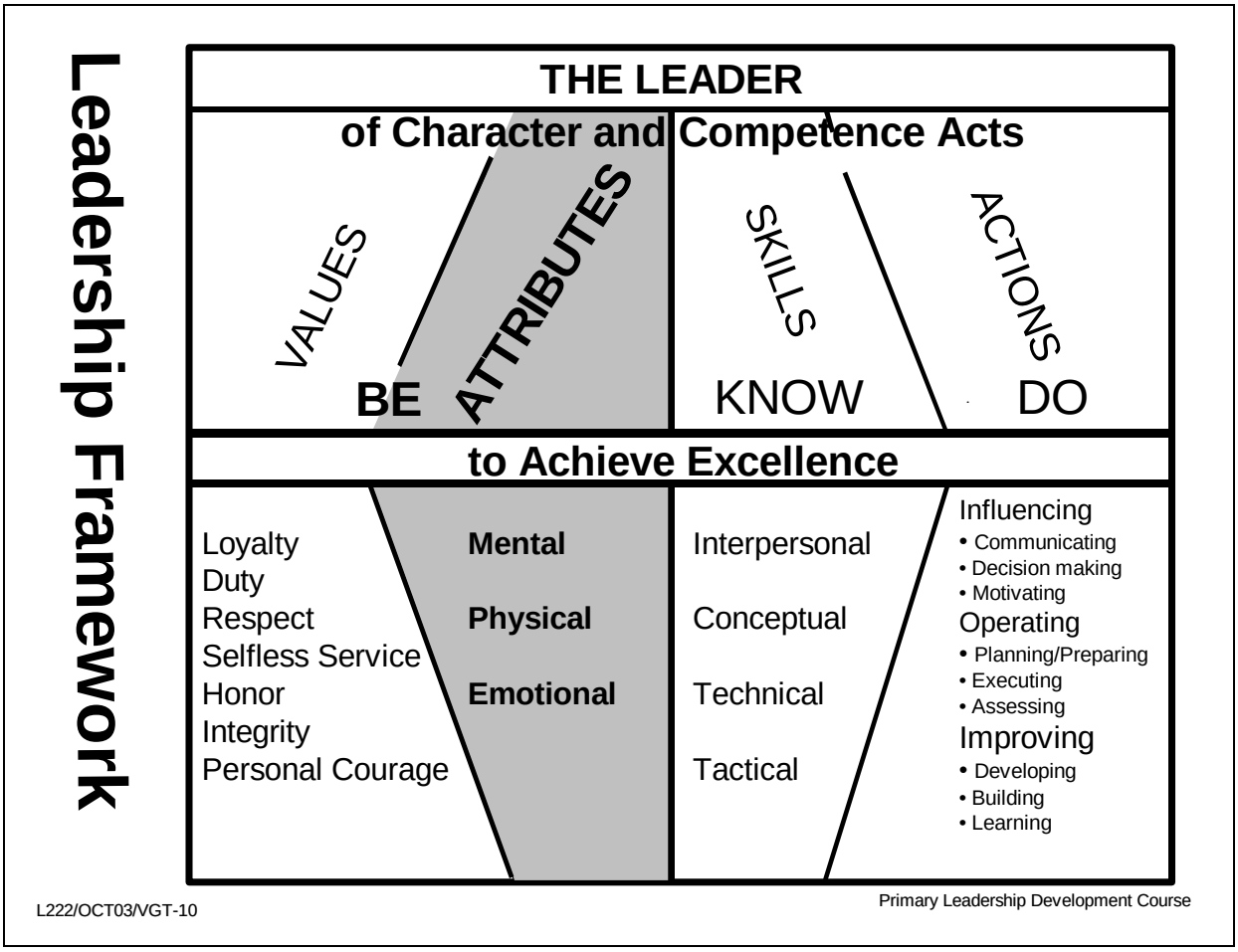
Face fear, danger, or adversity (physical or moral).

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

Former SMA William A. Connelly

Learning Step 2

VGT-10, Leadership Framework, Attributes



MENTAL ATTRIBUTES

- **Will**
- **Self-Discipline**
- **Initiative**
- **Judgment**
- **Self-Confidence**
- **Intelligence**
- **Cultural Awareness**

Learning Step 3

VGT-12, Steps to take before....

STEPS TO TAKE BEFORE DISOBEYING AN ORDER BELIEVED TO BE ILLEGAL

- **Be sure you understand the details and the original intent of the order.**
- **Seek clarification from the person who gave the order by asking, for example:**
  - * **Did you really want me to steal?**
  - * **You don't really want me to submit a false report do you?**
  - * **Do you really want us to shoot the prisoners?**
- **Always seek legal advice if the question is complex or time permits.**

L222/OCT03/VGT-12

Primary Leadership Development Course

IMMEDIATE DECISION TO DISOBEY AN ILLEGAL ORDER

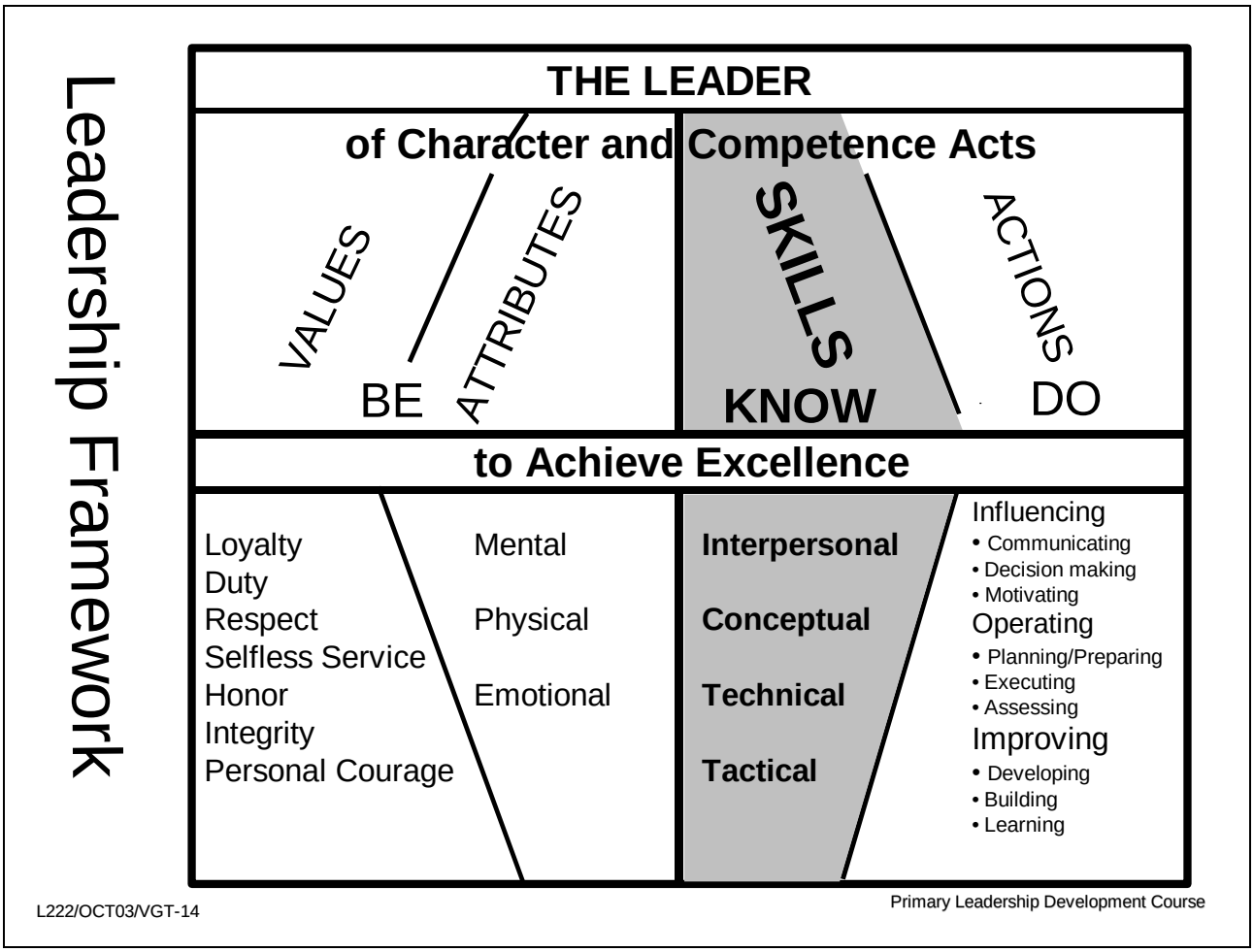
Make the best judgment possible based on:

- **Army values**
- **Your experiences**
- **Your previous study and reflection**

Enabling Learning Objective B

Learning Step 1

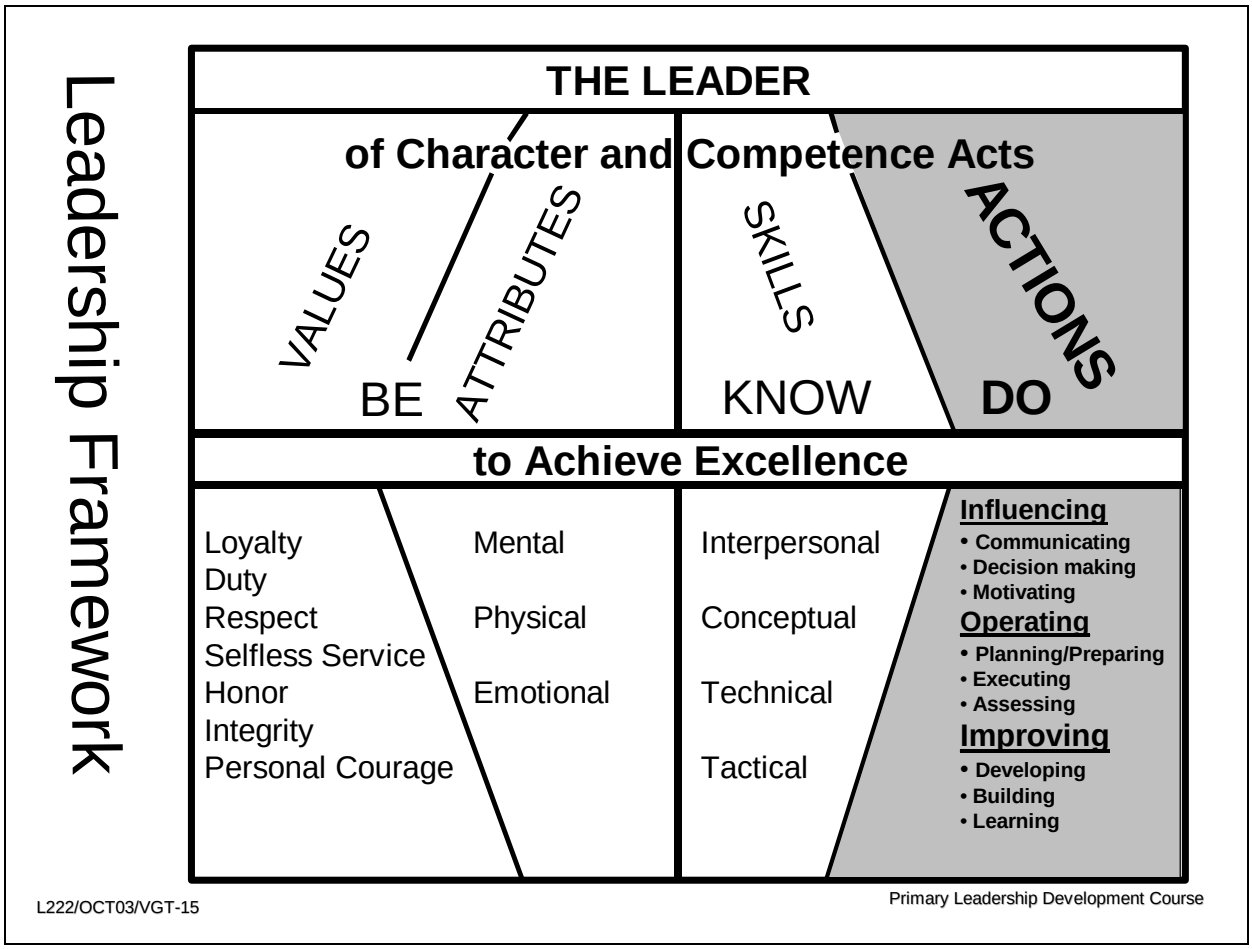
VGT-14, Skills



Enabling Learning Objective C

Learning Step 1

VGT-15, Actions



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

Appendix C Practical Exercises and Solutions (N/A)

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This Appendix Contains

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Army Values Vignettes	SH-2-1 thru SH-2-9

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of three hours of group discussion.

Overview During this lesson you will learn what you must BE, KNOW, DO to be an effective noncommissioned officer. The primary focus of this lesson is to enhance your knowledge of these characteristics. It will also show you how embracing these characteristics in your approach to leadership reinforces your role as a leader.

Learning Objective Terminal Learning Objective (TLO).

Action:	Demonstrate the BE, KNOW, DO characteristics necessary to provide effective military leadership.
Conditions:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
Standards:	Demonstrated the Army values and attributes that a leader must BE, the skills a leader must KNOW, and the actions a leader must DO to lead soldiers IAW FM 22-100.

ELO A Interpret what a leader must BE.
ELO B Interpret what a leader must KNOW.
ELO C Interpret what a leader must DO.

Assignments The student assignments for this lesson are:

- Read Student Handouts 1 and 2.

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 and participate in the small group discussion by providing information you learned from your individual study, as well as your personal and observed experiences. Failure to study and read the assignments above will result in your inability to fully 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

This student handout contains 8 pages of extracted material from various sources.

Vignette 1	page	SH-2-2
Vignette 2	pages	SH-2-3 and SH-2-4
Vignette 3	pages	SH-2-5 and SH-2-6
Vignette 4	page	SH-2-7
Vignette 5	pages	SH-2-8 and SH-2-9

Disclaimer: The training developer downloaded the material from various web sites. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COST.

Vignette 1

Excerpt from The American Experience/MacArthur's Speeches: "The Corps and The Corps, and The Corps." 12 May 1962.

". . . Duty - Honor - Country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be. They are your rallying points: to build courage when courage seems to fail; to regain faith when there seems to be little cause for faith; to create hope when hope becomes forlorn. Unhappily, I possess neither that eloquence of diction, that poetry of imagination, nor that brilliance of metaphor to tell you all that they mean. The unbelievers will say they are but words, but a slogan, but a flamboyant phrase. Every pedant, every demagogue, every cynic, every hypocrite, every troublemaker, and, I am sorry to say, some others of an entirely different character, will try to downgrade them even to the extent of mockery and ridicule. But these are some of the things they do. They build your basic character, they mold you for your future roles as the custodians of the nation's defense, they make you strong enough to know when you are weak, and brave enough to face yourself when you are afraid. They teach you to be proud and unbending in honest failure, but humble and gentle in success; not to substitute words for actions, nor to seek the path of comfort, but to face the stress and spur of difficulty and challenge; to learn to stand up in the storm but to have compassion on those who fall; to master yourself before you seek to master others; to have a heart that is clean, a goal that is high; to learn to laugh yet never forget how to weep; to reach into the future yet never neglect the past; to be serious yet never to take yourself too seriously; to be modest so that you will remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength. They give you a temper of the will, a quality of the imagination, a vigor of the emotions, a freshness of the deep springs of life, a temperamental predominance of courage over timidity, an appetite for adventure over love of ease. They create in your heart the sense of wonder, the unfailing hope of what next, and the joy and inspiration of life. They teach you in this way to be an officer and a gentleman. . . ."

Downloaded on 20 June 2003 from
http://www.pbs.org/wgbh/amex/macarthur/filmmore/reference/primary/macspeech06.html

VIGNETTE 2

Excerpt from ArmyLINK News, 9-11 hero recalls Pentagon tragedy

by Master Sgt. Jon Connor

WASHINGTON (Army News Service, Aug. 29, 2002) -- As the anniversary of the 9-11 terrorist attacks on America draws near, one Pentagon "hero's" life has forever been changed in more ways than one -- some good and some not so good.

Regardless, Staff Sgt. Christopher Braman wouldn't change a thing.

On Sept. 11, Braman did what he had to do, and now he's doing what the Army would like him to do -- telling his extraordinary personal experiences during some of this nation's darkest hours.

Immediately following the intended crash of American Airlines Boeing Flight 77 into the west wedge of the Pentagon at 9:38 a.m. on a bright autumn day, Braman offered his body and Army experience to help in any way he could. As it turned out, Braman stayed at the crash site for three days straight looking for life.

As he prepared to go into America's damaged symbolic defense fortress, Braman said he told himself, "Dear Lord, give me the strength for what I'm about to do...follow me through here."

What he then experienced was something unimaginable, or at least, straight out of a war movie. With a fire burning around 2,000 degrees, Braman, an airborne Ranger soldier who was working as a purchasing agent at the Army's General Officer Mess in the Pentagon, had to breath jet fuel, asbestos, carbon dioxide, human matter, computer and office furniture in his frantic search for survivors.

He recalled the day's horror:

"It had every bit of the smells of combat. It had the screams; it had the fire; the burns and the victims' faces. I'll always remember the victims' faces," Braman recalled. "Not only those I saw on the eleventh, but the next three days.

"I actually saw what death looks like straight in the eyes. I touched it, smelled it, and tasted it.

"Seconds became minutes, and minutes became hours. The next thing I knew it was 1:47 in the afternoon. I was very fortunate to get out before that area collapsed. I can't explain why things happen."

During one search, Braman heard a clapping sound. As he went to it, he discovered a woman who couldn't speak because of intense smoke inhalation, but was able to clap for help.

That woman was Sheila Moody, an Army civilian accountant.

Later, Moody would call Braman her "guardian angel" on the Oprah Winfrey television show. That title, Braman said, is all the reward he'll ever need for rescuing her.

Not surprisingly, Moody, who is married with three adult-aged children and whose husband is an Army reservist, has a special bond with Braman.

"She wants to hold me and thank me. In her eyes, she told me, she couldn't thank me enough. I tell her that 'seeing that smile on her face is thanks enough,' " he said.

As fate would have it, Moody was the only survivor of 40 people from her office.

As chaos unfolded, the then 33-year-old Braman would not leave the crash site despite orders from other higher-ranking Army personnel acting on information about another hijacked jet heading toward the Pentagon. Braman then volunteered to be the noncommissioned officer-in-charge of the new morgue recovery team.

Braman attributed his Ranger training for thinking on his feet.

"I just reacted that day. The military trained me and God kept me safe," Braman said, labeling the crash scene as the "most organized chaos" he had ever seen.

As Braman explained, Rangers never leave a fallen comrade at any cost. As far as he was concerned, his Army family lay in the Pentagon.

Leaders like Sgt. Maj. of the Army Jack Tilley and Secretary of Defense Donald Rumsfeld, to name a few, were helping rescue efforts too.

"That's leadership leading from the front," Braman said. "That's what being in the military is all about. That's brotherhood."

After three incredible and exhausting days, the Army and Braman knew it was time for him to go home and begin his own recovery. (If you desire to read the remainder of the article you may do so at the web address below.)

Downloaded from https://**www.dtic.mil/armylink/news/Aug2002/a20020829911hero.html**

VIGNETTE 3

Special Forces soldier awarded Silver Star for heroism in Afghanistan

By Spc. Kyle J. Cosner
June 16, 2003

Master Sgt. Anthony S. Pryor, a team sergeant with Company A, 1st Battalion, 5th SFG, received the Silver Star Medal for his gallantry in combat during the raid when he single-handedly eliminated four enemy soldiers, including one in unarmed combat, all while under intense automatic weapons fire and with a crippling injury.

On Jan. 23, 2002, Pryor's company received an order from the U.S. Central Command to conduct their fourth combat mission of the war - a sensitive site exploitation of two compounds suspected of harboring Taliban and al Qaeda terrorists in the mountains of Afghanistan.

Because of the presence of women and children within the compounds, Pryor said aerial bombardment was not considered an option. Once on the ground, the company was to search for key leadership, communications equipment, maps and other intelligence.

Sgt. 1st Class Scott Neil was one of the team members there with Pryor that night at the second compound. A Special Forces weapons sergeant, he fought on Pryor's team as a cell leader and found himself momentarily pinned down by the sudden hail of bullets after the team's position was compromised.

"After the initial burst of automatic weapons fire, we returned fire in the breezeway," Neil said. "It was a mental spur - after we heard the words 'let's go,' everything just kind of kicked in."

Moments later, though, the team became separated in the confusion, but with the situation desperate for the Special Forces soldiers against a determined and larger-than-expected enemy, Pryor and one of his teammates kept moving forward, room to room. They began to enter a room together, but another enemy soldier outside the room distracted the team member, so he stayed outside to return fire.

Pryor first encountered an enemy that was charging out of the room and assisted in eliminating him. Then, without hesitation, Pryor moved ahead into the room and found himself alone with three more enemy soldiers.

According to Pryor, the next two enemies he saw were firing their weapons out of the back of the room at his men that were still outside the compound.

"I went in, and there were some windows that they were trying to get their guns out of to shoot at our guys that hadn't caught up yet," he said. "So I went from left to right, indexed down and shot those guys up. I realized that I was well into halfway through my magazine, so I started to change magazines. Then I felt something behind me, and thought it was (one of my teammates) - that's when things started going downhill."

Pryor said it was an enemy soldier, a larger-than-normal Afghan, who had snuck up on him.

"There was a guy back behind me, and he whopped me on the shoulder with something, and crumpled me down."

Pryor would later learn that he had sustained a broken clavicle and a dislocated shoulder during the attack.

"Then he jumped up on my back, broke my night-vision goggles off and starting getting his fingers in my eyeballs. I pulled him over, and when I hit down on the ground, it popped my shoulder back in."

Pryor said that after he stood up, he was face to face with his attacker. Pryor eliminated the man during their hand-to-hand struggle.

Pryor had now put down all four enemies, but the fight wasn't over yet.

"I was trying to feel around in the dark for my night-vision goggles, and that's when the guys I'd already killed decided that they weren't dead yet."

Pryor said that it was then a race to see who could get their weapons up first, and the enemy soldiers lost. He then left the room and rejoined the firefight outside. When the battle ended, 21 enemy soldiers had been killed. There were no American causalities, and Pryor had been the only soldier injured.

"Tony is getting a Silver Star because he entered a room by himself, and he engaged the enemy by himself," said Sgt. 1st Class James Hogg, a Special Forces medical sergeant on Pryor's team. "He elevated his pure soldier instinct and went to the next level, and that's what this award is recognizing. He didn't stop after his initial battle, and continued to lead."

Leading his soldiers, despite his injuries, is something Neil said that Pryor couldn't seem to stop doing.

"As soon as he left that room, he came running up to me and wanted to know if everybody was okay," Neil said, describing Pryor after he had emerged from his four-on-one fight. "He never mentioned anything about what went on ... and during the whole objective and as the firefight continued, he never stopped. He was always mission-first, and that's what his Silver Star is all about."

Pryor is the third Special Forces soldier to receive the Silver Star Medal for actions during Operation Enduring Freedom. The other two, Master Sgt. Jefferson Davis and Sgt. 1st Class Daniel Petithory, also of the 5th SFG (Abn.), received theirs posthumously.

Downloaded from http://www.dtic.mil/armylink/news/

Vignette 4

17 heroes

Issue Date: January 27, 2003

Soldiers, airman from Ranger team awarded Silver, Bronze Stars for valor in Afghanistan war's deadliest day

BY JANE MCHUGH
TIMES STAFF WRITER

"It would have been much nicer to have received a lesser award and come home with everybody alive," said Sgt. Eric W. Stebner, 27, who was decorated with a Silver Star as squad leader in the mission.

The dramatic chain of events that culminated in the battle started at 3 a.m. March 4 when gunfire slammed into a MH-47 helicopter hovering over the ridge during a special-operations insertion. The impact knocked Navy SEAL Neil Roberts out of the chopper and into an instant firefight with the enemy. The chopper flew off to safety; the SEAL team regrouped, then returned in a chopper insertion to retrieve Roberts.

Once on the ground, though, they were overwhelmed by al-Qaida and Taliban forces, triggering a rescue mission by the 20 members of the 1-75 quick reaction force, who boarded two choppers and took off for Takur Ghar.

Valor in battle

When the Rangers arrived just before dawn, however, enemy fire knocked out the right engine on the chopper that had gone into the landing zone — the other held to the rear in a holding pattern — it crash-landed in terrain surrounded by enemy forces. The Rangers did not know the SEALs already had pulled back down the mountain. Three Rangers were shot and killed upon landing. Another soldier, chopper crewman Sgt. Philip J. Svitak, was shot to death as he laid cover fire for team members scrambling out of the back of the helicopter.

Some Rangers were too wounded to move. Others, although badly hurt, managed to help the uninjured battle the enemy.

Meanwhile, Roberts had been killed. The second Ranger chopper arrived to help, but had to land well below the fighting. Soldiers from that chopper had to struggle up the 45- to 70-degree slope in 3 feet of snow, weighed down by their weapons, body armor and equipment.

They joined their comrades against enemy forces that were greater in number and hunkered into fortified positions, in a battle that would go on into the dark of night. Finally, at about 8 p.m., the Rangers were able to call in airstrikes and kill off the enemy.

When it was all over, the body count was seven American dead, the most killed in a single day of combat since 1993, when 18 U.S. troops were killed in Mogadishu, Somalia.

The platoon leader, Capt. Nathan E. Self, was credited with especially heroic actions, and received the Silver Star, Bronze Star and Purple Heart. He was in the first helicopter. Although hit in the thigh by shrapnel from a rocked-propelled grenade, he managed to return fire, call for air support on enemy locations and organize the able-bodied Rangers to fight and move casualties.

Downloaded from http://**www.armytimes.com/archivepaper**

Vignette 5

MEDALS OF HONOR AWARDED FOR ACTION IN SOMALIA

*GORDON, GARY I.

Rank and organization: Master Sergeant, U.S. Army. Place and date: 3 October 1993, Mogadishu, Somalia. Entered service at: ----- Born: Lincoln, Maine. Citation: Master Sergeant Gordon, United States Army, distinguished himself by actions above and beyond the call of duty on 3 October 1993, while serving as Sniper Team Leader, United States Army Special Operations Command with Task Force Ranger in Mogadishu, Somalia. Master Sergeant Gordon's sniper team provided precision fires from the lead helicopter during an assault and at two helicopter crash sites, while subjected to intense automatic weapons and rocket propelled grenade fires. When Master Sergeant Gordon learned that ground forces were not immediately available to secure the second crash site, he and another sniper unhesitatingly volunteered to be inserted to protect the four critically wounded personnel, despite being well aware of the growing number of enemy personnel closing in on the site. After his third request to be inserted, Master Sergeant Gordon received permission to perform his volunteer mission. When debris and enemy ground fires at the site caused them to abort the first attempt, Master Sergeant Gordon was inserted one hundred meters south of the crash site. Equipped with only his sniper rifle and a pistol, Master Sergeant Gordon and his fellow sniper, while under intense small arms fire from the enemy, fought their way through a dense maze of shanties and shacks to reach the critically injured crew members. Master Sergeant Gordon immediately pulled the pilot and the other crew members from the aircraft, establishing a perimeter which placed him and his fellow sniper in the most vulnerable position. Master Sergeant Gordon used his long range rifle and side arm to kill an undetermined number of attackers until he depleted his ammunition. Master Sergeant Gordon then went back to the wreckage, recovering some of the crew's weapons and ammunition. Despite the fact that he was critically low on ammunition, he provided some of it to the dazed pilot and then radioed for help. Master Sergeant Gordon continued to travel the perimeter, protecting the downed crew. After his team member was fatally wounded and his own rifle ammunition exhausted, Master Sergeant Gordon returned to the wreckage, recovering a rifle with the last five rounds of ammunition and gave it to the pilot with the words, "good luck." Then, armed only with his pistol, Master Sergeant Gordon continued to fight until he was fatally wounded. His actions saved the pilot's life. Master Sergeant Gordon's extraordinary heroism and devotion to duty were in keeping with the highest standards of military service and reflect great credit upon him, his unit and the United States Army.

Downloaded from http://www.army.mil/cmh-pg/mohsom.htm

*SHUGHART, RANDALL D.

Rank and organization: Sergeant First Class, U.S. Army. Place and date: 3 October 1993, Mogadishu, Somalia. Entered service at: ----- Born: Newville, Pennsylvania. Citation: Sergeant First Class Shughart, United States Army, distinguished himself by actions above and beyond the call of duty on 3 October 1993, while serving as a Sniper Team Member, United States Army Special Operations Command with Task Force Ranger in Mogadishu, Somalia. Sergeant First Class Shughart provided precision sniper fires from the lead helicopter during an assault on a building and at two helicopter crash sites, while subjected to intense automatic weapons and rocket propelled grenade fires. While providing critical suppressive fires at the second crash site, Sergeant First Class Shughart and his team leader learned that ground forces were not immediately available to secure the site. Sergeant First Class Shughart and his team leader unhesitatingly volunteered to be inserted to protect the four critically wounded personnel, despite being well aware of the growing number of enemy personnel closing in on the site. After their third request to be inserted, Sergeant First Class Shughart and his team leader received permission to perform this volunteer mission. When debris and enemy ground fires at the site caused them to abort the first attempt, Sergeant First Class Shughart and his team leader were inserted one hundred meters south of the crash site. Equipped with only his sniper rifle and a pistol, Sergeant First Class Shughart and his team leader, while under intense small arms fire from the enemy, fought their way through a dense maze of shanties and shacks to reach the critically injured crew members. Sergeant First Class Shughart pulled the pilot and the other crew members from the aircraft, establishing a perimeter which placed him and his fellow sniper in the most vulnerable position. Sergeant First Class Shughart used his long range rifle and side arm to kill an undetermined number of attackers while traveling the perimeter, protecting the downed crew. Sergeant First Class Shughart continued his protective fire until he depleted his ammunition and was fatally wounded. His actions saved the pilot's life. Sergeant First Class Shughart's extraordinary heroism and devotion to duty were in keeping with the highest standards of military service and reflect great credit upon him, his unit and the United States Army.

Downloaded from http://www.army.mil/cmh-pg/mohsom.htm

L223 THE HUMAN DIMENSION ROLE IN LEADERSHIP DEVELOPMENT OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L223 / HUMAN DIMENSION ROLE IN LEADERSHIP DEVELOPMENT
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L201, Introduction to Army Leadership, Sep 99
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, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT 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
158-100-1183	Identify Duties, Responsibilities, and Authority of Officers, WOs, NCOs, and DA CIVs
158-100-1285	Implement Measures to Reduce Combat Stress

This TSP Contains

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HUMAN DIMENSION IN LEADERSHIP DEVELOPMENT
L223 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
400-PLDC	1	Primary Leadership Development Course

Task(s) Taught(*) or Supported

Task Number	Task Title
Individual	
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, WOs, NCOs, and DA CIVs
158-100-1285 (*)	Implement Measures to Reduce Combat Stress

Reinforced Task(s)

Task Number	Task Title
None	

Academic Hours

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

	Resident Hours/Methods	
	4 hrs	/ Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	4 hrs	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)	2 hrs 30 mins	WE01 version 1

Prerequisite Lesson(s)

Lesson Number	Lesson Title
L222	What a Leader Must Be, Know, Do

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.

References

Number	Title	Date	Additional Information
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	
FM 22-51	LEADERS' MANUAL FOR COMBAT STRESS CONTROL	29 Sep 1994	

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, ITC, and SGITC qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
559359 SCREEN PROJECTION	1:16	1:2	N	1	N
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:2	N	1	N
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	N	0	N
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	N	1	N

Materials Required

Instructor Materials:

- TSP

Student Materials:

- Advance sheet in Appendix D, pen or pencil and writing paper, and any materials required by the NCOA's SOP
- Extracts from FM 22-51 (SH-2)
- FM 22-100

NOTE: Issued to students during inprocessing.

Classroom, Training Area, and Range Requirements

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

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
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.
- 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.
- USASMA expects you to 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

Name	Rank	Position	Date
/s/Elliott T. McGough /t/McGough, Elliott T.	GS09	Training Specialist	14 Jul 03
/s/Brian H. Lawson /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	14 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	14 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	15 Jul 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: None

Motivator

Our NCO Creed states, "All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed."

We will discuss the scope of importance that the human dimension has on leadership. We will discuss the people, the team, and the institution. There are many things that affect humans, and you must be able to recognize and deal with them.

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 human dimension role in leader development.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	Demonstrated the human dimension role of a leader IAW FM 22-51 and FM 22-100 by-- • Incorporating discipline, maintaining high morale, and taking care of soldiers; • Identifying types and causes of combat stress and the leader's responsibility to control stress; • Setting the climate of a squad to bring cultures together; • Identifying leadership styles and mixing elements of style to match the place, task, and soldiers, and • Identifying how all leaders' actions/decisions have intended and unintended consequences that impact on subordinates, the squad, and the mission.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations	**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage. None
Evaluation	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	To fully appreciate the human dimension (importance) of leadership, you must understand two key elements: leadership itself and the soldiers you lead. Leadership is far from an exact science; every person and organization is different. First, you shape the environment in which you lead by who you are and what you know; second, by your soldiers and what they know; and third, by everything that goes on around you. This lesson examines the all-important human dimension in leadership. We will discuss in this lesson the importance of the human dimension role and how it affects people, teams, and institutions; combat stress; the stress of change; climate and culture; leadership styles; and intended and unintended consequences.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three major elements important in the makeup and success of the soldier, team, and institution.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified discipline, morale, and taking care of soldiers as the three major elements important in the makeup and success of the soldier, team, and institution IAW FM 22-100.

1. Learning Step / Activity 1. The People, The Team, and The Institution

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 25 mins
Media: VGT-1 thru VGT-3

The Army has obligations to soldiers and their families that most organizations/businesses don't have. In return, soldiers have responsibilities to the Army that far exceed those of an employee to most employers. This mutual relationship of obligation and responsibility between the soldier and the Army is at the very center of what makes the Army a team, an institution, rather than an occupation.

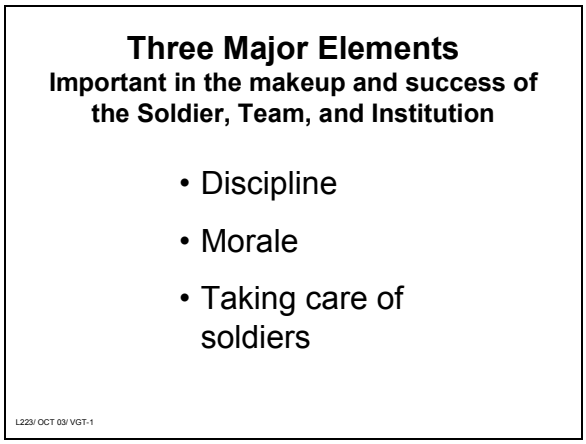
We will now discuss three major elements that are important in the make up and success of the soldier, team, and institution.

NOTE: After asking the following question, allow the students a few moments to answer before showing VGT-1.

QUESTION: What are the three major elements that are important in the make up and success of the soldier, team, and institution?

ANSWER: Show VGT-1.

SHOW VGT-1, THREE MAJOR ELEMENTS



Ref: FM 22-100, pp 3-2 thru 3-5, para 3-7 thru 3-25

REMOVE VGT-1

Discipline

The highest form of discipline is the willing obedience of subordinates who trust their leaders, understand and believe in the mission's purpose, value the team and their place in it, and have the will to see the mission through. This form of discipline produces soldiers and teams who, in the really tough moments, come up with solutions themselves.

Soldiers are our most important resource; they are in fact our "credentials." Part of knowing how to use this most precious resource is to understand the stresses and demands that influence soldiers.

Ref: FM 22-100, p 3-2, para 3-7

QUESTION: What can you do to build discipline in your squad or section?

ANSWER: Train to standard, using rewards and punishment judiciously, instilling confidence in and building trust among team members, and creating a knowledgeable collective will.

Ref: FM 22-100, p 3-2, para 3-9

Three important factors of a disciplined cohesive unit are confidence, trust, and collective will, all of which are crucial in combat.

NOTE: Call on a student to read para 3-10 on page 3-2 of FM 22-100. When finished, ask the class their views on the reading. Ask if their units have the confidence, trust, and collective will of a disciplined, cohesive unit. Would they or their comrades fight on like the soldier described? (Allow 2 minutes of discussion.)

Morale

Morale is a factor of equal importance to success in battle--as are weapons, equipment, and causes. You can't measure morale, yet it is the human dimension's most important intangible element. It measures how soldiers feel about themselves, their team, and their leaders.

Ref: FM 22-100, p 3-3, para 3-14 and 3-15

NOTE: Allow students to respond to the following question before showing VGT-2.

QUESTION: What are three factors that contribute to high morale?

ANSWER: Show VGT-2.

SHOW VGT-2, THREE FACTORS TO HIGH MORALE



Ref: FM 22-100, p 3-3, para 3-15

Morale is an emotional bond that springs from common values like loyalty to fellow soldiers and a belief that the organization will care for families. Leaders know that morale holds the team together and keeps it going in the face of terrifying and dispiriting things that occur in war. A cohesive team striving to achieve common goals is the result of high morale.

REMOVE VGT-2

Taking Care of Soldiers

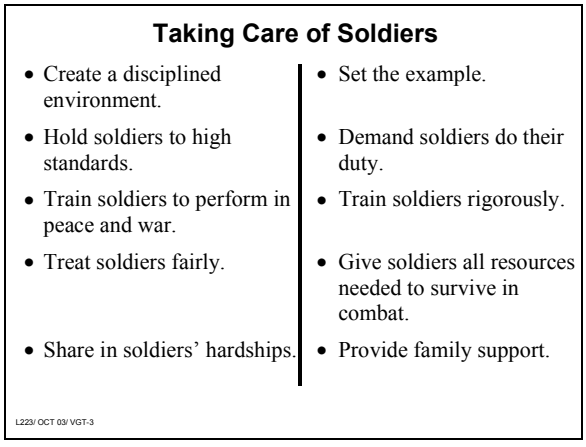
Readiness is the best way to truly take care of soldiers. Sending soldiers in harm's way where they may get killed or wounded may seem to be a contradiction to taking care of them. Are you really taking care of them when you send them out to combat? Consider this as you go through this portion of the lesson. You always hear people say that one-thing leaders do is "take care of soldiers." This is true; however, we need to add one more clause: "accomplish the mission while taking care of your soldiers."

NOTE: Ask the students the following question. After asking the students the question, place VGT-3 on the screen. Ask different students in the group to read one of the bullets and explain its importance based on their readings and experiences. (Allow 5 minutes of discussion.)

QUESTION: What does taking care of your soldiers mean?

ANSWER: Show VGT-3.

SHOW VGT-3, TAKING CARE OF SOLDIERS



Ref: FM 22-100, p 3-4, para 3-18

REMOVE VGT-3

You have to be with the soldiers to see and feel what they're experiencing as well as to influence the mission by your presence. If you direct one of your teams to set up an observation point (OP), then you should visit that OP and ensure your team sets it up properly. If you stay away from the mission, you jeopardize it because you

won't know what is going on. You will risk destroying your soldiers' trust, not to mention your squad.

NOTE: Select a student to read "The K Company Visit" found on page 3-5 of FM 22-100. After the student reads the situation, ask the group the following question.

QUESTION: What three points did the "K Company Visit" bring out?

ANSWER:
- The importance of a leader going to where the action is to see and feel what's really going on.
- The importance of a first-line leader telling the boss something he doesn't want to hear.
- The importance of a leader accepting information that doesn't fit his preconceived notions.

Ref: FM 22-100, p 3-5, para 3-23

Soldiers want to see you around. If you are not putting yourself at risk, if they haven't seen you, then they are not likely to forget a mistake you make. You have to live with them in the same mud, rain, snow, blazing sun, dark nights, and threat of the enemy to keep from falling into the trap of ignorance. You lead from the front to better motivate your squad to carry on under extreme conditions.

NOTE: Ask the class to give their own definition of what morale is and where it comes from. Expected responses should be:

- Human dimension's most important indescribable element.
- Measurements of how people feel about themselves, the team, and leaders.
- Comes from good leadership, shared hardship, and mutual respect.
- An emotional bond that springs from common values like loyalty to fellow soldiers and a belief that the organization will care for families.

Ref: FM 22-100, p 3-3, para 3-14 and 3-15

CHECK ON LEARNING:

QUESTION: What are the two key elements you must know and understand to fully appreciate the human dimension of leadership?

ANSWER: Leadership itself and the people you lead.

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

QUESTION: What can you do to build discipline in your squad or section?

ANSWER: Train to standard, use rewards and punishment judiciously, instill confidence in and build trust among team members, and create a knowledgeable collective will.

Ref: FM 22-100, p 3-2, para 3-9

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the types and causes of stress.
CONDITIONS:	In a classroom environment given FM 22-51 and FM 22-100.
STANDARDS:	Identified causes of combat stress to include stress in training, the stress caused from the changing technology, and threat IAW FM 22-100 and FM 22-51.

1. Learning Step / Activity 1. Combat Stress

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: None

Combat Stress

General Patton said, "All men are frightened. The more intelligent they are, the more they are frightened. The courageous man is the man who forces himself, in spite of his fear, to carry on." (Physical Courage).

You must understand the human dimension and anticipate soldiers' reactions to stress, especially to the tremendous stress of combat. You have to prepare yourself and think about combat stress and how it may affect you and your soldiers ahead of time. Training will prepare you to better deal with elements of surprise and reduce its effects. Terrible things happen in combat, and the Army, as well as your soldiers, expects you to have thought your way through problems.

Ref: FM 22-100, p 3-6, para 3-26

Combat Stress Behaviors

Let's talk about combat stress and the three categories of combat stress behaviors.

NOTE: Instruct students to take out SH-2 and look at pages 2-11 and 2-12, para 2-9 and Table 2-2.

Combat stress behavior is the generic term that covers the full range of behaviors that soldiers exhibit in combat, from very positive to totally negative. As you can see in your student handout, it breaks down combat stress behaviors into three categories: positive, misconduct, and battle fatigue. You need to learn these

categories and recognize the behaviors in each so you can plan and react to the behaviors should they occur.

Stress is the internal process for preparing soldiers to cope and handle situations that are not routine and causes them to adapt or change their behavior. Stress involves the physiological reflexes that prepare the body for fight or flight. These reflexes are, for example, increased nervous system arousal, release of adrenaline into the blood stream, and changes in blood flow to different parts of the body. However, stress is not all about arousal or anxiety; it involves physical and mental processes that at times suppress arousal and anxiety. It also involves accompanying emotional responses and the automatic perceptual and cognitive processes for evaluating the uncertainty or threat. Stress can cause intense emotions that produce fatigue. This is especially true of anxiety and fear because they arouse the fight or flight reflexes.

Ref: FM 22-51, p 2-1, para 2-2c (SH-2)

When the fight or flight response is extremely active, there is a state of alarm that is usually brief. Soldiers' performances may not be up to standard unless their response to the threat is instinctive (like running or freezing) or well drilled (trained). Soldiers achieve a stage of resistance when they successfully cope with a threat. Their fears and anxieties decline and they adapt to the stress.

Ref: FM 22-51, p 2-9, para 2-7 (SH-2)

Positive Combat Stress Behaviors

Positive combat stress behaviors include the heightened alertness, strength, endurance, and tolerance to discomfort which the fight or flight stress response and the stage of resistance can produce when properly in tune.

Ref: FM 22-51, p 2-11, para 2-9b (SH-2)

NOTE: Call on students to read the positive combat stress behaviors on page 2-12 in their student handout. Have the class give a brief explanation of why the behavior would be positive. (Allow 5 minutes for discussion.)

Positive combat stress behaviors include the strong personal bonding between soldiers and the pride and self-identification that they develop with the unit's history and mission (unit esprit). These form unit cohesion, a binding force that keeps soldiers together and performing the mission in spite of danger and death.

Misconduct Stress Behaviors

As you can see on your student handout, misconduct stress behaviors range from minor breaches of unit orders or regulations to serious violations of the UCMJ and perhaps the law of land warfare.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

NOTE: Call on students to read the misconduct stress behaviors on page 2-12 of their student handout. Have the class give a brief explanation of why they think the behaviors would be detrimental to the squad, unit, and Army. Allow 5 minutes.

Battle Fatigue

You may have heard the term "battle fatigue" called "combat stress reaction or combat fatigue." Look at your student handout. The behaviors at the top may accompany excellent combat performance and often occur in heroes too. They are normal, common signs of battle fatigue. As you go down the list the behaviors indicate progressively more serious warning signs.

Ref: FM 22-51, p 2-11, para 2-9d (SH-2)

NOTE: Call on students to read the battle fatigue stress behaviors on page 2-12 of their student handouts. Have the class give a brief explanation of why they think the behaviors would be detrimental to the squad, unit, and Army. Allow 5 minutes.

CHECK ON LEARNING:

QUESTION: What are the three types of combat stress behaviors?

ANSWER: Positive, misconduct, and battle fatigue.

Ref: FM 22-51, p 2-11, para 2-9 (SH-2)

QUESTION: When does a soldier reach the stage of resistance when faced with stress?

ANSWER: When he successfully copes with the stress/threat.

Ref: FM 22-51, p 2-9, para 2-7b (SH-2)

QUESTION: What type of stress behaviors would you most likely find in poorly trained, undisciplined soldiers?

ANSWER: Misconduct stress behaviors.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

Break TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Stress in Training

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

Stress in Training

In order to prepare for the stress of combat, just like any other skill, you have to train. Training must be meaningful with a productive mission, given with detailed constraints and limitations coupled with high standards of performance. In other words, just like combat. The Army's training doctrine directs, as one of the principles of training, "Train as You Fight." This will produce stress, and leaders may also increase the amount of stress by adding unanticipated conditions to training to create a real learning environment. There are times, however, when you don't have to add stress; it just happens and you have to adapt.

Ref: FM 22-100, p 3-7, para 3-33

NOTE: Call on a student to read "Mix-up at the Crossroads" on page 3-8 in FM 22-100.

As you just learned from the reading, Mother Nature added to the stress of the training. The downpour caused poor visibility and people got lost, causing additional stress on the leaders to have to react to the situation. Not only was there the stress of continuing the mission, but they had another mission to accomplish and that was to find their lost vehicles and men.

NOTE: For a check on learning, ask the students if they have had any experiences where unexpected events happened that added to the stress of a mission.

3. Learning Step / Activity 3. Stress of Change

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-4

Stress of Change

We discussed the classic stresses of combat that have been around for centuries. However, there is an aspect of human dimension that has become increasingly important: the effect of technological advances on organizations and soldiers and the changing threat.

Ref: FM 22-100, p 3-8, para 3-36

Technological Changes

You have always had to deal with the effect of technological changes. However, today these changes are coming faster than before, to include warfighting technology. The speed of the changes is forcing the Army to change many aspects of the way it operates. These changes are also creating new leadership challenges (stresses).

Ref: FM 22-100, p 3-8, para 3-37

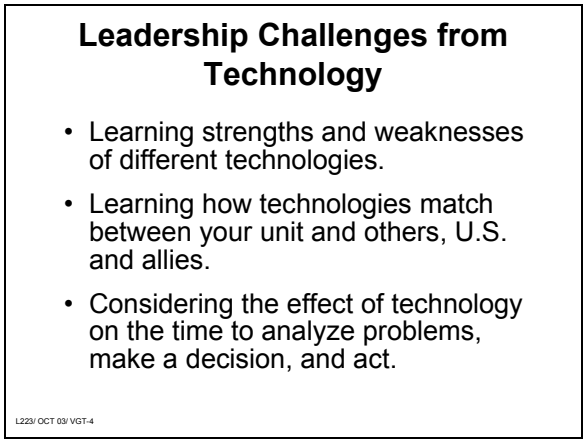
Technology's presence will challenge you and your subordinates. It is here to stay, and you are going to have to deal with it and continually learn how to manage it and make it work for you, your soldiers, and unit. Your challenges will come from many directions.

NOTE: Ask the following question and then show VGT-4 to the group. Select soldiers to read each bullet comment and provide input as to what the bullet comment means. (Allow 3 minutes of discussion.)

QUESTION: What are some of the challenges that you will face from technology?

ANSWER: See VGT-4.

SHOW VGT-4, LEADERSHIP CHALLENGES FROM TECHNOLOGY



Ref: FM 22-100, p 3-8, para 3-37

REMOVE VGT-4

Technological advances are changing the size of the battlefield and the speed of battle. These changes allow continuous operations and increase the mental and physical stress on you and your soldiers. Also adding to stress are the speed and deadliness of the modern battle, making mental alertness and initiative even more necessary for training, fighting, and winning. The challenge for all Army leaders is to overcome confusion on a fast-moving battlefield characterized by too much information coming in too fast.

Ref: FM 22-100, pp 3-8 and 3-9, para 3-37 thru 3-40

Stress of Threat

Not only has technology contributed to the stress of change, so has the changing threat. The Army's twenty-first century began in 1989 when the Berlin Wall fell, followed by the collapse of the Soviet Union.

With the loss of the major threat, America now faces smaller threats and situations that can quickly mushroom into a major challenge. The demand for special, joint, and multi-national operations increased along with leaders on the ground having to invent ways to accomplish their mission, facing situations they could

not have anticipated. Accordingly, the importance of direct leaders, like yourselves,

making the right decision in stressful situations has increased.

Ref: FM 22-100, p 3-11, para 3-47

CHECK ON LEARNING:

QUESTION: What has technology done to the modern battlefield and combat?

ANSWER: Changed the size of the battlefield and the speed of combat.

Ref: FM 22-100, p 3-9, para 3-40

QUESTION: With technology changing the size of the battlefield and the speed of combat, it also allows for continuous operations. What do continuous operations do to the soldier?

ANSWER: Increase his mental and physical stress.

Ref: FM 22-100, p 3-9, para 3-40

QUESTION: What are the three types of combat stress behaviors?

ANSWER: Positive, misconduct, and battle fatigue.

Ref: FM 22-51, p 2-11, para 2-9 (SH-2)

QUESTION: When does a soldier reach the stage of resistance when faced with stress?

ANSWER: When he successfully copes with the stress/threat.

Ref: FM 22-51, p 2-9, para 2-7b (SH-2)

QUESTION: What type of stress behaviors would you most likely find in poorly trained, undisciplined soldiers?

ANSWER: Misconduct stress behaviors.

Ref: FM 22-51, p 2-11, para 2-9c

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the direct leader's responsibilities for controlling stress.
CONDITIONS:	In a classroom environment given FM 22-51 and FM 22-100.
STANDARDS:	Identified the direct leader's responsibilities for controlling stress IAW FM 22-51 and FM 22-100.

1. Learning Step / Activity 1. Combat (Conflict) Stress

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 30 mins
Media: VGT-5

Combat (Conflict) Stress

As a direct leader your job is to support the Army in its ultimate responsibility to win the nation's wars. In order for soldiers to get through the terrible challenges of combat, they must have the will to win--the ability to gut it out when things get really tough or even seem hopeless. As you learned in the last lesson, this will to win is part of the warrior ethos that grounds itself on the refusal to accept failure. Warrior ethos and the will to win is also finding workable solutions to the toughest problems. You're responsible to develop and display in yourself and your soldiers the will to win and persevere no matter the circumstances. Your duty is to impress upon the squad a winning spirit, the commitment to do its part to accomplish the mission regardless of when, where, or what.

Missions often involve danger, and therefore fear. Recognize fear and handle it. Let your soldiers know they can expect it and explain how to handle it. Fear comes from the mission going bad, buddies getting killed or wounded, and realizing their own mortality. It comes from the insecurity before battle: "Will I perform well, or will I let my buddies down?"

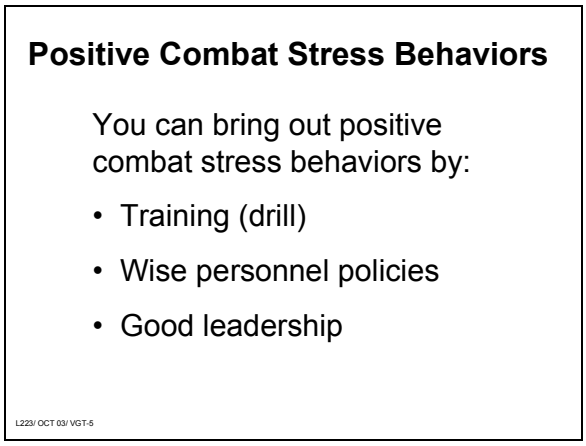
Ref: FM 22-100, p 3-6, para 3-28 thru 3-30

In order for your squad to perform, you need to bring out positive combat stress behaviors in your squad. We discussed them earlier.

QUESTION: What can you do to bring out positive combat stress behaviors?

ANSWER: See VGT-5.

SHOW VGT-5, POSITIVE COMBAT STRESS BEHAVIORS



Ref: FM 22-51, p 2-11, para 2-9b (SH-2)

The results of good training, wise personnel policies, and good leadership result in behaviors from which the squad should receive praise and perhaps recognition for individual valor and/or unit citations.

REMOVE VGT-5

Direct Leaders Responsibilities

In order to bring out the positive stress behaviors and to deal with misconduct stress behaviors and battle fatigue, you must follow and execute your direct leader responsibilities for controlling combat (conflict) stress.

The entire chain of command is responsible for controlling combat stress, from the senior organizational leaders and staff sections down to you at the squad and section level.

Direct leaders have the crucial business of applying the principles of stress control day-by-day, hour-by-hour, and minute-by-minute. These responsibilities overlap with senior leaders' responsibilities but include parts that are fundamentally "sergeants' business" supported by the officers. Look at SH-2, page 1-11, Table 1-3. This is a list of your responsibilities.

NOTE: Call on students to read the Junior Leader's Responsibilities--Combat Stress Control list and provide input as to why these responsibilities are important in developing positive combat stress behaviors. (Allow for 15 minutes of discussion.)

- Be competent, committed, courageous, candid, and caring.
- Build cohesive teams; integrate new personnel quickly.
- Cross-train soldiers wherever and whenever possible.
- Plan and conduct tough realistic training that replicates combat conditions, especially live fires.
- Take care of your soldiers, including the leaders.
- Assure physical fitness, nutrition, hydration, adequate clothing and shelter, and preventive medicine measures.
- Make and enforce sleep plans.
- Keep accurate information flowing down to the lowest level (and back up again); dispel rumors.
- Encourage sharing of resources and feelings.
- Conduct after-action debriefings routinely.
- Maintain (through positive leadership and, when necessary, with disciplinary action) the high standards of the international law of land warfare.
- Recommend exemplary soldiers for awards and decorations.
- Recognize excess stress early and give immediate support.
- Keep those stressed soldiers who can still perform their duties in the unit, and provide extra support and encourage them back to full effectiveness.
- Send those stressed soldiers who cannot get needed rest in their small unit back to a supporting element for brief sleep, food, hygiene, and limited duty, to return in 1 to 2 days.
- Refer temporarily unmanageable stress cases through channels for medical evaluation and treatment.
- Welcome recovered battle fatigue casualties back and give them meaningful work and responsibilities.

Misconduct Stress Behaviors

As you learned earlier, misconduct stress behaviors are very serious. These types of behaviors are most likely to occur in poorly trained units with undisciplined soldiers. However, soldiers have committed these behaviors under extreme combat stress. You can help prevent misconduct by performing your responsibilities to control stress that you just learned above. However, once a serious misconduct occurs, you must deal with it immediately and punish the soldier(s) who committed the act. This will prevent further erosion of discipline. No matter if the misconduct occurred under an extremely heroic act, you cannot justify or tolerate a criminal act.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

Battle Fatigue

Earlier you learned the warning signs of battle fatigue. These signs deserve immediate attention to prevent potential harm to the soldier, fellow soldiers, or the mission. You must recognize the warning signs and ensure the soldier receives help. The soldier can receive help locally, and if he can't respond quickly to helping actions, then evacuate him for additional examination.

Ref: FM 22-51, p 2-11 thru p 2-13, para 2-9d (SH-2)

Stress of Changes

Technology contributes greatly to the understanding of the battlefield. You need to learn about systems and increase your technical and tactical skills as well as those of your soldiers. It is important that you and your soldiers know the technical side of the new systems and their tactical capabilities. Good leaders stay abreast of advances that enhance their tactical abilities.

Technology provides a great deal of information, but it may not present a completely accurate picture of what is going on. Nothing takes the place of being on the ground with your soldiers and seeing what is actually happening. This is the only way to see the real situation. Technology is invaluable; however, you must understand its limits and ensure your soldiers also understand.

Ref: FM 22-100, p 3-9, para 3-43

NOTE: Check on learning will follow LS/A 2, ELO 3.

2. Learning Step / Activity 2. Stressful Situations

Method of Instruction:	Conference / Discussion
Technique of Delivery:	Small Group Instruction (SGI)
Instructor to Student Ratio:	1:8
Time of Instruction:	20 mins
Media:	None

Stressful Situations

Now that we have learned the causes of stress and our responsibilities, let's look at and discuss some stressful situations that FM 22-100 provides and how the soldiers reacted to their situation.

SITUATION ONE. Task Force Ranger in Somalia, 1993

NOTE: Select a student to read Task Force Ranger in Somalia, 1993 on page 3-6 in FM 22-100.

NOTE: Ask the students to describe what the reactions of the men and squad leader were when they saw "Sarge" killed. (Allow two minutes for discussion.)

Expected responses:

- The men screamed and panicked at the sight of "Sarge" dying.
- The squad leader yelled at the squad to calm the soldiers down.
- The squad leader told his soldiers how important it was to continue to fight; they had to continue to fight if they wanted to get out alive

.

Ref: FM 22-100, p 3-6, Task Force Range in Somalia, 1993

NOTE: Ask the students to describe what the squad leader accomplished by his actions and if the squad leader demonstrated to his men the will to win. (Allow two minutes for discussion.)

Expected responses:

- He jerked his men back into a conditioned response drilled into them during training and that took their minds off the loss.
- Although the situation looked bad and even hopeless, the squad leader overcame fear, demonstrated calm, seasoned leadership under stress, calmed his squad down, and continued the mission. In spite of the loss, the unit persevered.

Ref: FM 22-100, p 3-6, para 3-27

Break TIME: 01:50 to 02:00

TIME: 02:00 to 02:15 (continue learning step/activity 2, ELO 3)

The importance of direct leaders making right decisions in stressful situations has also increased in situations other than war as you will learn in Situation 2 about a leader's decision in Bosnia Herzegovina. Leaders making correct decisions under stressful situations can have organizational and strategic level implications.

SITUATION TWO. Securing a TV Station in Bosnia-Herzegovina

NOTE: Select a student to read the situation in para 3-12 and 3-13 on page 3-3 of FM 22-100. Upon completion, ask the students to give their opinions on the following questions (allow five minutes for discussion):

- Why was the local population's perception of how American soldiers secured the TV tower just as important as securing the tower itself?
- What could have been the consequences if handled poorly?
- How could have their actions affected decisions at the strategic level?
- Why were the leaders and soldiers able to overcome the stress of the situation?

Expected Responses:

- The perception of the people and how the Americans took the tower was crucial. If the soldiers had taken it with such force as to cause civilian casualties, word would have spread of the Americans' actions. This could cause an international incident and caused problems at the Army organizational and strategic levels.
- Maintaining order throughout Bosnia-Herzegovina could have been much more difficult.
- The leaders and soldiers of the detachment didn't allow the stress of the situation to break them down due to their excellent training and discipline.

Ref: FM 22-100, p 3-3, para 3-12 and 3-13 and p 3-11, para 3-49

SITUATION THREE. MSG Gordon and SFC Shughart in Somalia

NOTE: Call on a student to read MSG Gordon and SFC Shughart in Somalia, on page 2-8 in FM 22-100. Upon completion, ask the students the following question. (Allow 5 minutes for discussion.)

What combat stress behaviors do you believe MSG Gordon and SFC Shughart displayed and why?

Expected Response:

A student could name all the positive conduct stress behaviors and possibly those under battle fatigue: hyper-alertness, fear, anxiety, irritability, anger, and rage.

As you learned above, the leaders in the above three situations were able to cope with stress and make the right decisions. The organizational and strategic leaders of our Army count on you to do just that, to accomplish the mission the right way by making the right decisions the first time in any situation under any circumstance in stressful situations. Today, this is more important than ever.

The human dimension of leadership--how the environment affects you and

your soldiers--affects how you lead. Stress is a major part of the environment both in peace and war. Major sources of stress include the rapid pace of change and complexity of technology. You must stay on top of both. Your character and skills, how you handle stress, and the morale and discipline you develop in your squad are more important in establishing the climate in your organization than any external circumstances.

CHECK ON LEARNING

QUESTION: What carries soldiers through the terrible challenges and stress of combat?

ANSWER: The will to win and the ability to gut it out when things get really tough, even when things look hopeless.

Ref: FM 22-100, p 3-6, para 3-28

QUESTION: What three things must you do to bring out positive combat stress behaviors?

ANSWER: Sound military training (drill), wise personnel policies, and good leadership.

Ref: FM 22-51, p 2-11, para 2-9b

QUESTION: A soldier commits an act of heroism and at the same time commits a serious act of misconduct. What is your responsibility as a leader?

Answer: Discipline the soldier. A heroic act cannot give you justification to tolerate criminal misconduct.

Ref: FM 22-51, p 2-11, para 2-9c

QUESTION: Under stressful situations, what do organizational and strategic leaders count on you for?

ANSWER: To make the right decisions the first time in any situation.

Ref: FM 22-100, p 3-11, para 3-49

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify how climate and culture describe the environment in which you lead soldiers.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified how the leader sets the climate in the squad and how culture brings soldiers together IAW FM 22-100.

1. Learning Step / Activity 1. Climate and Culture

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-6 and VGT-7

Climate and Culture

Climate and culture describe the environment in which you lead your soldiers. Culture refers to the environment of the Army as an institution and of major elements or communities within the Army. Climate refers to the environment of units and organizations. You will establish the climate in your squad, whether purposefully or unwittingly.

Ref: FM 22-100, p 3-12, para 3-52

Climate

Taking care of soldiers and maximizing their performance depends on the climate you set. The squad sets the climate by the way it feels about itself which is directly attributable to the leader's values, skills, and actions. Climate comes from the soldiers' shared perceptions, attitudes, and what they believe about the day-to-day functioning of the squad. These things have a great impact on their motivation and the trust they have in you. FM 22-100, para 3-54 provides you with questions that can help you determine a unit's climate and what you need to do to establish one. These are good questions to use to help you determine a unit's climate.

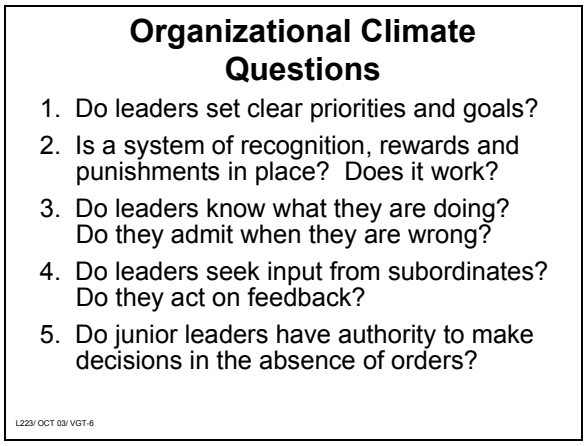
When you do the right things for the right reasons, you create a healthier squad. In fact, your behavior has the greatest impact on the squad's climate. It will tell every member what you will and will not tolerate.

Ref: FM 22-100, p 3-12, para 3-53 thru 3-55

NOTE: Call on a student to read, "Changing a Unit's Climate, The New Squad Leader," on page 3-13, FM 22-100. (You may want to have more than one reader, as the text is long.) Upon completion of the reading, show VGT-6 followed by VGT-7 and ask the students to answer the questions in reference to the reading, what the situation was before and after SSG Withers' arrival, and the actions he took.

NOTE: Para 3-56, FM 22-100, gives an explanation of the results of SSG Withers' actions that you can use to assist in guiding the students in answering the questions on the VGTs.

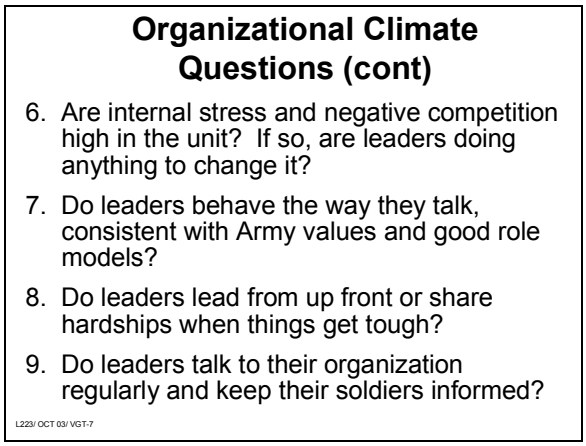
SHOW VGT-6, ORGANIZATIONAL CLIMATE QUESTIONS



REMOVE VGT-6

NOTE: Continue question with VGT-7.

SHOW VGT-7, ORGANIZATIONAL CLIMATE QUESTIONS (CONT)



REMOVE VGT-7

Soldiers complain, but they expect you to hold them to a standard. They will feel better about themselves when they work hard and successfully accomplish their tasks to standard. They gain confidence as a squad and in you when you help them achieve standards. They also gain confidence in you when they see that you know the standards and demand performance.

Ref: FM 22-100, p 3-14, para 3-57

Culture

Culture is a longer lasting, more complex set of shared expectations than climate. It consists of the shared attitude, values, goals, and practices that characterize the Army (the larger institution). Culture has deep roots in long-held beliefs, customs, and practices. You use this culture to let your soldiers know they're part of something bigger than just themselves. Teach them their responsibilities not only to the soldiers around them but also to those who have gone before and those who will come after. Tell them how much their daily life connects you and them to the past and to American soldiers not yet born. When people become soldiers in this great Army, they become part of a larger history e.g., the Big Red One, the All-American Division. Tell them the history behind the unit crest, the greetings, decorations, and badges. They need to understand that the Army's culture isn't something that exists out there, apart from them; it is part of who they are, something they can use to give each other pride in themselves and in what they are doing.

Ref: FM 22-100, p 3-14, para 3-58

Summary of Climate and Culture

The organizational climate and the institutional culture define the environment in which you and your soldiers work. Direct, organizational, and strategic leaders all have different responsibilities regarding climate and culture. What is important now is to realize that you establish the climate of your squad? By action or inaction, you determine the environment in which your soldiers work.

CHECK ON LEARNING:

QUESTION: What does climate in a unit refer to and who sets the climate?

ANSWER: The climate refers to the environment of units and organizations. All organizational and direct leaders establish their unit's climate, whether purposefully or unwittingly.

Ref: FM 22-100, page 3-12, para 3-52

QUESTION: What does culture consist of?

ANSWER: The shared attitudes, values, goals, and practices that characterize the Army.

Ref: FM 22-100, p 3-14, para 3-58

Break TIME: 02:50 to 03:00

E. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the five leadership styles.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified the five leadership styles and mixing of elements of all five styles to match the place, task, and soldiers involved IAW FM 22-100.

1. Learning Step / Activity 1. Leadership Styles

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-8

Leadership Styles

Some leaders can walk into a room full of strangers and inside of five minutes have everyone there thinking, “How have I lived so long without meeting this person?” Other very competent leaders are uncomfortable in a social situation. Most of us are somewhere in between, and that is what we will discuss during this portion of the class, leadership styles.

Although Army leadership doctrine describes at great length how you should interact with your subordinates and how you must strive to learn and improve your leadership skills, the Army recognizes that you must always be yourself; anything else comes across as fake and insincere. Basically, who you are determines the way you work with other people. To be an effective leader, be flexible enough to adjust your leadership style to your soldiers. All soldiers respond differently and you must be able to treat soldiers differently; therefore, know your soldiers. Obviously, you don’t lead team leaders the same way you lead privates. The easiest distinctions to make are those of rank and experience. However, you have to take into account

personalities, self-confidence, self-esteem, and all the elements of the complex mix of character traits that make dealing with soldiers difficult but highly rewarding.

Ref: FM 22-100, p 3-15, para 3-64 thru 3-67

When discussing leadership styles, many focus on the extremes: autocratic and democratic leaders.

QUESTION: What is an autocratic leader?

ANSWER: One who tells soldiers what to do with no explanation. His message is "I'm the boss; you'll do it because I said so."

Ref: FM 22-100, p 3-15, para 3-68

QUESTION: What is a democratic leader?

ANSWER: One who uses his personality to persuade subordinates.

Ref: FM 22-100, p 3-15, para 3-68

There are many shades in between; in fact, there are five we will discuss. While learning these five leadership styles, keep in mind that for you to be a competent leader, you must learn to mix elements of all five styles to match the place, task, and soldiers involved. If you can only use one style, you're inflexible, and you'll experience difficulty operating in situations where your style doesn't fit. Let's look at these styles.

NOTE: Select and discuss one bullet at a time.

SHOW VGT-8, LEADERSHIP STYLES



Ref: FM 22-100, pp 3-16 and 3-17, para 3-69 thru 3-79

Directing Leadership Style

The directing leadership style is leader-centered. These leaders don't solicit input from subordinates. They give detailed instructions on how, when, and where they want a task performed. Then they supervise its execution very closely.

QUESTION: When could the directing style be appropriate for use?

ANSWER: Directing style may be appropriate for use--

- When time is short and you don't have a chance to explain.
- In fast paced operations or in combat.
- Leading inexperienced teams or soldiers whom the leaders have not yet trained to operate on their own.

Ref: FM 22-100, p 3-16, para 3-70 and 3-71

Some soldiers mistakenly believe that the directing style means abusive or demeaning language or includes threats or intimidation. This assessment is wrong, is non-productive, and leaders should never use it in this manner.

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the direct leadership style. Ask them to explain any good or bad points. (Allow 2 minutes.)

Participating Leadership Style

The participating leadership style centers on the leader and team. When you receive a mission, you let your subordinates participate by asking them for input, information, and recommendations. However, the final decision is yours, whether you use subordinates recommendations or not.

QUESTION: When is the participating leadership style most appropriate?

ANSWER: When leaders have time for consultations or when they are dealing with experienced subordinates.

Ref: FM 22-100, p 3-16, para 3-73

The team-building approach lies behind the participating leadership style. When soldiers participate and help in creating a plan, it becomes, at least in part, their plan. This establishes a strong incentive to invest the effort necessary to make the

plan work. Asking for input is a sign to your soldiers of your strength and self-confidence. However, as mentioned, asking for advice doesn't mean you obligate yourself to follow it. You are responsible for the quality of your decisions and plans.

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the participating leadership style. Ask them to explain any good or bad points. (Allow 2 minutes.)

Delegating Leadership Style

In the delegating leadership style you allow your soldiers to solve problems and make decisions without clearing them through you.

QUESTION: When would you use the delegating style of leadership?

ANSWER: You use delegating--

- When you have mature and experienced subordinates.
- To create a learning experience for subordinates by giving them authority to make decisions, the necessary resources, and a clear understanding of the mission's purpose.

Ref: FM 22-100, p 3-16, para 3-75

As always, you are responsible for what happens. However, under this style of leadership, you hold the team leaders accountable for their actions too.

QUESTION: Officers most often use the delegating style of leadership when dealing with whom?

ANSWER: Senior NCOs.

Ref: FM 22-100, p 3-16, para 3-75

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the delegating leadership style. Ask them if the style had good and bad points. (Allow 2 minutes.)

Transformational and Transactional Leadership Styles

Napoleon Bonaparte said, "A man does not have himself killed for a few halfpence a day or for a petty distinction. You must speak to the soul in order to electrify the man." These words capture the difference between the transformational leadership style and the transactional leadership style. The transformational style focuses on inspiration and change. Transactional leadership style focuses on rewards and punishments.

Transformational Leadership Style

The transformational leadership style "transforms" (changes) your soldiers by challenging them to rise above their immediate needs and self-interests. It is developmental, emphasizing individual growth (professionally and personally) and organizational enhancement.

Ref: FM 22-100, p 3-17, para 3-77

QUESTION: What are the key features of the transformational style?

ANSWER: Empowering and mentally stimulating subordinates. You consider and motivate them first as soldiers and then as a group.

Ref: FM 22-100, p 3-17, para 3-77

To use the transformational style, you must communicate your intent and then step back and let your soldiers work. This allows you to take advantage of the skills and knowledge of experienced subordinates who may have better ideas on how to accomplish the mission.

Transformational leaders communicate reasons for their decisions or actions and, in the process, build in subordinates a broader understanding and ability to exercise initiative and operate effectively.

Ref: FM 22-100, p 3-17, para 3-78

QUESTION: When is the transformational style most effective?

ANSWER: It is most effective--

- During periods that call for change.
- During periods that present new opportunities.
- When the squad faces a crisis, instability, mediocrity, or disenchantment.

Ref: FM 22-100, p 3-17, para 3-78

QUESTION: Not all situations, as with other leadership styles, lend themselves to the transformational style. When would you find this style not effective?

ANSWER:
- With inexperienced subordinates.
- The mission allows little deviation from procedures.
- Unmotivated subordinates.

Ref: FM 22-100, p 3-17, para 3-78

If you use only the transformational leadership style, you will limit your ability to influence soldiers in these and similar situations. This is why, as stated before, you must mix elements of all leadership styles to match the place, task, and soldiers involved in order to be a competent leader.

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the transformational leadership style. Ask if they felt the style had good and bad points. Ask if they noted other leadership styles in the transformational style. (Allow 2 minutes.)

Transactional Leadership Style

In contrast to transformational, some leaders use only the transactional leadership style. This style includes such techniques as--

- Motivating soldiers to work by offering rewards or threatening punishment.
- Prescribing tasks assignments in writing.
- Outlining all the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences, to include possible disciplinary action, of failure.
- "Management-by-exception," where leaders focus on their subordinates' failures, showing up only when something goes wrong.

When you rely exclusively on the transactional style, rather than combining it with the transformational style, your subordinates will only give you short-term commitment. Your use of this style will discourage risk-taking and innovation.

Ref: FM 22-100, p 3-17, para 3-79 and 3-80

QUESTION: When would the transactional style be acceptable, if not preferred?

ANSWER: When a leader wants to emphasize the importance of something.

Ref: FM 22-100, p 3-17, para 3-80

NOTE: Use as an example: A platoon leader offers three-day passes to the platoon if no one loses any tools from their vehicles during the upcoming two-month deployment. The platoon leader's intent appears clear: He will not tolerate the loss of tools, and he will reward the platoon members for tool accountability. (Ref: FM 22-100, page 3-17, para 3-81)

QUESTION: Using the same scenario of tool accountability, how could the leader's transactional style make him appear self-serving in the eyes of his soldiers?

ANSWER: He uses the reward for tool accountability as an effort to look good by focusing on something that isn't as important as something like safety, but has the attention of the boss. Such perceptions can destroy any trust that may exist between the subordinates and the leader.

Ref: FM 22-100, p 3-17, para 3-81

Using only the transactional style alone can also deprive subordinates of opportunities to grow. It leaves no room for honest mistakes. The most effective leader combines techniques from the transformational and transactional leadership styles to fit the situation. A strong base of transactional understanding, supplemented by charisma, inspiration, and individualized concern for soldiers, produces the most enthusiastic and genuine response. Soldiers will commit themselves more, be creative, and innovative, and more likely take calculated risks to accomplish their mission. Referring back to the questions and answers, you can avoid any misunderstanding of your intent, by combining transformational techniques with transactional techniques. You can explain why tool accountability is important (alerting subordinates of the problem of tool accountability) and also encourage your subordinates to share in the accountability of all the squad's vehicle tools (showing individualized concern for everyone's accountability of vehicle tools.)

REMOVE VGT-8

Leadership Styles Summary

Leadership styles are different ways of approaching the DO--the actual work of leading soldiers--of BE, KNOW, DO. Adjust the leadership style you use to the situation and the soldiers you lead. There is no need to limit yourself to one style in a given situation. Use the techniques from different styles if that helps you motivate soldiers and accomplish the mission. Your attributes of judgment, intelligence, cultural awareness, and self-control all play major roles in helping you choose the proper style and the appropriate techniques for the task at hand.

CHECK ON LEARNING:

QUESTION: What are the five leadership styles?

ANSWER: Directing, participating, delegating, transformational, and transactional.

Ref: FM 22-100, pp 3-16 and 3-17, para 3-69 thru 3-76

QUESTION: Which leadership style centers on the leader and team, allowing your subordinates to participate by asking them for input, information, and recommendations?

ANSWER: Participating leadership style.

Ref: FM 22-100, p 3-16, para 3-73

QUESTION: Which leadership style motivates soldiers to work through the offer of rewards or the threat of punishment?

ANSWER: Transactional leadership style.

Ref: FM 22-100, page 3-17, para 3-79

F. ENABLING LEARNING OBJECTIVE

ACTION:	Identify how leader actions/decisions have intended and unintended consequences.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified how all leader actions/decisions have intended and unintended consequences that impact on subordinates, squad, and mission; determined that leaders must think through their decisions and do their duty IAW FM 22-100.

1. Learning Step / Activity 1. Intended and Unintended Consequences

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

Intended and Unintended Consequences

The actions you take as a leader will most likely have unintended as well as intended consequences. You try to anticipate an opponent's moves ahead of time based on your decisions. If I do this, what will he do? If I decide to do this, will it set off a chain of events? You have to prepare yourself. Your actions may have effects well beyond what you expect.

Intended consequences are the results of your decisions and actions that you anticipate. If you show your section leaders a better way to lead PT, that action will have intended consequences. The team leaders will perform the task better. When you streamline a task or help people work smarter, the intended consequences are good.

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

Ref: FM 22-100, p 3-18, para 3-83 thru 3-88

All leader actions result in intended and unintended consequences. Remember two points: 1) think through your decisions, and 2) do your duty. It might not seem that actions of one leader of one small unit matter in the big picture; however, remember the NCO's action at Udrigovo, Bosnia-Herzegovina. He maintained discipline, remembered his mission, and did his duty. He handled the situation. His team killed no civilians, averted an international incident, and secured the TV tower. The NCO knew the commander's intent, mission, and trusted his chain of command.

Ref: FM 22-100, p 3-19, para 3-92

CHECK ON LEARNING:

QUESTION: Leadership actions will most likely have intended and unintended consequences. Therefore, there are two points you should remember. What are those two points?

ANSWER: Think through your decisions and do your duty.

Ref: FM 22-100, p 3-19, para 3-92

SECTION IV. SUMMARY

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 10 mins
Media: None

Check on Learning

QUESTION: What is the highest form of discipline?

ANSWER: The willing obedience of subordinates who trust their leaders, understand and believe in the mission's purpose, value the team and their place in it, and have the will to see the mission through.

Ref: FM 22-100, p 3-2, para 3-6

QUESTION: What is the result of high morale?

ANSWER: A cohesive team that enthusiastically strives to achieve common goals.

Ref: FM 22-100, p 3-3, para 3-15

QUESTION: In regards to combat stress, what is your duty to inculcate (impress upon) the squad?

ANSWER: The will to win and persevere no matter the circumstances, a winning spirit, the commitment to do its part to accomplish the mission regardless of when, where, or what.

Ref: FM 22-100, p 3-7, para 3-29

QUESTION: How has technology changed the size of the battlefield and the speed of battle and increased the level of mental and physical stress?

ANSWER: Global communications is increasing the pace of military actions. Global positioning systems and night vision capabilities allow for continuous operations under conditions that used to slow things down. Continuous operations increase the mental and physical stress on soldiers and leaders.

Ref: FM 22-100, p 3-9, para 3-40

QUESTION: What is it that carries soldiers through the terrible challenges and stress of combat?

ANSWER: The will to win, the ability to gut it out when things get really tough, even when things look hopeless.

Ref: FM 22-100, p 3-6, para 3-28

QUESTION: What three things must you do to bring out positive combat stress behaviors?

ANSWER: Training, wise personnel policies, good leadership.

Ref: FM 22-51, p 2-11, para 2-9b (SH-2)

QUESTION: A soldier commits an act of heroism and at the same time commits an act of misconduct. What is you responsibility as a leader?

ANSWER: Discipline the soldier. A heroic act cannot give you justification to tolerate criminal misconduct.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

QUESTION: Under stressful situations, what do organizational and strategic leaders count on you for?

ANSWER: To accomplish the mission right the first time in any situation.

Ref: FM 22-100, p 3-11, para 3-49

QUESTION: What does culture consist of?

ANSWER: The shared attitudes, values, goals, and practices that characterize the Army (the larger institution).

Ref: FM 22-100, p 3-14, para 3-58

QUESTION: When would you use the delegating style of leadership?

ANSWER: When you have mature and experienced subordinates or you want to create a learning experience for subordinates by giving them authority to make decisions, the necessary resources, and a clear understanding of the mission's purpose.

Ref: FM 22-100, p 3-16, para 3-75

QUESTION: What does the transformational style of leadership allow you to take advantage of?

ANSWER: The skills and knowledge of experienced subordinates who may have better ideas on how to accomplish the mission.

Ref: FM 22-100, p 3-17, para 3-78

Review / Summarize Lesson

As you just learned, the human dimension role in leadership is extremely important. You must always remember that leadership and the soldiers you lead are the two key elements to fully appreciate the human dimension role in leadership.

You learned why the human dimension role is critical and its affect on people, the team, and the institution. You discovered how to identify and deal with stress, and you learned the five leadership styles available to you. You must be flexible and use the various leadership styles based on the situation, soldiers, and mission. You also learned how all your actions/decisions have intended and unintended consequences--that you must think through decisions. Take the things you have learned during this lesson back with you and put them into practice. Doing so will help you in the training, mentoring, and leading of your soldiers.

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 leadership 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 receive a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

Feedback Requirements

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.

Enabling Learning Objective A

Learning Step 1

VGT-1, THREE MAJOR ELEMENTS

Three Major Elements

Important in the makeup and success of the Soldier, Team, and Institution

- Discipline
- Morale
- Taking care of soldiers

L223/ OCT 03/ VGT-1

Three Factors to High Morale

- Good leadership
- Shared hardships
- Mutual respect

Taking Care of Soldiers

- Create a disciplined environment.
- Hold soldiers to high standards.
- Train soldiers to perform in peace and war.
- Treat soldiers fairly.
- Share in soldiers' hardships.
- Set the example.
- Demand soldiers do their duty.
- Train soldiers rigorously.
- Give soldiers all resources needed to survive in combat.
- Provide family support.

L223/ OCT 03/ VGT-3

Enabling Learning Objective B

Learning Step 3

VGT-4, LEADERSHIP CHALLENGES FROM TECHNOLOGY

Leadership Challenges from Technology

- Learning strengths and weaknesses of different technologies.
- Learning how technologies match between your unit and others, U.S. and allies.
- Considering the effect of technology on the time to analyze problems, make a decision, and act.

L223/ OCT 03/ VGT-4

Enabling Learning Objective C

Learning Step 1

VGT-5, POSITIVE COMBAT STRESS BEHAVIORS

Positive Combat Stress Behaviors

You can bring out positive combat stress behaviors by:

- Training (drill)
- Wise personnel policies
- Good leadership

L223/ OCT 03/ VGT-5

Enabling Learning Objective D

Learning Step 1

VGT-6, ORGANIZATIONAL CLIMATE QUESTIONS

Organizational Climate Questions

1. Do leaders set clear priorities and goals?
2. Is a system of recognition, rewards and punishments in place? Does it work?
3. Do leaders know what they are doing? Do they admit when they are wrong?
4. Do leaders seek input from subordinates? Do they act on feedback?
5. Do junior leaders have authority to make decisions in the absence of orders?

L223/ OCT 03/ VGT-6

Organizational Climate Questions (cont)

6. Are internal stress and negative competition high in the unit? If so, are leaders doing anything to change it?
7. Do leaders behave the way they talk, consistent with Army values and good role models?
8. Do leaders lead from up front or share hardships when things get tough?
9. Do leaders talk to their organization regularly and keep their soldiers informed?

L223/ OCT 03/ VGT-7

Enabling Learning Objective E

Learning Step 1

VGT-8, LEADERSHIP STYLES



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

Appendix C Practical Exercises and Solutions (N/A)

This Appendix Contains

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extracts from FM 22-51	SH-2-1

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of four hours of small group instruction.

Overview During this lesson you will learn the scope of importance that the human dimension role has on leadership. You will identify the three major elements in the makeup and success of the soldier, team, and institution. You will learn of the various causes of stress and how climate and culture dictates the environment in which you lead. You will learn that there are five leadership styles available to you to use based on the situation, mission, and your subordinates. Finally you will learn that all your actions and decisions will have intended and unintended consequences.

Learning Objective Terminal Learning Objective (TLO).

Action:	Demonstrate the human dimension role in leader development.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standard:	Demonstrated the human dimension role of a leader IAW FM 22-51 and FM 22-100 by-- • Incorporating discipline, maintaining high morale, and taking care of soldiers; • Identifying types and causes of combat stress and the leader's responsibility to control stress; • Setting the climate of a squad to bring cultures together; • Identifying leadership styles and mixing elements of style to match the place, task, and soldiers, and • Identify how all leaders' actions/decisions have intended and unintended consequences that impact on subordinates, the squad, and the mission.

ELO A Identify the three major elements important in the makeup and success of the soldier, team, and institution.
ELO B Identify the types and causes of stress.
ELO C Identify the direct leader's responsibilities for controlling stress.
ELO D Identify how climate and culture describe the environment in which you lead soldiers.
ELO E Identify the five leadership styles.
ELO F Identify how leader actions/decisions have intended and unintended consequences.

Assignment

The student assignments for this lesson are--

- Study: FM 22-100, Chap 3; FM 22-51, Chap 1, pp 1-9 thru 1-11, para 1-7a thru c, and Table 1-3; Chap 2, p 2-5, para 2-2a thru c; p 2-8, para 2-6e; p 2-9, para 2-7 and p 2-11, para 2-9 and 2-10. (SH-2)

- Read: FM 22-51, pp 2-1 thru 2-15 (except para listed above in study). (SH-2)

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 discuss fully the information.

Student Handout 2

This Student Handout Contains

This student handout contains 18 pages of extracted material from the following publication:

FM 22-51, LEADERS' MANUAL FOR COMBAT STRESS CONTROL, 22 Sep 1994

Chap 1, p 1-9 thru 1-11
Chap 2, p 2-1 thru 2-15

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has significantly increased the range of weapons, reduced reaction time, and changed conditions over which battles are fought. This new technology has the potential to exceed the capacity of human crews to fight.

- All-weather, day-and-night-capable vehicles which can operate for extended periods without resupply are limited only by the crews' need for sleep.

- High-probability-of-kill, direct-fire systems will be degraded over time by the stress and fatigue levels of the men aiming those weapons.

- Improved sensors and longer range weapons could exceed the capabilities of a tactical headquarters to plan and execute battles fought over expanded areas of operations.

- Short engagement times and the increased lethality of new weapons could overwhelm the ability of staffs to control and coordinate the overall battle.

Soldiers, leaders, and staffs will face problems of reduced efficiency and effectiveness when fighting over extended periods. These conditions will tend to neutralize the potential gains of new war-fighting technologies and force new approaches to the preparation and employment of soldiers, leaders, and staffs.

d. Challenge of the Mental Rigors of Combat. Armies must initiate training programs to help precondition soldiers to the mental rigors of combat. This is of vital importance as the potentially catastrophic effect of battle stress in future warfare becomes evident. The military force that does this best will have a decided edge in any war. Future combat will strain human endurance to unprecedented levels. If these challenges are left unchecked by poor mental and physical conditioning of soldiers, they could result in the disastrous failure of entire units. Failure to consider the human factors in an environment of increased lethality and uncertainty could cause a nation's concept of warfare to be irrelevant. With the miniaturization and spread of high-tech (and perhaps even of nuclear, biological, and chemical [NBC]) weapons, this can be just as true in operations other than war (conflict) as in war.

1-7. Responsibilities for Controlling Combat (Conflict) Stress

a. Unit Cohesiveness Development. Rigorous, realistic training for war must go on continuously to assure unit readiness. Emphasis must be placed on establishing and maintaining cohesive units. Unit training and activities must emphasize development of soldier skills. This development should focus on building trust and establishing effective communication throughout the unit.

b. Senior (Organizational) Leaders' Responsibilities. The chain of command must ensure that the standards for military leadership are met. Senior leaders must provide the necessary information and resources to the junior leaders to control combat stress and to make stress work for the US Army and against the enemy. Senior leaders' responsibilities are listed in Table 1-2.

c. Junior (Direct) Leaders' Responsibilities. Junior leaders, and especially the NCOs, have the crucial business of applying the principles of stress control day-by-day, hour-by-hour, minute-by-minute. These responsibilities overlap with senior leaders' responsibilities but include parts that are fundamentally "sergeants' business," supported by the officers. See Table 1-3, page 1-11, for junior leaders' responsibilities.

d. Staff Section Responsibilities. Each element of the commander's staff (adjutant, intelligence, operations, logistics, and civil and

public affairs [if present]) has its own area of responsibility that has particular relevance to stress control (see Table 1-4, pages 1-12—13). For example, the adjutant's responsibility for mail and decorations is more than just "nice to have." These are important stress control measures. Morale, welfare, and recreation opportunities, and even the use of Army bands, are valuable ways to sustain morale and combat readiness. For additional information on the role of Army bands, see Appendix C.

Table 1-2. Senior Leaders' Responsibilities

- BE COMPETENT, COMMITTED, COURAGEOUS, CANDID, AND CARING.
- PLAN TO ACCOMPLISH THE MISSION WITH AS FEW LOSSES AS POSSIBLE.
- SET THE POLICY AND COMMAND CLIMATE FOR STRESS CONTROL, ESPECIALLY TO BUILD TEAMS WITH HIGH UNIT COHESION.
- SERVE AS AN ETHICAL ROLE MODEL.
- MAKE "THE BUREAUCRACY" WORK FOR THE TROOPS.
- ASSURE RESOURCES TO "TAKE CARE OF THE TROOPS."
- PLAN FOR AND CONDUCT TOUGH, REALISTIC TRAINING TO INCLUDE LIVE FIRES.
- PROVIDE AS MUCH INFORMATION AS POSSIBLE TO THE TROOPS.
- ASSURE THAT MEDICAL AND MENTAL HEALTH/COMBAT STRESS CONTROL PERSONNEL ARE ASSIGNED AND TRAINED WITH THEIR SUPPORTED UNITS.
- PLAN FOR COMBAT STRESS CONTROL IN ALL OPERATIONS.
- PROVIDE THE JUNIOR LEADERS/NCOs WITH THE NECESSARY GUIDANCE.
- ENSURE RISK ASSESSMENTS ARE CONDUCTED PRIOR TO ALL TRAINING AND COMBAT OPERATIONS.
- SUPERVISE THE JUNIOR LEADERS/NCOs AND REWARD THEIR SUCCESS.
- BE VISIBLE.
- LEAD ALL STRESS CONTROL MEASURES BY GOOD EXAMPLE.
- MAINTAIN (THROUGH POSITIVE LEADERSHIP AND, WHEN NECESSARY, WITH DISCIPLINARY ACTION) THE HIGH STANDARDS OF THE INTERNATIONAL LAW OF LAND WARFARE.

*Table 1-3. Junior Leaders' Responsibilities—Combat Stress Control**

- BE COMPETENT, COMMITTED, COURAGEOUS, CANDID, AND CARING.
- BUILD COHESIVE TEAMS; INTEGRATE NEW PERSONNEL QUICKLY.
- CROSS-TRAIN SOLDIERS WHEREVER AND WHENEVER POSSIBLE.
- PLAN AND CONDUCT TOUGH REALISTIC TRAINING THAT REPLICATES COMBAT CONDITIONS, ESPECIALLY LIVE FIRES.
- TAKE CARE OF THE TROOPS (INCLUDING THE LEADERS).
- ASSURE PHYSICAL FITNESS, NUTRITION, HYDRATION, ADEQUATE CLOTHING AND SHELTER, AND PREVENTIVE MEDICINE MEASURES.
- MAKE AND ENFORCE SLEEP PLANS.
- KEEP ACCURATE INFORMATION FLOWING DOWN TO THE LOWEST LEVEL (AND BACK UP AGAIN); DISPEL RUMORS.
- ENCOURAGE SHARING OF RESOURCES AND FEELINGS.
- CONDUCT AFTER-ACTION DEBRIEFINGS ROUTINELY.
- MAINTAIN (THROUGH POSITIVE LEADERSHIP AND, WHEN NECESSARY, WITH DISCIPLINARY ACTION) THE HIGH STANDARDS OF THE INTERNATIONAL LAW OF LAND WARFARE.
- RECOMMEND EXEMPLARY SOLDIERS FOR AWARDS AND DECORATIONS.
- RECOGNIZE EXCESS STRESS EARLY AND GIVE IMMEDIATE SUPPORT.
- KEEP THOSE STRESSED SOLDIERS WHO CAN STILL PERFORM THEIR DUTIES IN THE UNIT, AND PROVIDE EXTRA SUPPORT AND ENCOURAGE THEM BACK TO FULL EFFECTIVENESS.
- SEND THOSE STRESSED SOLDIERS WHO CANNOT GET NEEDED REST IN THEIR SMALL UNIT BACK TO A SUPPORTING ELEMENT FOR BRIEF SLEEP, FOOD, HYGIENE, AND LIMITED DUTY, TO RETURN IN 1 TO 2 DAYS.
- REFER TEMPORARILY UNMANAGEABLE STRESS CASES THROUGH CHANNELS FOR MEDICAL EVALUATION AND TREATMENT.
- WELCOME RECOVERED BATTLE FATIGUE CASUALTIES BACK AND GIVE THEM MEANINGFUL WORK AND RESPONSIBILITIES.

* Note that every soldier ultimately must be a junior (direct) leader. Each soldier must exercise self-leadership and control stress for self and others.

CHAPTER 2

STRESS AND COMBAT PERFORMANCE

Section I. STRESS TERMINOLOGY AND THE STRESS CONCEPT

2-1. Introduction

The understanding of the stress process has been refined over time by research and experience, leaving some terms obsolete. This chapter establishes how the Army's combat stress control concept currently defines and interprets stress terminology.

2-2. Understanding of Interactions

a. Stressors. A stressor is any event or situation which requires a nonroutine change in adaptation or behavior. Often it is unfamiliar or creates conflict among motives within the individual. It may pose a challenge or a threat to the individual's well-being or self-esteem. Stressors may be positive or negative (for example, promotion to new responsibilities or threat of imminent death).

b. Combat Stressors. Combat stressors are any stressors occurring during the course of combat-related duties, whether due to enemy action or other sources. Combat duties do not necessarily involve being shot at and may be carried on even in "safe" areas far from the enemy. Many stressors in combat duties come from the soldier's own unit, leaders, and mission demands. They may also come from the conflict between mission demands and the soldier's home life.

c. Stress. Stress is the internal process of preparing to deal with a stressor. Stress involves the physiological reflexes which ready the body for fight or flight. Examples of those reflexes are increased nervous system arousal, release of adrenaline into the bloodstream, changes in blood flow to different parts of the body, and so forth. However, stress is not synonymous with arousal or anxiety. Stress involves physical and mental processes which, at times, suppress arousal and anxiety. Stress also involves the accompanying emotional responses and the automatic perceptual and cognitive processes for evaluating the uncertainty or threat. These automatic processes may be instinctive or learned.

d. Stress Appraisal. Stress may or may not involve conscious awareness of the threat, but the stressor must be perceived at some level to cause stress. The amount of stress experienced depends much on the individual's appraisal of the stressor and its context, even if that appraisal is wrong. The stress process includes psychological defenses which may filter the perception and appraisal to shield the individual from perceiving more threat than he is ready to tolerate.

e. Physical Stressors Versus Mental Stressors. A distinction can be made between those stressors which are physical and those which are mental.

(1) A physical stressor is one which has a direct effect on the body. This may be an external environmental condition or the internal physical/physiologic demands of the human body.

(2) A mental stressor is one in which only information reaches the brain with no direct physical impact on the body. This information may place demands on either the cognitive systems (thought processes) or the emotional system (feeling responses, such as anger or fear) in the brain. Often, reactions are evoked from both the cognitive and the emotional systems.

f. Stress Behaviors. These are stress-related actions that can be observed by others; for example, moving or keeping still, speaking or

not speaking. The behaviors may be intended to overcome and turn off a stressor, to escape it, or to adapt to it. They may simply reflect or relieve the tension generated by the internal stress process. Any of these different types of stress behavior may be successful, unsuccessful, or not influence the stressful situation at all. They may make the stressor worse. They may resolve one stressor but create new stressors.

g. Combat Stress. This is the complex and constantly changing result of all the stressors and stress processes inside the soldier as he performs the combat-related mission. At any given time in each soldier, stress is the result of the complex interaction of many mental and physical stressors.

2-3. Discussion of Physical Versus Mental Stressors

a. Table 2-1 gives examples of the two types of physical stressors (environmental and physiological) and the two types of mental stressors (cognitive and emotional).

Table 2-1. Types of Physical and Mental Stressors

PHYSICAL STRESSORS	MENTAL STRESSORS
ENVIRONMENTAL	**COGNITIVE**
HEAT, COLD, OR WETNESS	INFORMATION: TOO MUCH OR TOO LITTLE
VIBRATION, NOISE, BLAST	SENSORY OVERLOAD VERSUS DEPRIVATION
HYPOXIA (INSUFFICIENT OXYGEN), FUMES, POISONS, CHEMICALS	AMBIGUITY, UNCERTAINTY, ISOLATION
DIRECTED-ENERGY WEAPONS/DEVICES	TIME PRESSURE VERSUS WAITING
IONIZING RADIATION	UNPREDICTABILITY
INFECTIOUS AGENTS/DISEASES	RULES OF ENGAGEMENT, DIFFICULT JUDGMENTS
SKIN IRRITANTS OR CORROSIVES	ORGANIZATIONAL DYNAMICS
PHYSICAL WORK	HARD CHOICES VERSUS NO CHOICES
BRIGHT LIGHT, DARKNESS, HAZE, AND OBSCURATION	RECOGNITION OF IMPAIRED FUNCTIONING
DIFFICULT OR ARDUOUS TERRAIN	
PHYSIOLOGICAL	**EMOTIONAL**
SLEEP DEBT	FEAR- AND ANXIETY-PRODUCING THREATS (OF INJURY, DISEASE, PAIN, FAILURE, LOSS, PERSONAL OR MISSION FAILURE)
DEHYDRATION	GRIEF-PRODUCING LOSSES (BEREAVEMENT)
MALNUTRITION, POOR HYGIENE	RESENTMENT, ANGER- AND RAGE-PRODUCING FRUSTRATION, THREAT, LOSS, AND GUILT
MUSCULAR AND AEROBIC FATIGUE	BOREDOM-PRODUCING INACTIVITY
IMPAIRED IMMUNE SYSTEM	CONFLICTING MOTIVES (WORRIES ABOUT HOME, DIVIDED LOYALTIES)
OVERUSE OR UNDERUSE OF MUSCLES, ORGAN SYSTEMS	SPIRITUAL CONFRONTATION OR TEMPTATION CAUSING LOSS OF FAITH
ILLNESS OR INJURY	INTERPERSONAL FEELINGS

NOTE: THE ABOVE STRESSORS MAY ACT SINGLY OR INTERACT WITH EACH OTHER TO BE COMBAT STRESSORS.

b. The physical stressors evoke specific stress reflexes. For example, cold causes shivering and decreased blood flow to skin and extremities; heat causes sweating and increased blood flow to skin. These stress reflexes can maintain internal balance and comfort up to a point but then may be exceeded.

c. The distinction, however, between physical and mental stressors is rarely clear cut.

(1) Mental stressors can also produce the same stress reflexes as do some physical stressors; for example, decreased blood flow to skin, increased sweating, adrenaline release, and pupil size. These reflexes can markedly increase or decrease the individual's vulnerability to specific physical stressors. The mental stressors also presumably cause changes in brain chemistry (involving the neurotransmitter chemicals in the brain).

(2) Physical stressors are also mental stressors when they provide information to the brain which creates a mental demand or poses a threat to well-being. Even if a physical stressor is not a threat to life and health, the discomfort, distraction, and performance degradation it causes may be emotionally upsetting. Therefore, physical stressors, too, can produce the nonspecific arousal reflexes. Heat, cold, dehydration, toxic chemicals, and other physical stressors can also interfere directly with brain functioning; they can impair perceptual and cognitive mental abilities, thus increasing the stresses. Light, noise, discomfort, and anxiety-provoking information may interfere with sleep, which is essential to maintain brain efficiency and mental performance over time.

d. Because of this intermeshing of physical and mental stressors and stress reflexes, no great effort needs to be invested in distinguishing them in military contexts until the physical stressors and stress reflexes become so severe that they warrant specific (and perhaps emergency) protective measures and treatment. Prior to that stage, unit leaders and medical and mental health personnel should assume that both physical and mental stresses are usually present and interacting within all unit personnel. Guidelines for controlling both physical and mental stressors at the same time should be contained in the tactical standing operating procedure (TSOP), if possible.

2-4. Positive Stress

a. Stress is not necessarily bad or harmful. Positive stress (or eustress) is that degree of stress which is necessary to sustain and improve tolerance to stress without overdoing the stress experience. Some level of stress is helpful and even necessary to health. This is especially clear for some physical stressors to which the body can acclimatize. To achieve greater tolerance or acclimatization to a physical stressor, a progressively greater exposure is required. This exposure should be sufficient to produce more than the routine stress reflexes. Well-known examples of acclimatization are heat acclimatization, cardiovascular (aerobic) fitness, and muscle strength. These examples are so important to combat stress control that they are worth reviewing. The process of improving tolerance to stressors through progressive exposure to those stressors will also be true of cognitive-emotional stressors.

(1) *Heat acclimatization.* You cannot become fully acclimatized to heat by just lying around in hot conditions. You have to perform physical exercise in the heat to stress the body's temperature regulation system. At first, the body may overreact with excessive sweating and heart rate. As acclimatization occurs, the body becomes more efficient at cooling itself. However, acclimation has a maximum level. If you stop exercising in the heat, you will gradually lose the acclimatization you have gained. Mission-oriented protective posture (MOPP)

training should be considered as a part of the acclimatization program.

(2) *Aerobic fitness.* It is well known that you can become aerobically fit only by exerting yourself to progressively greater degrees of physical effort. One way is to enter into 20-minute (or more) exercise programs of jogging, running, bicycling, swimming, or special aerobic exercises each day. Any physical effort which sufficiently raises heart rate and respiratory rate and works up a sweat for 20 minutes or more will increase your tolerance. In other words, you must stress the system. After doing that for several days, the same effort raises heart rate and sweating only a little. You become less short of breath, and the effort seems much easier. To become more aerobically fit, you have to increase the work stressor even more until the body again shows the stress of increased heart rate, shortness of breath, and sweating. If you stop exercising aerobically for weeks or months, your improved aerobic fitness will gradually be lost.

(3) *Muscle strength.* Body builders increase their muscle mass by lifting progressively heavier weights or working against progressively greater resistance on exercise machines. In order to increase muscle strength, you have to increase the stressor (the weight lifted) and the stress (the physiological increased effort within the muscle cells). After the muscle has become accustomed to lifting a given weight, it no longer seems like a great effort. There is little stress taking place in the muscle. The muscle will merely maintain its strength and not get any stronger with repeated exposure. If you stop doing even that amount of lifting, your muscles will get flabby again over time. A good maxim is, "If you do not use it, you will lose it."

b. It is important to understand that stressors which overstrain the adaptive capability of the body (whether or not they cause pain) do not hasten acclimatization or increase tolerance to the stressor. They often retard it and may even permanently impair future acclimatization. Consider the examples of the physical stressors discussed above.

(1) Heat acclimatization is not speeded by getting heat cramps or heat exhaustion. Neither is it significantly slowed, although the person's self-confidence and motivation to try again may be impaired. However, people who are driven to the stage of heatstroke and survive will forever be physically less tolerant to heat. They will be more likely to develop heatstroke in the future if exposed to heat.

(2) Runners or body builders who push too hard early in training may not feel severe pain at the time. Hours later, however, they may develop muscle swelling, ache, and stiffness. At best, this will take days to recover to the point where the athlete can even continue with the exercise regimen. At worst, the damaged muscles may break down and release the substance myoglobin into the bloodstream which can permanently damage or destroy the kidneys. Excessive painful stress on bones, joints, and ligaments does not make them grow stronger but instead causes stress fractures, sprains, tears, and other damage that may require months of reduced activity to heal.

(3) The issue for the master fitness trainers is how to keep the physical work stressors and stress in the positive or eustress range which increases strength and fitness. They must control the stressors and stress so they are not extreme—too little or too much.

WARNING

Unconditioned, unacclimatized troops should not be overextended in training as this could cause severe injury or even death. A special physical training program will be required.

c. Positive stress also applies to mental stressors (cognitive and emotional), as well as to physical stressors (environmental and physiological). Appropriate exposure to mental/emotional stressors is necessary to increase tolerance to them.

(1) Armies have known for centuries about the positive effects of stress in preparing soldiers for combat. In old-style basic training (prior to 1970), the drill sergeant deliberately made himself more fearsome than death itself so that the trainee would learn to respond automatically, even in a state of terror. That technique is not useful today because modern war requires more small unit cohesion, trust between leaders and those led, and initiative even on the part of the junior enlisted soldier. The modern drill sergeant must, instead, require the trainees to meet difficult (stressful) standards and work with the trainees to assure that they master them. The result is a well-earned sense of confidence in self, comrades, and leaders that can be applied to future demands.

(2) The Army knows that airborne and air assault training are not just intended to teach the skills needed to arrive on a battlefield after jumping from a low-flying aircraft or repelling from a helicopter. Their greater value comes from requiring soldiers to confront and master their extremely strong, instinctive fear of heights under circumstances which are deliberately stressful at the time. During training, this fear builds self-confidence and a sense of special identity on completion. (In fact, the training itself is not exceedingly dangerous, statistically speaking. However, the possibility of death does exist if you are extremely unlucky or fail to do the task correctly. This can contribute to additional stress.)

(3) Ranger school is a clear example of the Army's recognition of the benefits of positive stress. A generic ranger course objective would read: Perform complex and difficult physical and mental task under great pressure, sleep loss, water and food deprivation, and physical fatigue. No one coasts through ranger school. If anyone seems to be coasting through, the trained ranger cadre will increase the demand on that person until he, too, reaches the stage of stress where he realizes he cannot get through it all alone. Ranger school teaches small teams and their rotating leaders how to control stress in all the team members so the team accomplishes the mission. The training gives the individual soldier confidence, but even more, an awareness of how stress works in oneself and others. It teaches stress control, not stress reduction. Often the need for the team and its individual members is to play different mental and physical stressors against each other. This is done by increasing some stressors while decreasing others to keep the team on its mission and to keep individual soldiers from giving up.

d. To some degree, acclimatization to mental (cognitive/emotional) stressors also shares that "use it or lose it" feature which is true for adaptation to physical stressors. The airborne-qualified trooper may experience more unpleasant stress symptoms when jumping after not having jumped for many months. The physician may find the stress unexpectedly higher when performing a potentially risky patient-care procedure that was once so frequently practiced that it had seemed to involve no stress at all but which has not been performed for some time. However, the memory of successfully mastering the stressor in the past usually speeds up the return of adaptation.

e. Tolerance to mental stressors is increased by successfully facing and mastering similar stressors (just as tolerance to physical stressors is). However, being overwhelmed by emotional or mental stress may temporarily or permanently impair future tolerance (just as exceeding the ability to cope with physical

stressors may). Up to a point, mental stress (even uncomfortable mental stress) may increase tolerance to future stress without any current impairment. A higher level may cause temporary overstrain but may heal as strong or stronger than ever with rest and restorative processing. More severe overstrain, however, may permanently weaken tolerance to future mental stress. As with some cases of damage from physical stress, the harm done by mental stress may not be apparent at the time. It may only be apparent later. There is reason to believe that immediate preventive measures or treatment can greatly reduce the potential for chronic disability, even in cases of extreme emotional overstrain.

2-5. Relationship of Stress to Task Performance

Stress is an internal process which presumably evolves because it helps the individual to function better, stay alive, and cope successfully with stressors. However, there is an optimal range of arousal (or motivation or stress) for any given task.

a. If there is too little arousal, the job is done haphazardly or not at all because the individual is easily distracted, makes errors of omission, or falls asleep. If arousal becomes too intense, the individual may be too distractible or too focused on one aspect of the task. He may have difficulty with fine motor coordination and with discriminating when and how to act. If the individual is unfamiliar with his own stress reflexes and perceives them as dangerous (or incapacitating, or as a threat to self-esteem), the stress itself can become a stressor and magnify itself.

b. With extreme arousal, the individual may freeze (become immobile or petrified by fear). Alternately, he may become agitated and flee in disoriented panic. If stress persists too long, it can cause physical and mental illnesses. Extreme stress with hopelessness can even result in rapid death, either due to sympathetic nervous system overstimulation (such as stroke or heart attack) or due to sympathetic nervous system shutdown (not simply exhaustion). An individual giving up can literally stop the heart from beating.

c. The original purpose of the stress reaction was to keep the person alive. The military requirement for the stress process is different. It is to keep the soldier in that range of physiological, emotional, and cognitive mobilization which best enables him to accomplish the military mission, whether that contributes to individual survival or not. This optimal range of stress differs from task to task. Tasks which require heavy but gross muscular exertion are performed best at high levels of arousal (Figure 2-1). Tasks that require fine muscle coordination and clear thinking (such as walking point on a booby-trapped jungle trail, or distinguishing subtle differences between friendly and enemy targets in a night-vision gun sight) or that require inhibiting action (such as waiting alertly in ambush) will be disrupted unless the stress process is kept finely tuned. If the stress process allows too much or too little arousal or if arousal does not lessen when it is no longer needed, stress has become harmful.

2-6. Fatigue

Fatigue means weariness and/or decreased performance capability due to hard or prolonged work or effort. It reflects the stage where the energy mobilized by the stress process is beginning to run down. If the effort continues, the fatigue can build to the point of exhaustion.

a. Fatigue can be produced by both physical and mental tasks. A well-known example of physical fatigue is muscle tiredness. This can be limited to specific muscles which have been

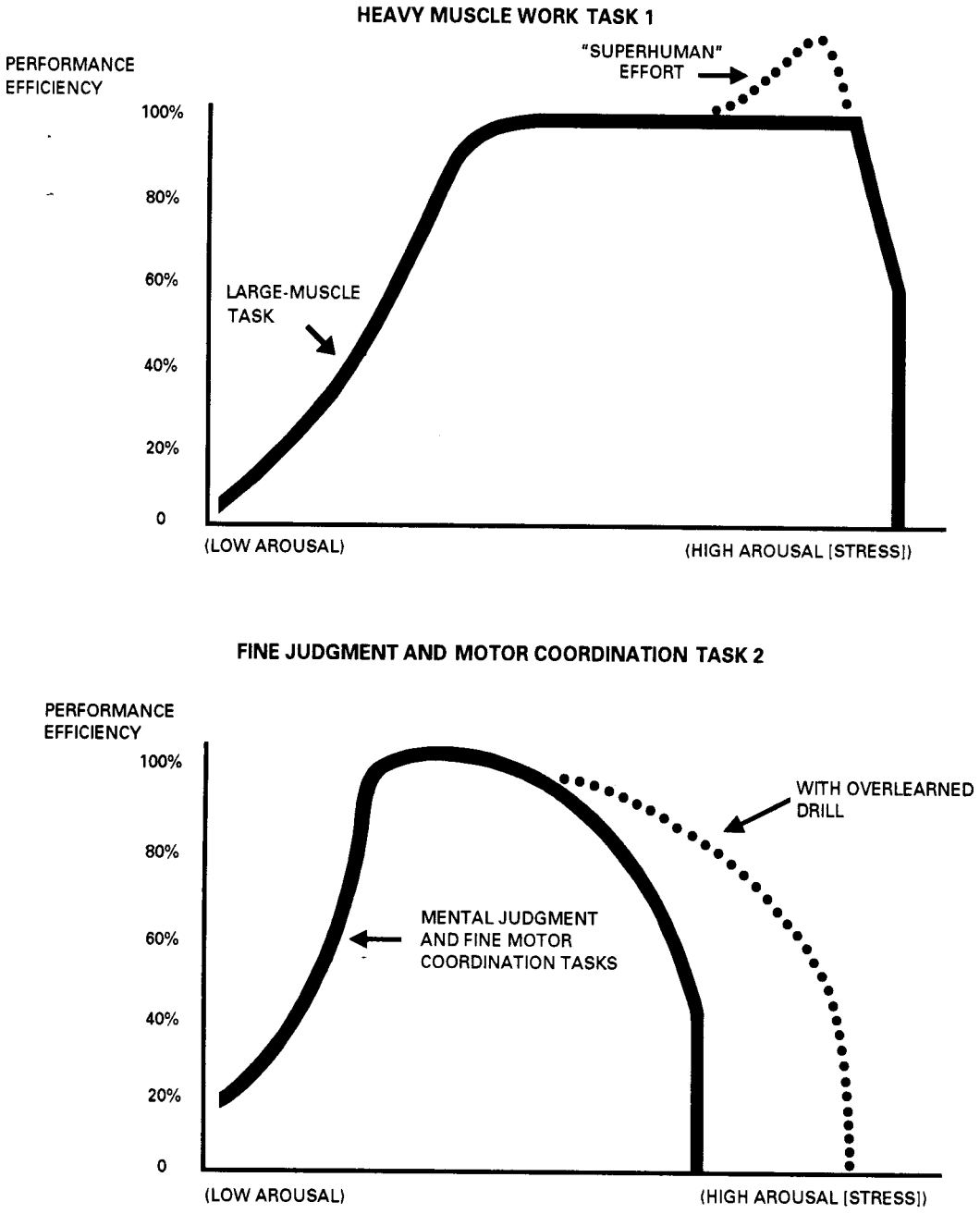


Figure 2-1. Change in performance with increasing arousal (stress) for two types of tasks.

overworked. Another example is aerobic fatigue (where the whole body is short of oxygen and perhaps blood sugar, is probably overheated, and is wanting to rest).

b. Sleep loss produces a different kind of fatigue which is primarily mental. The sleep-deprived person has trouble keeping his mind focused although he has no decrease in muscular or aerobic work capacity. People with sleep-loss fatigue usually appear tired and slowed down, or they may also be speeded up, hyperactive, and irritable.

c. Continued mental effort on a specific task, whether it is a task requiring much thinking or constant attention, produces mental fatigue. That is, performance gets progressively worse with time, and the person wishes he could stop to do something else. Even a few minutes of break, while the mind does some quite different mental tasks, substantially relieves the mental fatigue and improves the performance.

d. Physical illness can also bring on fatigue. People who have ever had the flu or even just a cold know how quickly one tires. They only want to rest or sleep.

e. Intense emotions also produce fatigue. This is especially true of anxiety and fear because they arouse the fight or flight reflexes of the physical stress process. This will be discussed later in justifying the use of the term battle fatigue.

f. The level of fatigue experienced may be influenced by—

- Work intensity.
- Task difficulty.
- Duration of sustained effort.
- General well-being of the individual.

Fatigue can also be influenced by the level of preparedness to perform the specific task.

(1) For physical fatigue: A marathon runner may have strong legs, superb aerobic fitness, great health, and self-confidence, but too little arm and shoulder strength to be able to chin himself even once before being stopped by fatigue.

(2) For emotional fatigue: A healthy, confident soldier may have learned to carry his Dragon missile and guide it to its target easily in peacetime training. But if he has never learned to control his own fear, he may find himself too quickly fatigued to even carry the weight, let alone keep the missile on target for 10 seconds while under real, lethal enemy fire. He may, however, still be able to perform simple tasks. In WWII, the following observations and conclusion were made:

(a) In the fighting for Kwajalein Atoll, troops were halted three times by enemy fire. Their energy was exhausted even though they suffered no casualties and had moved fewer than two miles. In the Normandy invasion, a strong infantry company with many vigorous young men hit the beach still fresh. Under intense fire, they found they had to drag their heavy machine guns across the beach a few feet at a time; when in training, they had been able to carry the same loads on the run.

(b) The Army reached the following conclusion from those observations: Fear and fatigue effect the body in similar ways. Fear, like physical work, drains the body of energy. This creates a self-perpetuating cycle. The overloaded soldier, feeling tired, becomes more susceptible to fear. The more fearful he becomes, the weaker he feels, and the more quickly he becomes fatigued.

2-7. Stages of Adaptation to a Threatening Situation

a. The stage of alarm (usually brief) is when the fight or flight response is extremely active. Performance is likely to be impaired unless the soldiers' responses are simple and instinctive (like running or freezing) or well drilled.

b. The stage of resistance is achieved if the subject successfully copes with the threat. The overarousal moderates and the sufferer begins to actively try to overcome or escape the stressor or to adapt to it. Performance is often enhanced in the stage of resistance. If the stressor is mastered or adapted to, the person either returns to the baseline level of stress or may have some residual stress while working through the unpleasant memories and their long-term implications.

c. The stages of exhaustion may occur if the victim of stress is unable to escape, overcome, or tolerate a severe stressor. Performance deteriorates and may cease altogether. The victim may develop a stress-related illness and can even die of stress.

Section II. COMBAT PERFORMANCE AND COMBAT STRESS BEHAVIORS

2-8. Phases of Adaptation to Combat

During the first time in battle for soldiers, their combat performance is usually lower than it was in precombat training. The novice soldiers are also at relatively high risk of being killed or wounded. This is partly because they have not yet learned to identify and respond automatically to the true dangers (such as the specific sounds of incoming artillery or mortar rounds). Under extreme stress, they may experience difficulty with focusing their attention and remembering what they were taught in training. Their ineffectiveness may also be caused by fear-induced fatigue. First-battle soldiers are at high risk of becoming battle fatigue casualties. Soldiers in their first time under fire are likely to experience high anxiety (the stages of alarm) (see Figure 2-2[A]). Poor showing on first exposure to real battle can be reduced by providing tough, realistic training (especially battle drills under high stress), but it cannot be totally prevented.

a. The Experienced Veteran. If the soldier does not become a casualty in the first battle, his combat skills will improve quickly over the next few days. His skills continue to improve gradually over the next weeks until he is as good as he can get. An experienced soldier gains confidence in his skill, comrades, and leaders (see Figure 2-2[B]). For him, the stage of alarm is mostly in anticipation. He responds selectively and automatically to the truly dangerous sounds and cues of the battlefield. When the action starts, he immediately achieves the stage of resistance and is remarkably calm as he focuses on his job. However, the veteran is likely to have a considerable rebound of arousal and anxiety when the fight is over. Not all veteran soldiers ever achieve the state of really low fear in action. Some drop to mid levels, yet still perform their duties effectively.

b. Sustainment of Optimal Combat Skills. Combat skills and high stress tolerance are maintained when frequent successful combat actions occur. If losses in the unit remain low, the veteran can maintain his optimal combat skills for many months. If there is a prolonged cease-fire or if the skilled soldier leaves the

combat zone on individual R&R, there may be a brief drop in performance on his return to battle. That drop would be accompanied by a return of the anxiety pattern shown by new soldiers (Figure 2-2[A]) but the anxiety is much briefer. This would be like the anxiety felt by the airborne-qualified soldier who is making a jump after not having done so for many months. Predictably, the experienced veteran will regain his combat edge quickly upon returning to battle.

c. The Overstressed Veteran. If the unit suffers many casualties, however, and the chance of surviving a long war seems poor, the experienced soldier's combat performance begins to decline. It can occur after 14 to 21 days of cumulative combat or even after only a few days of extremely heavy losses. The overstressed veteran becomes more careful, loses initiative, and may be indecisive when he needs to act quickly. Figure 2-2(C) shows the anxiety pattern of an overstressed soldier who is doubting his chances of survival. There were too many close calls in the last battle; too many of his friends were killed (slowly over time or quickly). Under such stress, he feels his own skills are slipping, and it is just a matter of time before he, too, will surely be killed or maimed. Unless he is given the opportunity and help to reduce arousal level and regain some hope, he will soon fail.

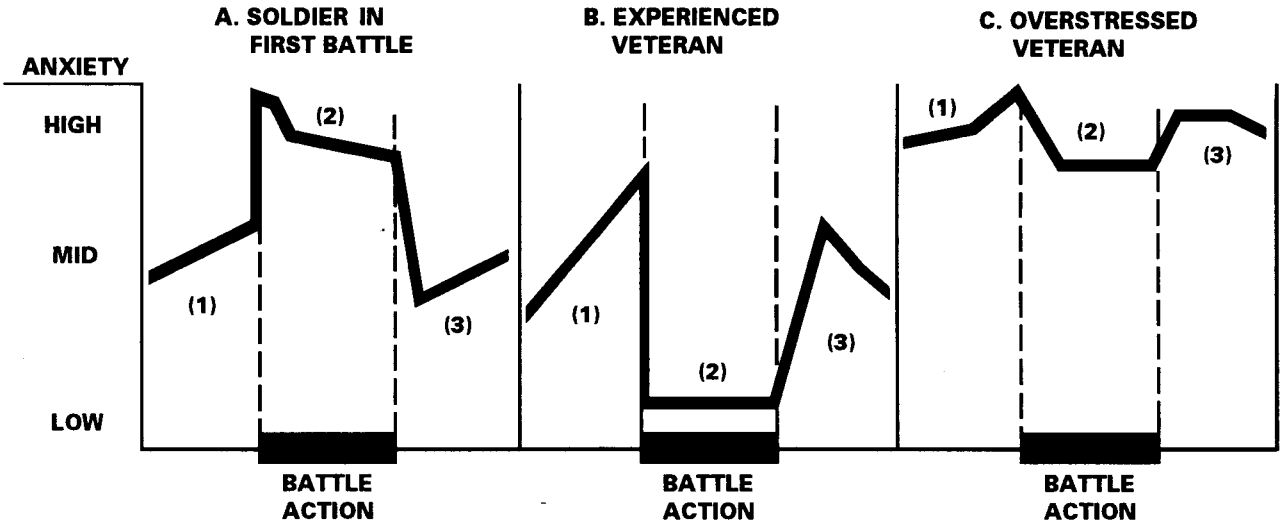


Figure 2-2. Anxiety, fear, and arousal at different stages in combat tour.

d. Decline of Combat Skills. How quickly performance declines will usually be related to how many casualties have occurred and how close the soldier was to them (both physically and emotionally). The decline may be hastened or slowed by leadership, unit, scenario, and home front factors such as those discussed in later chapters and in Appendix A.

e. Restoration of Combat Skills. Rest and recuperation, preferably with other soldiers in the unit, can substantially restore combat proficiency. Rest would also substantially return the anxiety pattern to that of the experienced veteran (Figure 2-2[B]). This recuperation can be accomplished with the help of the medical and combat stress control/mental health personnel at a medical restoration or reconditioning facility.

2-9. Combat Stress Behaviors

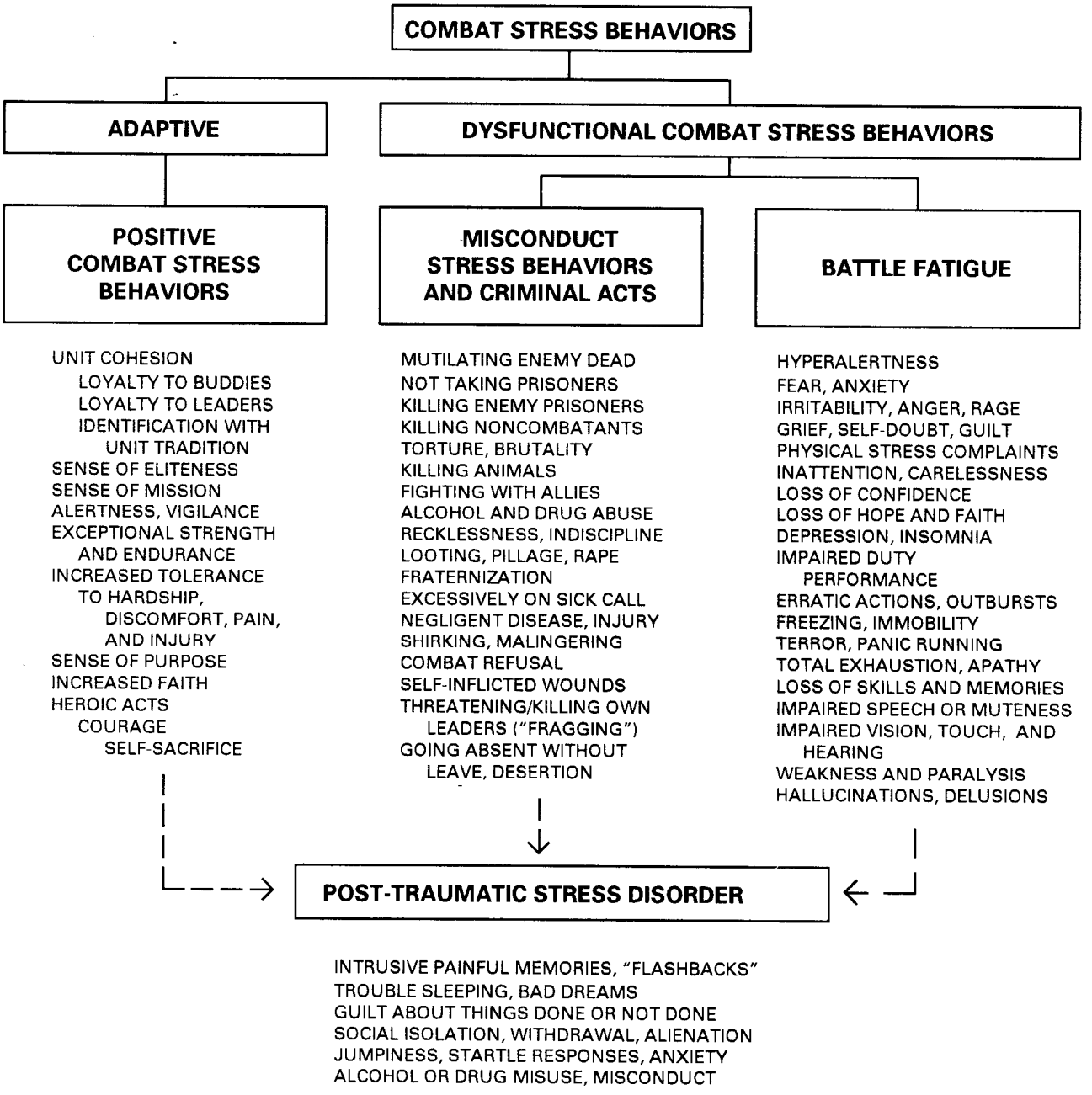
a. Combat Stress Behaviors. Combat stress behavior is the generic term which covers the full range of behaviors in combat, from behaviors that are highly positive to those that are totally negative. Table 2-2 provides a listing of positive stress responses and behaviors, plus two types of dysfunctional combat stress behaviors—those which are labeled misconduct stress behaviors and those which are labeled battle fatigue.

b. Positive Combat Stress Behaviors. Positive combat stress behaviors include the heightened alertness, strength, endurance, and tolerance to discomfort which the fight or flight stress response and the stage of resistance can produce when properly in tune. Examples of positive combat stress behaviors include the strong personal bonding between combat soldiers and the pride and self-identification which they develop with the combat unit's history and mission (unit esprit). These together form unit cohesion—the binding force that keeps soldiers together and performing the mission in spite of danger and death. The ultimate positive combat stress behaviors are acts of extreme courage and action involving almost unbelievable strength. They may even involve deliberate self-sacrifice. Positive combat stress behaviors can be brought forth by sound military training (drill), wise personnel policies, and good leadership. The results are behaviors which are rewarded with praise and perhaps with medals for individual valor and/or unit citations. The positive combat stress behaviors are discussed further in Chapter 3.

c. Misconduct Stress Behaviors. Examples of misconduct stress behaviors are listed in the center column of Table 2-2. These range from minor breaches of unit orders or regulations to serious violations of the Uniform Code of Military Justice (UCMJ) and perhaps the Law of Land Warfare. As misconduct stress behaviors, they are most likely to occur in poorly trained, undisciplined soldiers. However, they can also be committed by good, even heroic, soldiers under extreme combat stress. Misconduct stress behavior can be prevented by stress control measures, but once serious misconduct has occurred, it must be punished to prevent further erosion of discipline. Combat stress, even with heroic combat performance, cannot justify criminal misconduct. See Chapter 4 for a discussion of misconduct stress behaviors.

d. Battle Fatigue. Battle fatigue is also called combat stress reaction or combat fatigue. See Table 2-2 for examples of battle fatigue. Those battle fatigue behaviors which are listed near the top may accompany excellent combat performance and are often found in heroes, too, These are normal, common signs of battle fatigue. Those that follow are listed in descending order to indicate progressively more serious or warning signs. Warning signs deserve immediate attention by the leader, medic, or buddy to prevent

Table 2-2. Combat Stress Behaviors



potential harm to the soldier, others, or the mission. Warning signs do not necessarily mean the soldier must be relieved of duty or evacuated if they respond quickly to helping actions. However, soldiers may need evaluation at medical treatment facilities to rule out other physical or mental illness. If the symptoms of battle fatigue persist and make the soldier unable to perform duties reliably, then medical treatment facilities, such as clearing station and specialized combat stress control teams, can provide restorative treatment. At this point, the soldier is a battle fatigue casualty. For those cases, prompt treatment close to the soldier's unit provides the best potential for returning the soldier to duty, See Chapter 5 for a detailed discussion of battle fatigue.

2-10. Overlapping of Combat Stress Behaviors

The distinction between positive combat stress behaviors, misconduct stress behaviors, and battle fatigue is not always clear. Indeed, the three categories of combat stress behaviors may overlap, as diagramed in Figure 2-3. Soldiers with battle fatigue may show misconduct stress behaviors and vice versa. Heroes who exemplify the positive combat stress behaviors may suffer symptoms of battle fatigue and may even be battle fatigue casualties before or after their heroic deeds. Excellent combat soldiers may commit misconduct stress behaviors in reaction to the stressors of combat before, during, or after their otherwise exemplary performance. Combat stress, even with good combat behavior, does not excuse criminal acts. However, it could be taken into account as an extenuating circumstance for minor (noncriminal) infractions or in determining nonjudicial punishment under Article 15, UCMJ, for minor offenses.

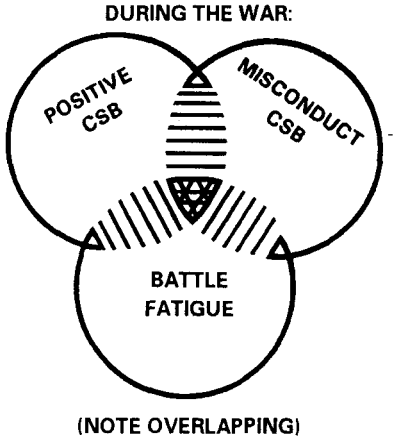


Figure 2-3. Overlapping of combat stress behaviors.

2-11. Post-Traumatic Stress Disorder

Post-traumatic stress symptoms are normal responses after extremely abnormal and distressing events.

a. Post-Traumatic Stress Disorder Signs and Symptoms. As with battle fatigue, post-traumatic stress symptoms come in normal/common and warning signs. These signs and symptoms do not necessarily make the sufferer a casualty or deserve the label of disorder. It is normal for the survivor of one or more horrible events to have painful memories; to have anxiety (perhaps with jumpiness or being on guard); to feel guilt (over surviving or for real acts of omission or commission); and to dream unpleasant dreams about it. This becomes PTSD only when either the pain of the memories or the actions the person takes to escape the memories (such as substance abuse, avoidance of reminders, social estrangement, and withdrawal) interfere with occupational or personal life goals.

b. Post-Traumatic Stress Disorder Preventive Measures. As with battle fatigue, there is no virtue in suffering, ignoring, neglecting, or hiding post-traumatic stress symptoms.

The normal/common signs deserve routine preventive measures, such as talking out and working through the painful memories. The warning signs certainly deserve this attention, as self-aid, buddy aid, and leader aid. Good preventive measures can head off true PTSD which might not show up until years after the incident.

c. Relationship Between Post-Traumatic Stress Disorder and Battle Fatigue. While PTSD and battle fatigue obviously share much in common, by definition, symptoms are. not PTSD until the trauma is over (post). Therefore, this diagnosis should not be made while the soldier continues in, or is expected to return quickly to, the combat mission. As the dotted lines (Table 2-2) show, PTSD can follow battle fatigue (especially if inadequately or incorrectly treated). Israeli studies confirm earlier observations that immediate, far-forward treatment and return to duty protect battle fatigue casualties against subsequent PTSD. Premature evacuation of battle fatigue casualties often results in chronic PTSD. However, most cases of acute, chronic, and delayed PTSD after a war were not battle fatigue casualties during the battles.

d. Relationship Between Post-Traumatic Stress Disorder and Misconduct Stress Behavior. Post-traumatic stress disorder often follows misconduct stress behaviors. It may occur in—

- The victims of others' misconduct.
- Those who committed misconduct under stress and are haunted by guilt later.
- Those who were passive or reluctant participants.
- Those who simply observed severe misconduct and its human consequences.
- Those who were involved as rescuers or care givers.

e. Post-Traumatic Stress Disorder and Positive Combat Stress Behavior. Post-traumatic stress disorder can also occur in soldiers (or veterans and civilians) who showed no maladaptive stress behaviors at the time of the trauma and who showed positive, even heroic, combat stress behaviors. Even heroes can feel delayed grief and survivor guilt for lost buddies or be haunted by the memory of the enemy soldiers they killed in battle.

f. Leader Responsibilities to Prevent Post-Traumatic Stress Disorder. During the conflict, commanders and NCOs have the additional responsibility of preventing or minimizing subsequent PTSD. The most important preventive measure is routine after-action debriefing by small teams after any difficult operation (see Chapter 6 for additional discussion). Critical event debriefings led by trained debriefing teams should be scheduled following exceptionally traumatic events. Recommended leader actions are provided in Appendix A. When units or individual soldiers redeploy home from combat, leaders should debrief them and help prepare them for the transition. As Figure 2-4 illustrates, painful memories do not have to become clinical PTSD or misconduct stress behaviors. They can be accepted and diverted into positive growth. Chapter 6 gives more information on PTSD and its prevention and treatment.

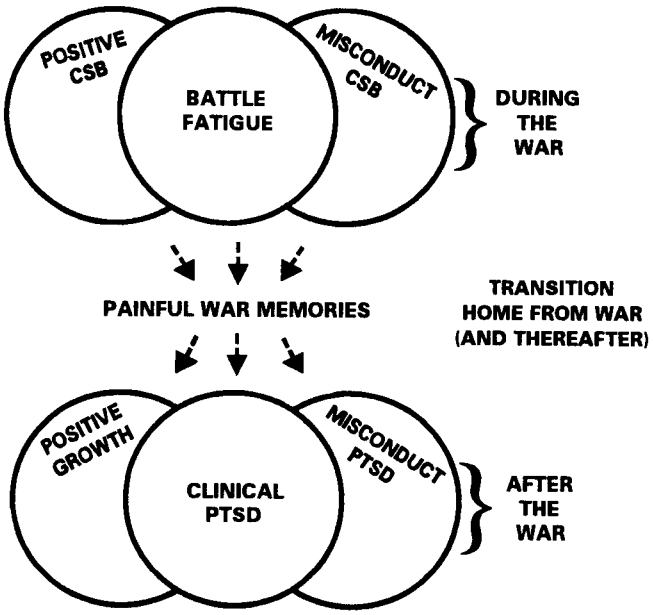


Figure 2-4. Relation between combat stress behaviors and PTSD.

L224 THE FOUR DIRECT LEADERSHIP SKILLS OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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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, *Recommended Changes to Publications and Blank Forms.* 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

Course Number	Version	Course Title
400-PLDC	1	Primary Leadership Development Course (AC)

Task(s) Taught(*) or Supported

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

Reinforced Task(s)

Task Number	Task Title

Academic Hours

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

	Resident Hours/Methods
	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

	Hours	Lesson No.
Testing (to include test review)	2 hrs 30 mins	WE01 version 1

Prerequisite Lesson(s)

Lesson Number	Lesson Title
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.

References

Number	Title	Date	Additional Information
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

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
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 SH-2 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

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
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

Name	Rank	Position	Date
/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

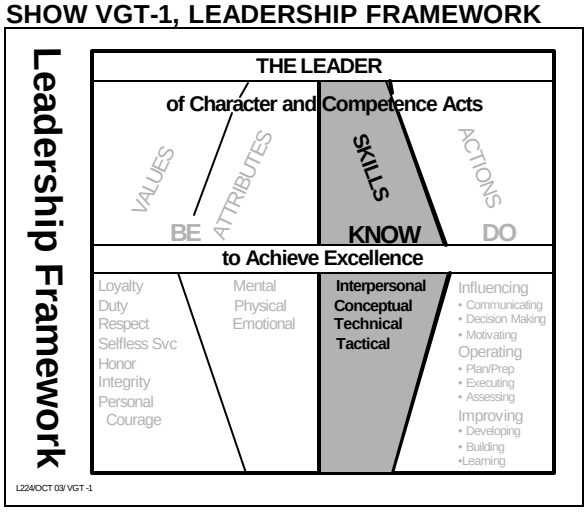
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 5 mins
Media: VGT-1

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.

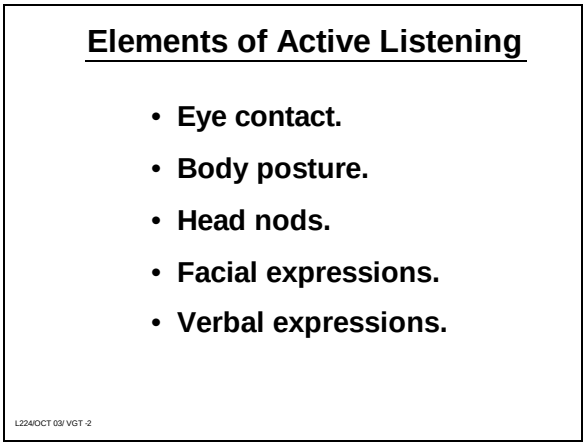
NOTE: Ask the following question and allow the class to answer before showing VGT-2.

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



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.

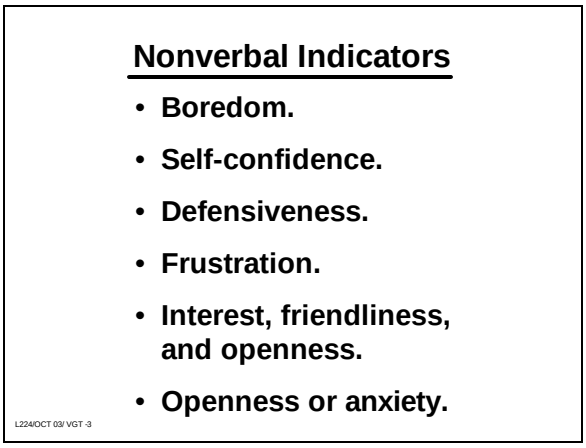
REMOVE VGT-2

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



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.

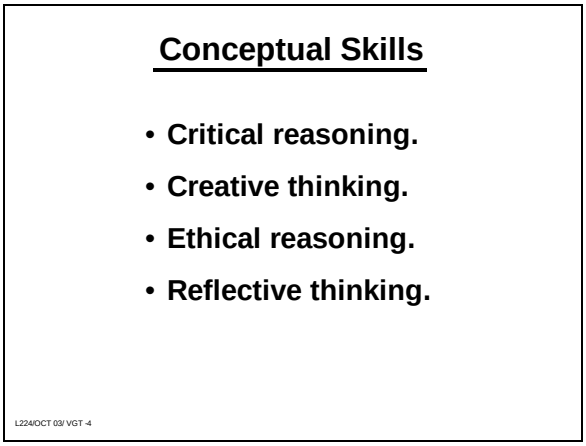
QUESTION: What are the four categories or areas of conceptual skills?

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



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

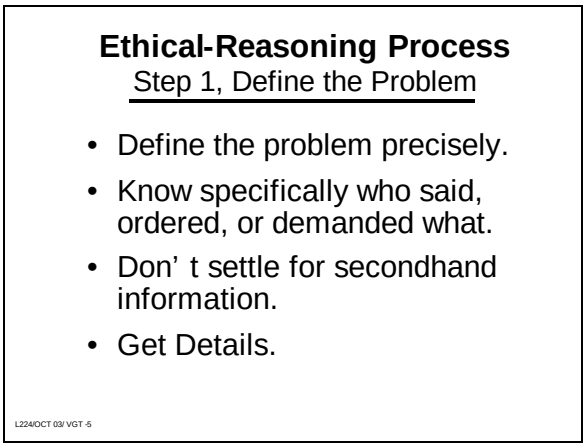
Break: TIME: 00:50 to 01:00

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



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.

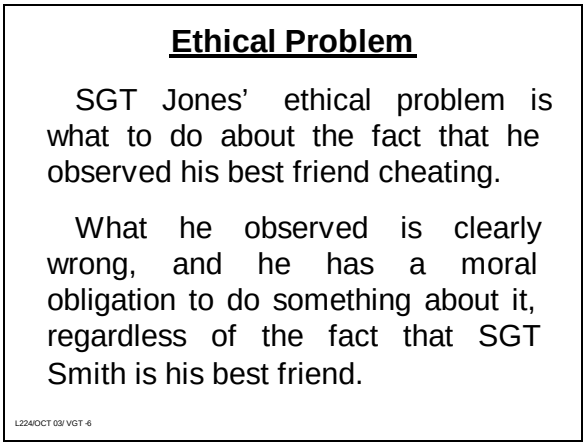
NOTE: Call on students to read each bullet comment. Encourage dialogue as to why they think the comments are important in defining the problem. (Allow 3 minutes to cover the VGT.)

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



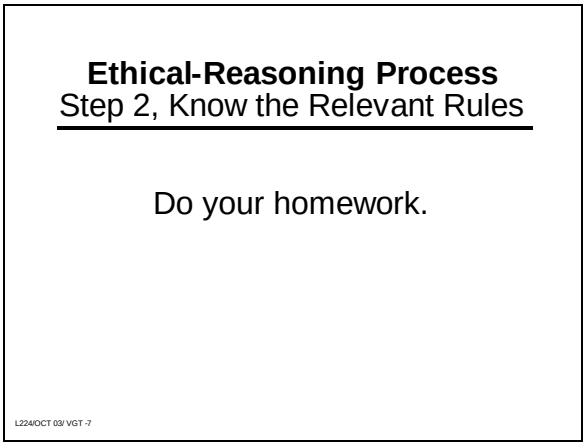
Now that SGT Jones recognizes his problem he must go to the second step of the ethical-reasoning process.

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



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?

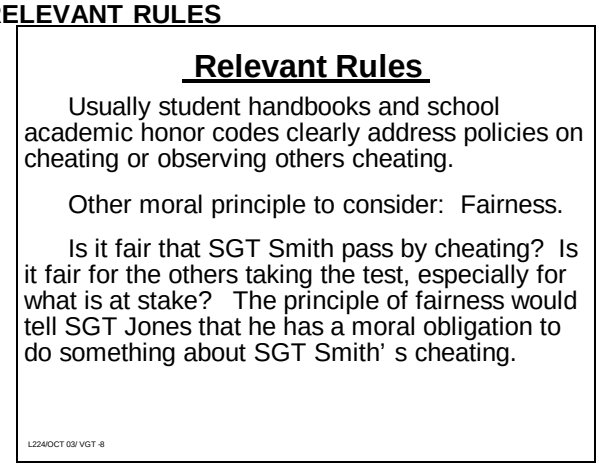
ANSWER: Take it to the person you think is causing the problem and try to fix it.

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



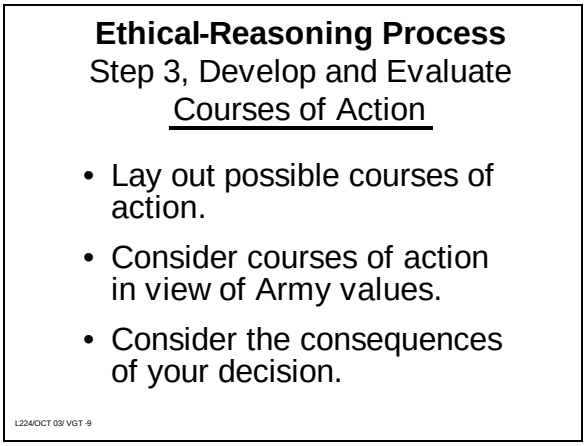
REMOVE VGT-8

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



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

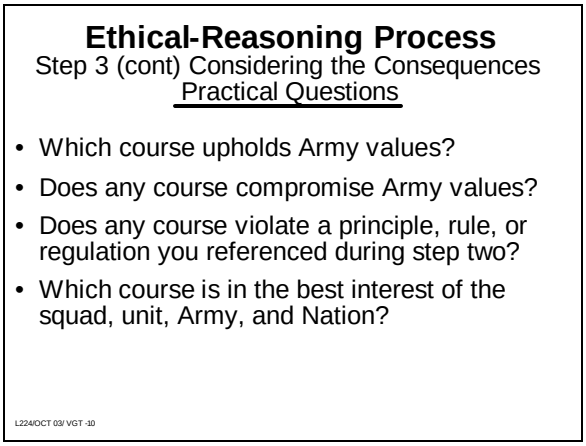
NOTE: Call on students to read and comment on each bullet comment. Encourage dialogue as to why they think the comments are important in developing and evaluating courses of action. (Allow 3 minutes to cover the VGT.)

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.



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)

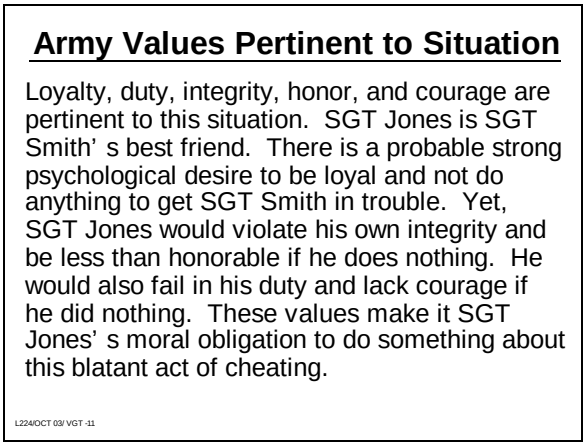
NOTE:

- 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 no 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



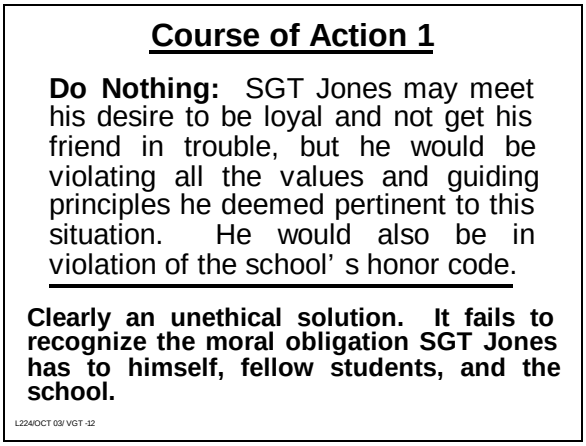
NOTE: Discuss with the group any questions they may have.

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.

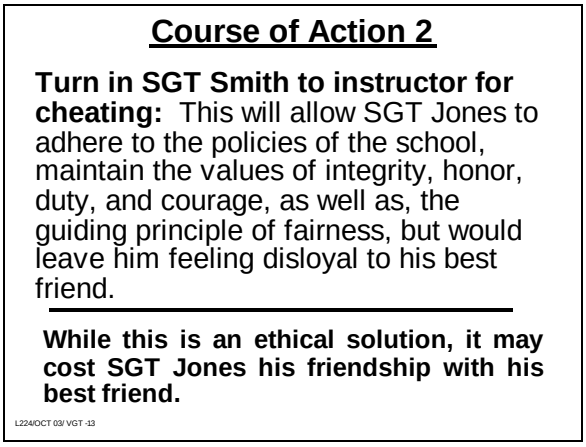
SHOW VGT-12, COURSE OF ACTION 1



NOTE: Answer any questions the students may have.

REMOVE VGT-12

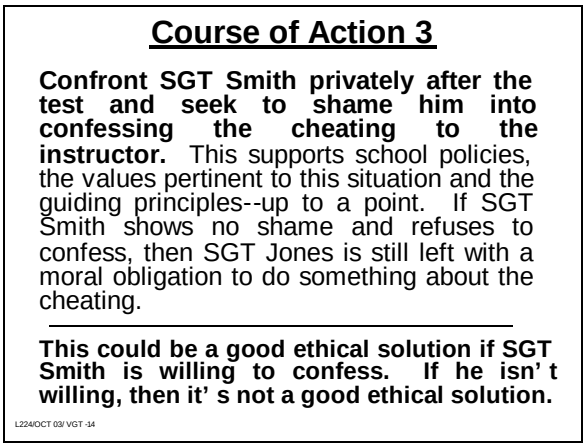
SHOW VGT-13, COURSE OF ACTION 2



NOTE: Answer any questions the students may have.

REMOVE VGT-13

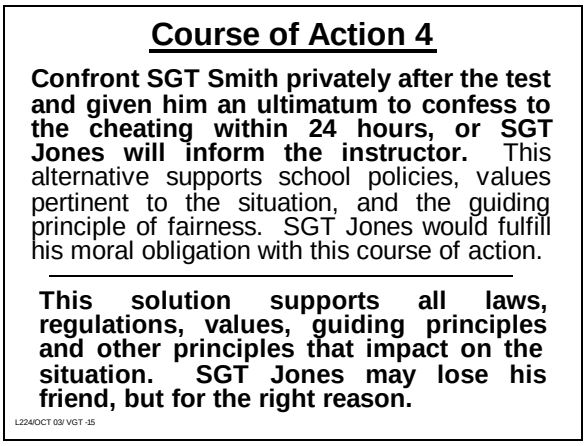
SHOW VGT-14, COURSE OF ACTION 3



NOTE: Answer any questions the student may have.

REMOVE VGT-14

SHOW VGT-15, COURSE OF ACTION 4



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

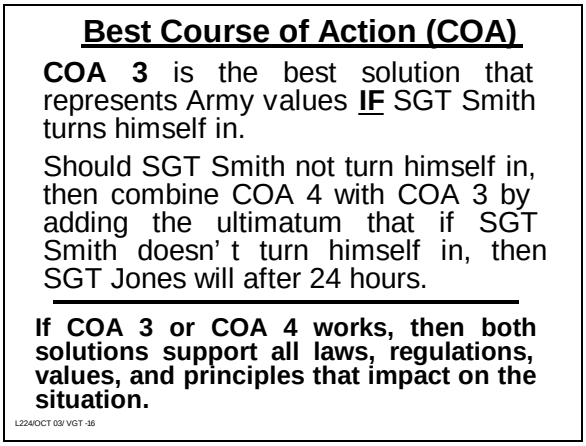
you to do more than make tactically sound decisions, they also expect decisions that are ethically sound.

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)



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.)

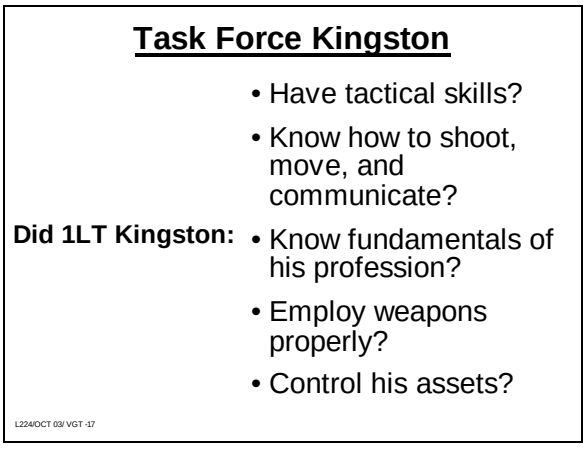
You are the squad' s primary tactical trainer with the challenging task of training both soldiers and teams. The most effective way to improve individual and collective skills is by being in an environment that is as close to operational conditions as possible. Unfortunately, you cannot always have the 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 22100, 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.

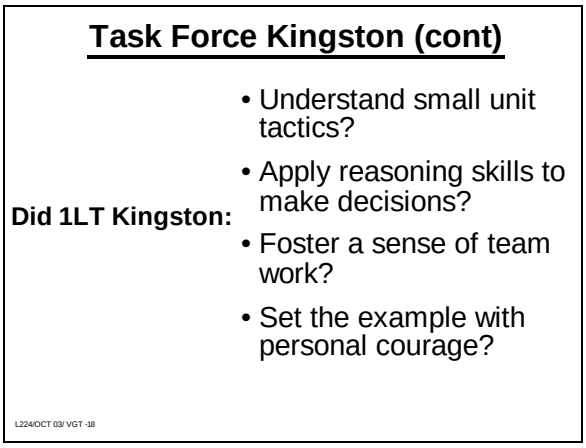
As leaders, we must train to ensure that an enemy force never again attacks our Army in an ill-prepared state of war as the North Koreans did in July of 1950. North Korea caught us off guard and unprepared for war when they invaded South Korea. The Army sent ill-prepared, ill-equipped, and out of shape 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



REMOVE VGT-17

SHOW VGT-18, TASK FORCE KINGSTON (cont)



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: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 10 mins
Media: None

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.

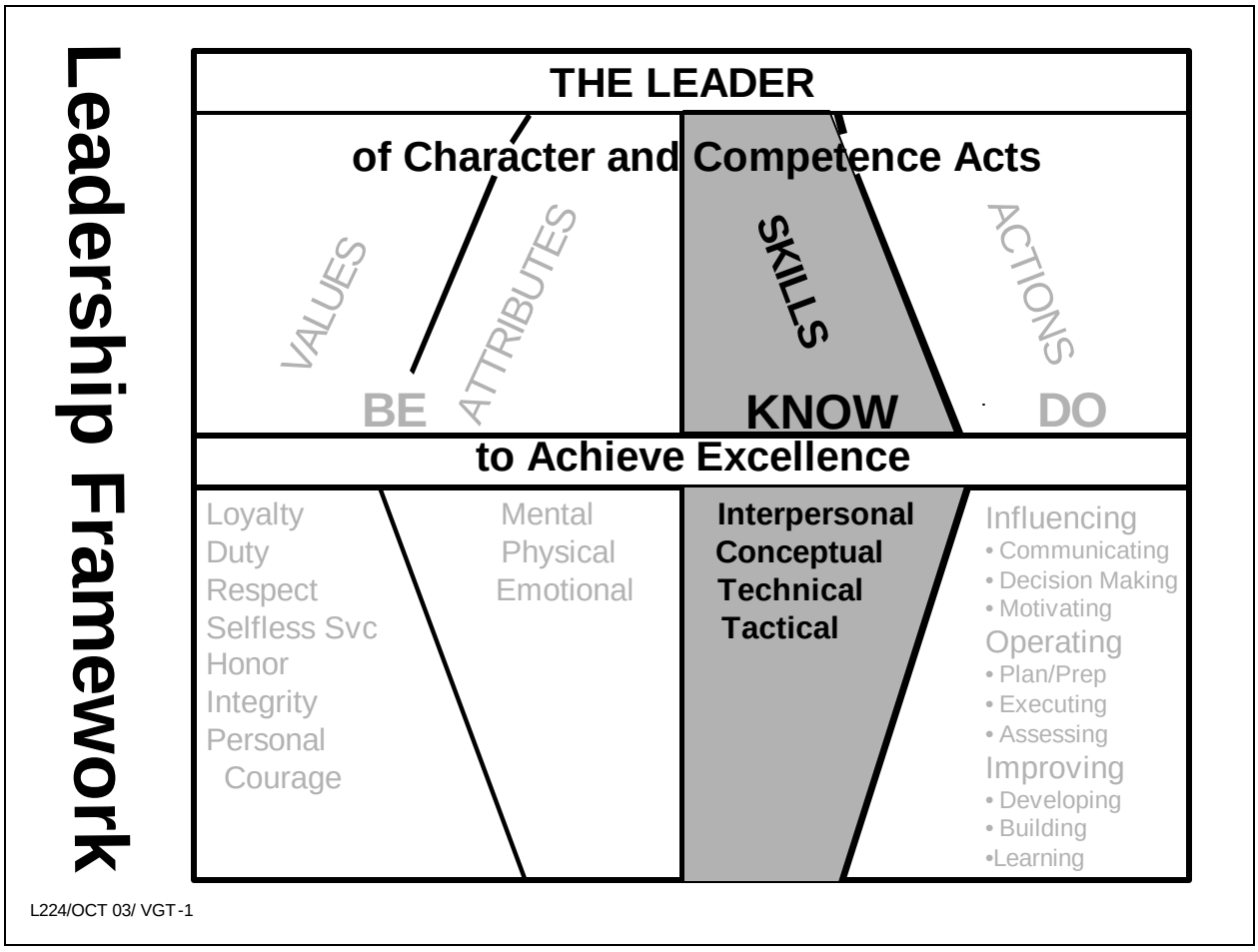
Feedback Requirements

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.**

L224/OCT 03/ VGT-3

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.

L224/OCT 03/ VGT-8

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.

L224/OCT 03/ VGT-9

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

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

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

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

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

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

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.

L224/OCT 03/ VGT-16

Enabling Learning Objective D

Learning Step 1

VGT-17, Task Force Kingston

Task Force Kingston

Did 1LT Kingston:

- Have tactical skills?
- Know how to shoot, move, and communicate?
- Know fundamentals of his profession?
- Employ weapons properly?
- Control his assets?

L224/OCT 03/ VGT-17

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?

L224/OCT 03/ VGT-18

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
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.

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.

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L225 THE THREE DIRECT LEADERSHIP ACTIONS OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L225 / THREE DIRECT LEADERSHIP ACTIONS
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L201, Introduction to Army Leadership, SEP 99, C202, Effective Communications, MAR 00, and L207, Soldier Team Development, OCT 99
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, *Recommended Changes to Publications and Blank Forms.* 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 FT 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	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the 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
158-100-1170	Apply Team Development Techniques to Enhance Unit Performance
158-100-1180	Develop Subordinate Leaders in a Squad
158-100-1260	Counsel subordinates
158-100-1281	Solve problems using the military problem-solving process

This TSP Contains

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  - Terminal Learning Objective - Demonstrate the three direct leadership actions a leader must DO. 7
- Section III Presentation 10
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  - Enabling Learning Objective B - Identify the three categories that make up the "Operating" direct leadership action. 19
  - Enabling Learning Objective C - Identify the three categories that make up the 27
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Appendix A Viewgraph Masters A - 1

Appendix B Test(s) and Test Solution(s) (N/A) B - 1

Appendix C Practical Exercises and Solutions (N/A) C - 1

Appendix D Student Handouts D - 1

Three Direct Leadership Actions
L225 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
400-PLDC	1	Primary Leadership Development Course

Task(s) Taught(*) or Supported

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
158-100-1170 (*)	Apply Team Development Techniques to Enhance Unit Performance
158-100-1180 (*)	Develop Subordinate Leaders in a Squad
158-100-1260 (*)	Counsel subordinates
158-100-1281 (*)	Solve problems using the military problem-solving process

Reinforced Task(s)

Task Number	Task Title

Academic Hours

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

	Resident Hours/Methods	
	3 hrs	/ Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	3 hrs	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)	2 hrs 30 mins	WE01 version 1

Prerequisite Lesson(s)

Lesson Number	Lesson Title
L224	Four Direct Leadership Skills

Clearance Access

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

Foreign Disclosure Restrictions

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

References

Number	Title	Date	Additional Information
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	Chapter 5

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 outline 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

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:2	NO	1	NO
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	NO	1	NO
SNV1240262544393A TV MONITOR, 32 INCH	1:16	1:2	NO	1	NO
USASMA-2 CPU W/MONITOR, MULTIMEDIA CAPABILITY, 3.5 DISK DRIVE, CD-ROM, MODEM W/FULL DUPLEX CAPABILITY, 20GB	1:16	1:2	NO	1	NO
USASMA-31 Podium	1:16	1:2	NO	1	NO
USASMA-6 PROJECTION SCREEN	1:16	1:2	NO	1	NO
USASMA-8 WHITE BOARD W/MARKERS AND ERASER	1:16	1:2	NO	1	NO
USASMA-9 VIDEO CASSETTE RECORDER	1:16	1:2	NO	1	NO

Materials Required

Instructor Materials:

- TSP

Student Materials:

- 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

NOTE: Issued to students during inprocessing

Classroom, Training Area, and Range Requirements

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

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty

None

Instructional Guidance

- This TSP has questions throughout to check learning or generate discussion among the group members. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.
- Read and study all TSP material and be ready to conduct the class.
- Conduct the class in accordance with this TSP.
- Collect all recoverable materials after the examination for this lesson.

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
/s/Elliott T. McGough /t/McGough, Elliott T.	GS09	Training Specialist	23 Jun 03
/s/Ronnie G. Barnes /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	24 Jun 03
/s/Ronnie G. Barnes /t/Lawson, Brian H.	SGM	Chief, NCOES	25 Jun 03
/s/John W. Mayo /t/Mays, Albert J.	SGM	Chief, CDDD	25 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

While preparing to be a leader is part of the job, the job doesn't get done until you act and do the things required of a leader. Getting the job done tests your character and competence. You learned earlier about influencing, operating, and improving. These three broad actions contain other activities. As with the skills and attributes discussed previously, none of these exist alone. Most of what you DO is a mix of these actions. We'll discuss them individually to explain them more clearly; in practice, they are often too closely connected to sort out.

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 three direct leadership actions a leader must DO.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	Demonstrated the three direct leadership actions--influencing, operating, improving--that a direct leader must DO to effectively lead a squad of soldiers in peace or combat 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.

None

Evaluation

You will take a written leadership 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 receive a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

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

Your actions say more about what kind of leader you are than anything else does. Your squad is watching you all the time. In reality, you are always on duty. If there is a difference between what you say and how you act, they will see it and make up their minds about you. As the old saying goes, “Practice what you preach” or “If you are going to talk the talk; then you have to walk the walk.”

Visual aid one depicts where the Actions of what a leader must DO fit into the leadership framework. It also shows the three major actions and their categories that leaders must DO.

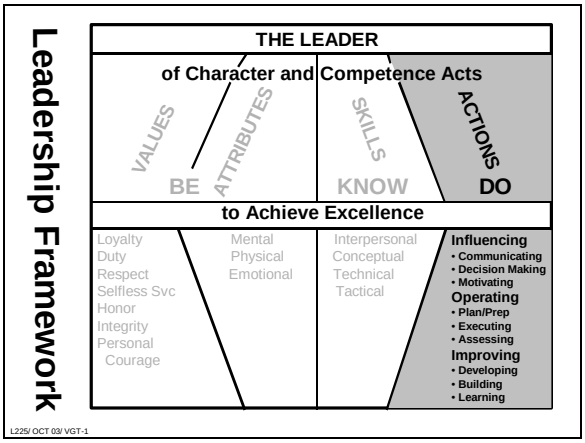
SHOW VGT-1

NOTE: Call on a student to read the three major actions and their categories from the VGT. Ask the class if they can remember/recognize the terms Influencing, Operating, and Improving? Where have they seen these terms before?

NOTE: Expected response should be that all three terms are the words in bold text in the Leadership definition found in FM 22-100, page 1-4.

Leadership is **Influencing** people--by providing purpose, direction, and motivation--while **Operating** to accomplish the mission and **Improving** the organization.

VGT-1, Leadership Framework



Ref: FM 22-100, p 5-8, Fig 5-2

REMOVE VGT-1

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three categories that make up the "Influencing" direct leadership action.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified “Communicating, Decision Making, and Motivating” as the three categories of leader actions of what a direct leader must DO to influence soldiers IAW FM 22-100.

1. Learning Step / Activity 1. INFLUENCING ACTIONS

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 45 mins
Media: VGT-2 thru VGT-5

To be effective, you must show confidence and competence. Set the tone for the squad by your chosen attitude. Displaying optimism, a positive outlook, and a sense of humor are all infectious. This is especially true when you have to make an unpopular decision and face the challenges of bringing a team together. We will now discuss the three areas of influencing actions.

QUESTION: What three categories make up influencing actions?

ANSWER:
1. Communicating.
2. Decision making.
3. Motivating.

Ref: FM 22-100, p 5-1, Fig 5-2

Communicating

By communicating, you keep your soldiers informed. This shows trust. It also allows subordinates to determine what they need to do to accomplish the mission when situations change. When you inform your soldiers of a decision and provide them the reasons for it (as much as possible), you are telling them how important they are as members of the squad. Accurate information also relieves stress and helps keep rumors under control.

NOTE: Ask the students why it is especially important that they keep the squad informed, especially the assistant squad leader.

Expected response: The assistant squad leader and the rest of the squad can continue the mission and successfully accomplish it by knowing what the mission is and the intent of their commander two levels up, should the squad leader suffer an injury or die.

Leaders use a variety of ways to keep people informed. They talk face-to-face, hold meetings, or publish memos. No matter the method, there are two things you must keep in mind:

1. Make sure your subordinates understand you.
2. Don't limit communication to your immediate superiors and subordinates.

The success or failure of any communication that you initiate or that comes through you is your responsibility. You are responsible to ensure that your squad understands you. You can ensure that they understand you by conducting a back-brief. That is, asking them to tell you what you just communicated to them.

You are responsible to listen carefully to your superiors. Listen to what your platoon sergeant, platoon leader, and company commander say. Pass the information down to your section leaders and squad. At the same time, you should be listening to what your section leaders and squad members are saying. You will know by what they are saying, if everyone passed the information correctly and if it reached the appropriate level.

QUESTION: To how many levels of the chain should a leader listen carefully?

ANSWER: Two levels up and down.

Ref: FM 22-100, p 5-2, para 5-10

Things change quickly in combat. You can die or become separated from the squad. In these types of situations, subordinates who know the overall purpose of the mission and the commander's intent have the basic information they need to carry on. If you do your job and establish a climate of trust and train the leaders in the squad on how and why leaders make their decisions, when the time comes, one of them will step up and take charge.

In order for subordinates to step up and take charge, you must prepare them. That means you train subordinates by creating training situations where they must act on their own with minimum guidance, or no guidance at all with the exception of a clear understanding of the purpose.

Listening is an important communication tool. By listening carefully, you can hear those messages behind what a person is actually saying--the equivalent of reading between the lines. Practice “leadership by walking around.” Get out and coach, listen, teach, and clarify; pass on what you learn to your superiors. They need to know what is going on to make good plans.

Decision Making

A problem is an existing condition or situation that is happening and is different than what you want to happen. Decision making is the process that begins to change the situation. So, decision making is to know “Whether” to decide, "When" to decide, and "What"' to decide. Also, it includes understanding the consequences of your decisions. We will be discussing problem solving steps, factors to consider, and setting priorities.

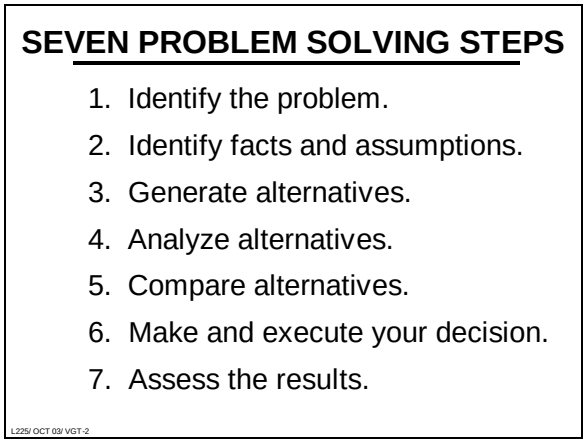
Problem Solving Steps

A lot of what we will discuss in this portion of the lesson will sound familiar. We discussed earlier, with less steps and terminology, the ”Ethical Reasoning Process.” Remember that you must consider ethical reasoning when making decisions.

QUESTION: What are the seven problem solving steps?

ANSWER: See VGT-2.

SHOW VGT-2, SEVEN PROBLEM SOLVING STEPS



Ref: FM 22-100, p 5-3, para 5-17 thru 5-23

Step 1: Identify the problem. Don't let symptoms of the problem distract you--get to the root of the cause. Define it precisely. There may be more than one contributing factor. Once you find the issue to address as the root of the problem, it becomes the mission. The mission must include a simple statement of who, what, when, where, and why.

QUESTION: In addition, what should you include in your end state?

ANSWER: How you want things to look when the mission is complete.

Ref: FM 22-100, p 5-3, para 5-17

Step 2: Identify facts and assumptions. Gather information that you know about the situation (facts). Make assumptions only of what you believe about the situation that is likely to be true and essential to generate alternatives. Use regulations, SOPs, and doctrinal sources to gather facts. Analyze the facts and assumptions you identified to determine the scope of the problems.

QUESTION: What other sources of assumptions can you consider?

ANSWER:
- Personal experiences.
- Members of the organization.
- Subject matter experts.
- Written observations.

Ref: FM 22-100, p 5-3, para 5-18

Step 3: Generate alternatives. As with the ethical reasoning process, you need to generate alternatives. Once you know the problem, lay out possible courses of action. Don't satisfy yourself with the first thing that comes to your mind. Include experienced subordinates to assist you in this step.

Step 4: Analyze the alternatives. Identify intended and unintended consequences, resources or other constraints, and the advantages and disadvantages of each alternative. Don't forget Army values.

Step 5: Compare the alternatives. Evaluate each alternative for its probability of success and its cost, to include the ethical ramifications.

Step 6: Make and execute your decision. Prepare your plan and put it into motion.

Step 7: Assess the results. Check and recheck how the plan is working. Learn from the experience for better preparation for future actions. We talked earlier about counseling and after action reviews. These are two important information-gathering techniques the Army uses to get feedback that will help you assess results.

REMOVE VGT-2

Ref: FM 22-100, p 5-4, para 5-26

Remember that any decision you make must reflect Army values. As you learned earlier, the steps in ethical reasoning match the steps in problem solving. Your soldiers expect you to take ethical aspects into account and make decisions that are right as well as good.

Setting Priorities

Decision makers often do not narrowly define their decision, as in "Do I choose A or B?" As a leader, you will make your decisions when you establish priorities and determine what is important. You must set priorities. If you give your subordinates tasks to accomplish, tell them which tasks you need them to do first. You cannot just give out all the tasks and say they're all important. This leaves an impression that you cannot make a decision as to which tasks have the highest priority. There may

be times that “sitting on the fence” and allowing things to work themselves out may seem appropriate. However, decision making involves judgment, knowing “whether to decide.”

More often, things left to themselves go from bad to worse. In such situations, the decision you make may be less important than simply deciding to do something. You must have the **personal courage** to say which tasks are more important than others. In the absence of a clear priority, set one, so you can make progress. Without a decision, you cannot make progress.

Ref: FM 22-100, p 5-4, para 5-27 thru 5-29

Motivating

Motivation comes from your soldiers’ confidence in themselves, the squad, and you. It comes from hard realistic training, backed by constant reinforcement and fair leadership that promotes trust. Trust, like loyalty, is a gift from your soldiers that you receive when you demonstrate you deserve it. Motivation also comes from the soldiers’ faith in the larger mission of the unit, a sense of being a part of the bigger picture. We will now discuss some of the things you can do to encourage motivation: empowering soldiers, positive reinforcement, and negative reinforcement.

Ref: FM 22-100, p 5-6, para 5-32

NOTE: The answers to the next three questions are in FM 22-100, page 5-6, para 5-33.

QUESTION: What is empowering soldiers?

ANSWER: When you train them to do a job, provide all the necessary resources and authority, and then allow them to do the job.

QUESTION: When you empower a soldier to accomplish a task, what kind of statement are you making to him?

ANSWER: A statement of trust.

NOTE: Ask the group if their units empower their soldiers.

NOTE: Encourage the group to talk about the use of empowerment in units. (Allow 2 minutes for discussion.)

QUESTION: Does empowerment help develop leaders?

ANSWER: Yes, because it gives them the chance to succeed while in charge. They learn of their successes and failures by your observations, coaching, and developmental counseling you provided them during and after the task.

Ref: FM 22-100, p 5-6, para 5-33

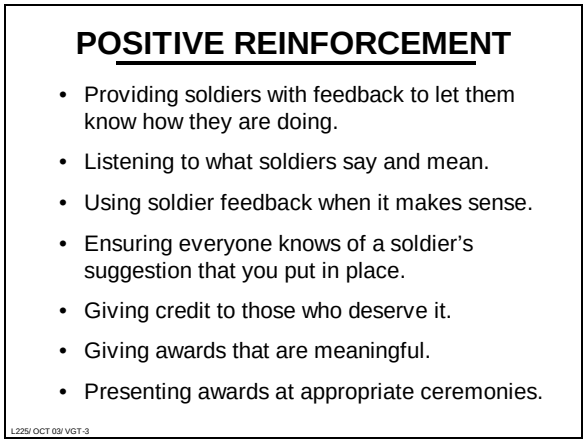
Part of empowering subordinates is finding out their needs. Talk to your people and find out what is important to them. What are they trying to accomplish and what are their personal goals? Encourage them with positive reinforcement.

Ref: FM 22-100, p 5-6, para 5-34

QUESTION: What are some ways that you can provide positive reinforcement?

ANSWER: See VGT-3.

SHOW VGT-3, POSITIVE REINFORCEMENT



Ref: FM 22-100, p 5-7, para 5-34

NOTE: Ask the group if their units use positive reinforcement, if it could be better, and what could improve their units' systems? (Allow 2 minutes for discussion.)

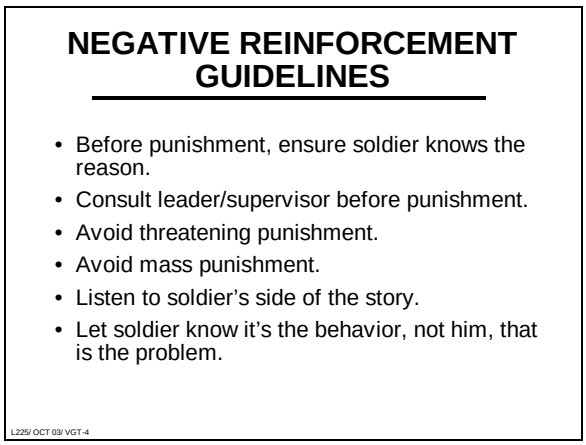
REMOVE VGT-3

Not everyone is going to perform to standard. It's easy to reward and praise soldiers. However, some soldiers will require punishment. This can be a difficult task. You should use sound judgment when considering punishment to lead a soldier away from an undesirable behavior. Don't hesitate to seek guidance from your

superiors. We are going to cover this a little more in-depth, not only now, but in a later lesson (Maintain Discipline), as it is such an important reinforcement. Even though a soldier may be causing you problems, he and your other soldiers are the most important resources you have. Your job is to take him off the wrong path and lead him to the right path.

NOTE: When you show VGT-4 and VGT-5, ask the students to comment on each bullet statement and its importance based on the readings, their observations, and their personal experiences. (Allow 5 minutes of discussion for the two visual aids.)

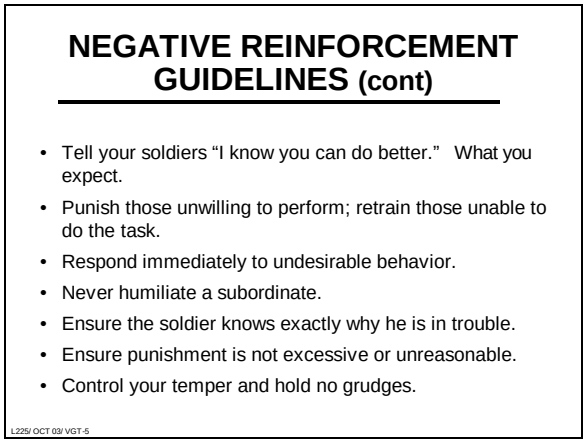
SHOW VGT-4, NEGATIVE REINFORCEMENT GUIDLINES



Ref: FM 22-100, p 5-7, para 5-37

REMOVE VGT-4

SHOW VGT-5, NEGATIVE REINFORCEMENT GUIDELINES (cont)



Ref: FM 22-100, p 5-7, para 5-37

REMOVE VGT-5

CHECK ON LEARNING:

QUESTIONS: What are the three categories that make up a direct leader's influencing actions?

ANSWER: Communicating, Decision Making, and Motivating.

Ref: FM 22-100, p 5-1, Fig 5-1, and p 5-2, para 5-6.

QUESTIONS: What is a good way for you to check to ensure your soldiers understand your instructions to them?

ANSWER: Ask for a back-brief.

Ref: FM 22-100, p 5-2, para 5-9.

QUESTIONS: In which problem solving step of the decision-making process do you identify as intended and unintended consequences, resource or other constraints, and the advantages and disadvantages of each alternative?

ANSWER: Analyze the alternatives.

Ref: FM 22-100, p 5-4, para 5-20.

QUESTIONS: The problem solving steps of the decision-making process are very similar to the steps of what other process that we discussed earlier?

ANSWER: Ethical reasoning process.

Ref: FM 22-100, p 5-4, para 5-26.

QUESTIONS: Which category of influencing are you practicing when you give subordinates the necessary resources and authority to do a job and then get out of the way and let them perform the task?

ANSWER: Motivation by empowering soldiers.

Ref: FM 22-100, p 5-6, para 5-33.

QUESTIONS: What are you practicing when you provide feedback to your soldiers on how well they are performing?

ANSWER: Positive reinforcement.

Ref: FM 22-100, p 5-6, para 5-34.

Break TIME: 00:50 to 01:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three categories that make up the "Operating" direct leadership action.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified “Planning/Preparing, Executing, and Assessing” as the three categories of leader actions a direct leader must DO to achieve operational effectiveness IAW FM 22-100.

1. Learning Step / Activity 1. Operating Actions

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-6 thru VGT-11

Operating Actions

We will now discuss the second action a direct leader must do to operate effectively. You are operating when you act to achieve an immediate objective and work to get the job done. Operating includes planning/preparing, executing, and assessing.

Planning Preparing

In training and combat your job is to help your unit function to accomplish the mission regardless of the circumstances. It all begins with a well thought-out plan and thorough preparation.

Ref: FM 22-100, p 5-8, para 5-39, 5-41, and 5-42

QUESTION: What is a plan?

ANSWER: A proposal for executing a command decision or project. It begins with a mission, specified or implied.

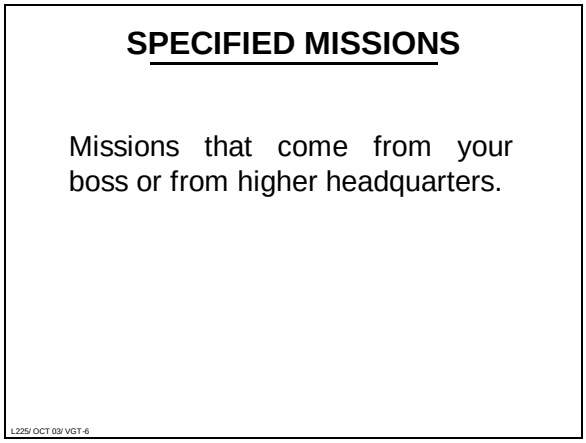
Ref: FM 22-100, p 5-8, para 5-42

All missions contain implied and specified tasks--actions that you must complete to accomplish the mission.

QUESTION: Where do specified missions come from?

ANSWER: Show VGT-6.

SHOW VGT-6, SPECIFIED MISSIONS



Ref: FM 22-100, p 5-8, para 5-42

NOTE: Ask students for some examples of specified missions they may have encountered and provide some of the following examples.

EXAMPLES: Charge of quarters, guard duty, courtesy patrol, responsibilities as listed in Army regulations, meeting APFT and height and weight standards.

As you can see from our discussion, there are far too many specified missions to even consider listing them all. However, no matter how small or trivial they may appear, they are necessary in accomplishing the mission.

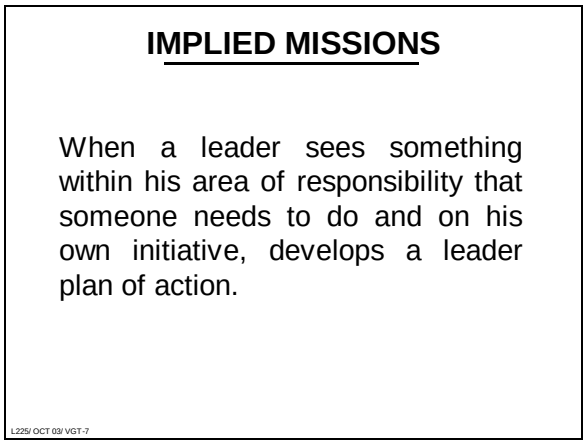
REMOVE VGT-6

Now that we have discussed specified missions, let's discuss implied missions.

QUESTION: What are implied missions

ANSWER: Show VGT-7.

SHOW VGT-7, IMPLIED MISSIONS



Ref: FM 22-100, p 5-8, para 5-42

REMOVE VGT-7

Remember that a problem exists when you are not satisfied with the way things are or the direction they are heading. You should keep in mind, successful accomplishment of specified and implied missions results from subordinate leaders at all levels exercising discipline and initiative within the commander's intent. All missions contain implied and specified tasks--actions that you must complete to accomplish the mission.

NOTE: Call on a student to read "An Implied Mission and Leader Plan of Action" in FM 22-100, page 5-9. Generate a discussion on the example, and ask students to provide some other examples from their experiences. (Allow two minutes.)

Reverse Planning

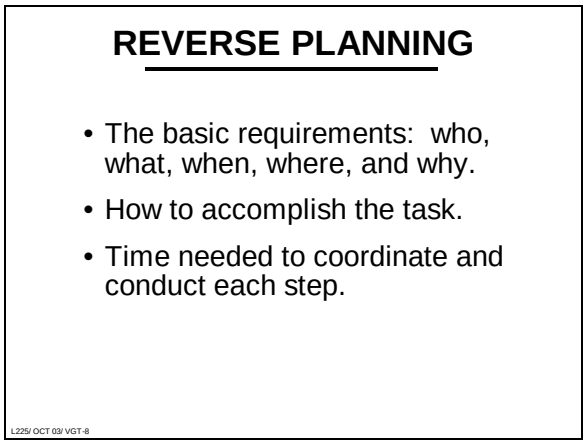
When you begin with a goal in mind, you will often use “reverse planning.” You start off by asking yourself: “Where do I want to end up?” and work back from there until you end up at where you are presently. While working your way through the reverse planning process, there are things you must determine and consider.

NOTE: Show VGT-8 after you ask the following question. Ask the students to comment on each bullet statement and discuss its importance. (Allow 3 minutes for discussion.)

QUESTION: What are those things you should determine and consider?

ANSWER: See VGT-8.

SHOW VGT-8, REVERSE PLANNING



Ref: FM 22-100, pp 5-8 and 5-9, para 5-43 and 5-44

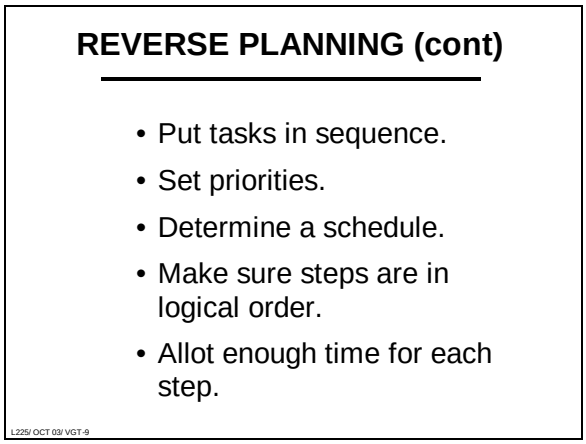
REMOVE VGT-8

NOTE: Show VGT-9 after you ask the following question. Ask the students to comment on each bullet statement and discuss its importance. (Allow 3 minutes for discussion.)

QUESTION: Once you determine what must take place on the way to your goal, what actions do you take?

ANSWER: See VGT-9.

SHOW VGT-9, REVERSE PLANNING (cont)



Ref: FM 22-100, p 5-9, para, 5-45

REMOVE VGT-9

If time permits, get your squad or sections involved. Ask for the members' input. This allows them the opportunity to participate in the planning process. They

can take part ownership in the plan. Their involvement builds trust, self-confidence, and the will to succeed.

NOTE: Ask students if their leaders use reverse planning. Do they participate in the planning? Do they use reverse planning? (Allow 2 minutes of discussion.)

Preparing

While you plan, your squad and teams can prepare. They can do this if you provide them advance notice of the tasks or mission and initial guidance for preparation.

QUESTION: What is one way of notifying your squad of a task or mission?

ANSWER: Through the use of a warning order. (You will learn how to issue a warning order later in this course.)

NOTE: Call on students to provide examples of how warning orders can help them prepare for a mission. (Allow 1 minute for discussion.)

Ref: FM 22-100, p 5-9, para 5-46

QUESTION: Why are rehearsals an important element of preparation?

ANSWER: They let subordinates see how things should work, and they build confidence in the plan for you and your soldiers.

NOTE: Draw students into conversation to provide examples from their experiences on how they participated in rehearsals prior to an actual event. Ask them if they believe the rehearsals helped. (Allow two minutes for discussion.)

Ref: FM 22-100, p 5-9, para 5-47

Rehearsals give all involved in the task mental pictures of what should happen. This helps them remember their responsibilities better. The rehearsal also shows how your plan will work, what will go right and what may go wrong.

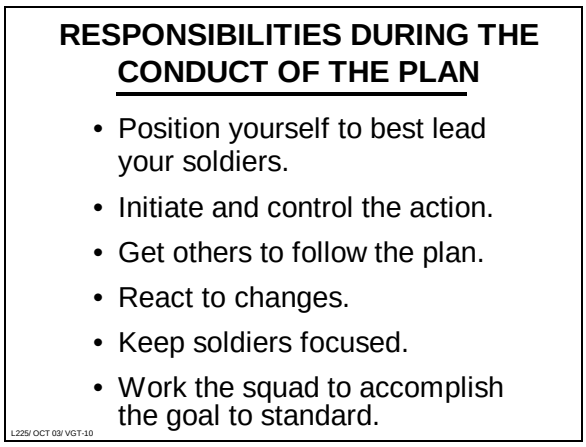
When you execute your plan, this is where the rubber meets the road. This is the payoff based on all the planning and preparations you and your soldiers did. As you know, the best plans don't always work out the way you want them to, especially when operating under actual conditions. You have to adapt, keeping in mind the higher leader's intent and ultimate goal. In a tactical setting you need to know the intent of your platoon leader and the company commander.

QUESTION: What are your responsibilities during the conduct of the plan?

ANSWER: See VGT-10.

NOTE: Call on students to read the bullet statements and discuss its importance. (Allow 3 minutes for discussion.)

SHOW VGT-10, RESPONSIBILITIES DURING THE CONDUCT OF THE PLAN



Ref: FM 22-100, p 5-11, para 5-52

REMOVE VGT-10

The Army established standards for all military activities. You ensure that you and your squad maintain those standards.

QUESTION: What are standards?

ANSWER: Formal detailed instructions that a soldier can state, measure, and achieve.

Ref: FM 22-100, p 5-11, para 5-54

Standards provide a performance baseline to evaluate how well soldiers and units execute a specific task. You must know, communicate, and enforce those standards that pertain to your squad and give your team leaders the authority to enforce them.

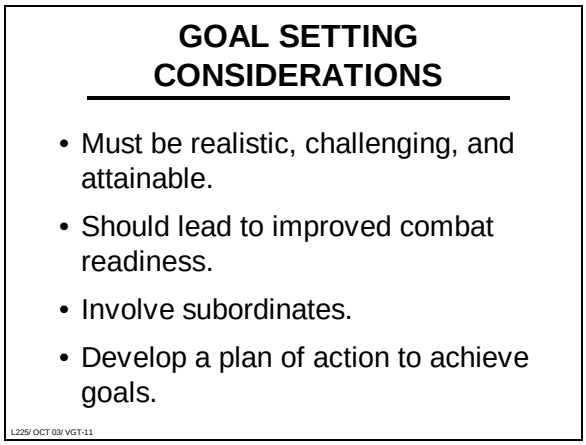
Your ultimate goal is to train your squad to succeed in its wartime mission. You and your soldiers must set goals to get the squad ready. Remember to involve all leaders in the squad. Involvement of all team leaders fosters trust and makes the best use of your soldiers' talents.

NOTE: Show VGT-11 after you ask the following question. Call on students to provide input based on their readings, and experiences. Does their squad have goals? (Allow for 5 minutes of discussion.)

QUESTION: What points must you consider when developing goals?

ANSWER: See VGT-11.

SHOW VGT-11, GOAL SETTING CONSIDERATIONS



Ref: FM 22-100, p 5-11, para 5-56

REMOVE VGT-11

Assessing

Setting goals and maintaining standards are central to assessing mission accomplishment. We discussed earlier that a leader is a checker. You must check and recheck. You assess everything involved in the mission: people, equipment, resources, and their performance. You check these things to ensure the squad is meeting standards and moving toward the goals you or your leaders established. Look closely, early and often, before and after the fact. You will do some assessments yourself, and you may want to involve your soldiers in the assessment of others. There are two techniques available to you that include your subordinates in the assessments.

Ref: FM 22-100, pp 5-11 and 5-12, para 5-57 thru 5-59

QUESTION: What are the two assessments available to you that allow you to involve your soldiers?

ANSWER: In-process reviews (IPR) and after-action reviews (AAR).

Ref: FM 22-100, p 5-12, para 5-60 thru 5-63

In-process reviews are the coming together of the main players in the task. Once the mission starts, you bring the players in at different intervals during the exercise to discuss how it is going. What is their assessment of the performance of the soldiers, equipment, and resources? An IPR is a checkpoint along the way to mission accomplishment. It allows you to catch problems early and take steps to correct or avoid them.

As you learned earlier, after-action reviews allow you and your soldiers to discover for yourselves what happened and why. AARs are not critiques, but professional discussions of the task just completed. They tell a story about the plan, what happened during the task, why it happened, and what should have happened differently to improve performance. To effectively answer these questions, you solicit ideas from all AAR participants to get constructive and useful feedback. When your subordinates participate in the AAR, they share in identifying the reasons for success and failure; therefore, they take ownership in how things get done.

CHECK ON LEARNING:

QUESTION: What three categories make up the “Operating” actions leaders must DO?

ANSWER: Planning/Preparing, Executing, and Assessing.

Ref: FM 22-100, p 5-8, Fig 5-2

QUESTION: What is reverse planning?

ANSWER: When you begin with the goal in mind and you start with the question “Where do I want to end up?” and work backward from there until you reach ”We are here right now.”

Ref: FM 22-100, p 5-8, para 5-43

QUESTION: When preparing your goals, what is your ultimate goal?

ANSWER: To train the squad to succeed in its wartime mission.

Ref: FM 22-100, p 5-11, para 5-56

QUESTION: What is the purpose of an in-process review (IPR)?

ANSWER: An IPR is a checkpoint on the way to mission completion. You conduct IPRs at certain points during an exercise to evaluate performance and give feedback. IPRs give leaders and subordinates a chance to talk about what is going on so they can catch problems early and take steps to correct or avoid them.

Ref: FM 22-100, p 5-12, para 5-60 and 5-61

QUESTION: What is an after action review (AAR)?

ANSWER: An AAR is an opportunity to develop subordinates. It provides subordinates a chance to talk about how they saw things. The purpose is to point out "Here is what we did well; here is what we can do better."

Ref: FM 22-100, p 5-12, para 5-62 and 5-63

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three categories that make up the "Improving" direct leadership action.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified "Developing, Building, and Learning" as the three categories of actions that a direct leader must DO to improve himself, his soldiers, and his unit IAW FM 22-100.

1. Learning Step / Activity 1. Improving Action

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 1 hr
Media: VGT-12 thru VGT-16

Improving Action

Improving actions are those things you do to leave your section or squad better off than when you came into it. Improving actions fall into three categories: developing, building, and learning.

QUESTION: What does developing refer to?

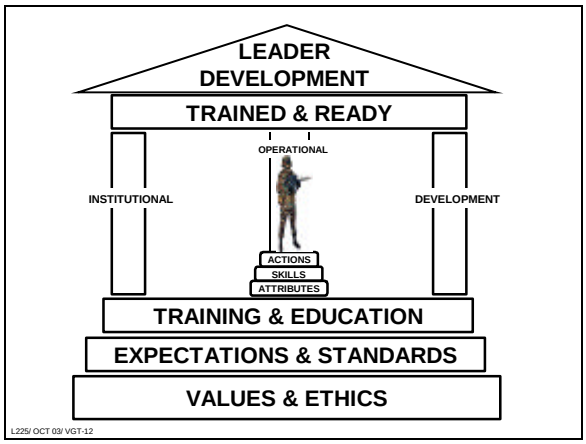
ANSWER: It refers to people.

Ref: FM 22-100, p 5-13, para 5-69 and p 5-14, Fig 5-3

Developing

You improve your team, squad, unit, and Army as an institution when you develop your subordinates. Your duty is to train tomorrow's leaders. The driving principle behind leader development is that leaders must be competent and confident in their abilities before assuming leadership positions.

SHOW VGT-12, LEADER DEVELOPMENT



Ref: FM 22-100, p 5-14, Fig 5-4

As you can see on the VGT, there stands a trained and ready leader. He is resting on a solid foundation of training and education, expectations and standards, values and ethics. This foundation supports the three leader development pillars: institutional training (schooling), operational assignments, and self-development.

Institutional Training

Institutional training is the Army school system providing formal education and training for job related and leadership skills. It is critical for developing leaders and preparing them for increased positions of responsibility

Operational Assignments

Operational assignments provide you with excellent resources for leader development. You learn by doing. You put into practice those skills learned in the schoolhouse, and you expand on your job knowledge by on-the-job training and observing your leaders, peers, and soldiers.

Self-development

Self-development is the process you use to improve on previously acquired skills, knowledge, and experience. The goal is to increase your readiness and potential for positions of greater responsibility. Successful self-development focuses on part of your character, knowledge, and capabilities that you believe need developing or improving. Remember, Army leaders never stop learning. They seek to educate and train themselves beyond what the Army offers in formal schooling or duty assignments. You need to seek educational opportunities to prepare yourself for your next job and future responsibilities.

REMOVE VGT-12

Your first line leader has a definite affect on your self-development. He has certain responsibilities to you in your self-development.

NOTE: Ask the following question and allow students to answer before showing VGT-13.

QUESTION: How does your first-line leader affect your self-development?

ANSWER: Show VGT-13.

SHOW VGT-13, SELF DEVELOPMENT



Ref: FM 22-100, p 5-15, para 5-78

Based on the above answer, that means you will also be responsible in assisting your soldiers in their self-development. As previously discussed, actions, skills, and attributes form the foundation of success in operational assignments. This is where you fit into Army leader development. You must not only seek self-development, but you must assist your soldiers in absorbing Army values. You also assist them in developing the individual attributes, learning the skills, and mastering the actions required to become leaders of character and competence. You do this through the action of mentoring.

REMOVE VGT-13

Break TIME: 01:50 to 02:00

TIME: 02:00 to 02:35 (continue learning step/activity 1 ELO C)

Mentoring

Mentoring is extremely important and one of the most important things you will do as an NCO. As former Sergeant Major of the Army William Connelly said of mentoring, "Good NCOs are not just born--they are groomed and grown through a lot of hard work and strong leadership by senior NCOs."

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

Ref: FM 22-100, p 5-16, para 5-83 thru 5-85

Mentoring is real-life leader development for every soldier. Leaders have no way of knowing which of their subordinates today will be the leaders of the future; therefore, they must provide all their soldiers with the necessary knowledge and skills to become the best they can be for the Army and themselves.

You begin your mentoring by setting the example. You mentor in positive and negative ways depending on how you live Army values and perform your duties.

Your actions (mentoring) show your subordinates a mature example of values, attributes, and skills in action. It encourages them to develop their own character and leader attributes accordingly.

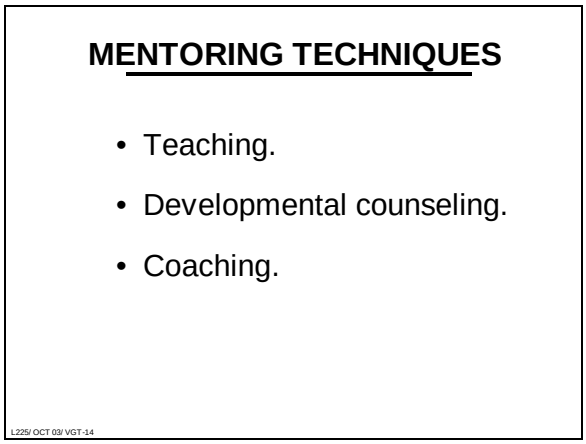
Mentoring links "Operating" leader actions with "Improving" leader actions. When you mentor, you use the observing, assessing, and evaluating that you do when you operate, and you apply these actions to developing individual subordinates.

NOTE: Ask the following question and allow the students to answer before showing VGT-14.

QUESTION: What are three mentoring techniques that you studied in FM 22-100, Army Leadership?

ANSWER: Show VGT-14.

SHOW VGT-14, MENTORING TECHNIQUES



Ref: FM 22-100, p 5-16, para 5-85

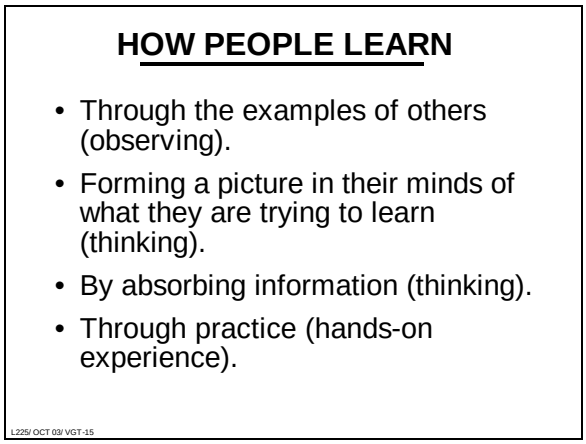
Teaching is when you pass on knowledge and skills to your subordinates. Teaching is one of your primary tasks as a leader. You must be technically competent and tactically proficient in order to teach your soldiers needed skills and to demonstrate those skills so your soldiers can see you know what you are doing. You are constantly teaching your soldiers, either in the classroom, or through the example you set.

REMOVE VGT-14

To effectively teach your soldiers, you need to know the different ways people

learn. This is important to know when you are trying to decide which teaching method you want to use based on the material you want to teach. Let's take a look at how people learn.

SHOW VGT-15, HOW PEOPLE LEARN



Ref: FM 22-100, p 5-16, para 5-88

Teaching is a complex art, one you need to learn in addition to the competencies you seek to teach. Just because you may be a subject matter expert in the maintenance of an M60 machine-gun, doesn't mean that you can teach others how to maintain it. As an Army leader, you must develop teaching skills. If you are unable to teach, you will not be able to improve the organization or the Army.

REMOVE VGT-15

Developmental counseling is central to leader development. It is the means by which you prepare your subordinates of today to be the leaders of tomorrow. This is such an important part of developing soldiers, that there is a separate lesson plan that you will cover later dedicated to the principles of counseling.

Ref: FM 22-100, p 5-17, para 5-90

Coaching is an operating and improving leader action. When you are coaching an individual, coaching is a form of specific instance counseling. You will cover this later in the course in developmental counseling. You would generally associate coaching a group with after action reviews.

Coaching follows naturally from the assessing leader action. While you observe your squad members at work, you will see them perform their tasks. They will perform some tasks to standard and some not to standard. You must step in and provide them feedback by teaching/coaching them in how to accomplish their tasks to standard. Don't limit coaching to a formal session. Use every opportunity to teach, counsel, or coach, from quarterly training briefings to AARs. Teaching and coaching opportunities happen all the time when you concentrate on developing leaders.

Ref: FM 22-100, p 5-18, para 5-97 and 5-98

Mentoring is a demanding and full time job. The future of the Army depends on the trained and effective leaders whom you leave behind. You have to take risks by letting your soldiers learn and develop themselves while using your experience to guide and coach them without getting in their way. Mentoring will lead your subordinates to successes that build their confidence.

Ref: FM 22-100, p 5-18, para 5-99

Team Building

You've heard countless times that America's Army is a team. It is extremely important that soldiers have a sense of being part of the team. The national cause, the purpose of the mission, and all the larger concerns may not be visible from the battlefield. Regardless of other issues, soldiers perform for the other soldiers in the squad or section, for others in the team or crew, for the soldier on their right or left. It is a fundamental truth that soldiers perform because they don't want to let their buddies down.

Ref: FM 22-100, p 5-18, para 5-102

Your duty is to build a team that is able to respond to any given situation and is able to react to the issues that are at hand. You must also keep your subordinates motivated, and ensure that self-discipline is visible.

Leadership is an art and science. It requires constant study, hard work, and frequent practice. Since you are dealing with people and their emotions, dreams, and

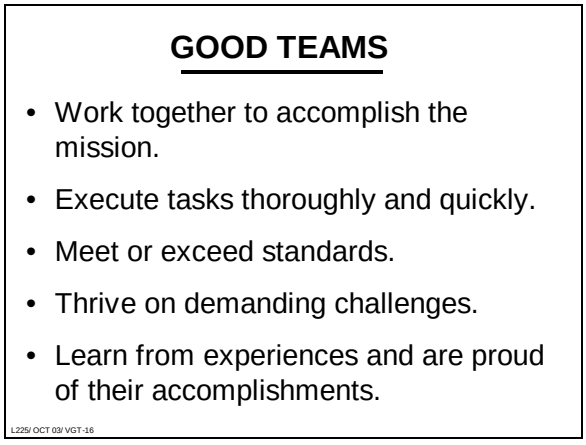
fears, it also calls for imagination and a positive upbeat approach. Effective leaders act competently and confidently. Your attitude sets the tone for the entire team. This attitude will change from day-to-day, task-to-task, even minute-to-minute. Remember that optimism, a positive outlook, and a sense of humor are infectious. This is especially true when you must make unpopular decisions and face the challenge of bringing the team on board. People who are part of a good team complete the mission on time, with the resources given them, and with minimum wasted effort.

QUESTION: What five things make up a "Good Team?"

ANSWER: Show VGT-16.

NOTE: Call on students to read the bullet statements. After reading all five, call on students to explain if their squads back in their units possess these five things that make up a good team.

SHOW VGT-16, GOOD TEAMS



Ref: FM 22-100, p 5-19, para 5-106

REMOVE VGT-16

Soldiers will do extraordinary things for their buddies. It's your job to pull each soldier into the team applying the interpersonal leader skills you learned earlier to transform these soldiers into a productive team. One very important thing to remember when bringing new soldiers on board is that their inclusion in all team activities expedites a feeling of ownership and speeds up the process of feeling accepted. Allow the new soldiers to show what level of competence they possess. Allowing them to work and practice together with all squad members starts the team

building process. You must build and guide the team through a series of developmental stages.

Ref: FM 22-100, p 5-20, para 5-108 and 5-109

Team Building Stages

Teams don't come together by accident. It takes hard work, patience, and quite a bit of interpersonal skills; however it's a worthwhile investment. You build and guide a team through a series of developmental stages.

QUESTION: What are the three developmental stages of team building?

ANSWER: 1. Formation.
2. Enrichment.
3. Sustainment.

Ref: FM 22-100, p 5-20, para 5-111

This stepping process may seem more orderly than it actually is, as with so many things leaders do, the reality is more complicated than the explanations. Each squad develops differently. The boundaries between stages are not hard and fast. Your job is to be sensitive to the characteristics of the squad you are building and the soldiers in it.

NOTE: Have the group take out Student Handout 2, the "Team Building Stages," extract from FM 22-100, page 5-21, Figure 5-5. Explain the layout of the chart, what each column represents, and what each arrow means so the group can understand how the chart works.

Squads and teams are just like soldiers; they have different personalities. And, as with soldiers, you must develop a team that isn't a clone of another team. Your job is to make the best use of the team's talents, all the potential of the unit's climate, and motivate aggressive execution.

Ref: FM 22-100, page 5-20, para 5-112 and 5-113

Formation Stage

Teams work best when new soldiers come on board quickly. In the Generic Formation Stage (SH-2), the two leader actions--reception and orientation--will be different in peace and war. In combat, the sponsorship process can literally mean life or death to new members and to the team.

NOTE: Give the group a moment to compare the Generic and Soldier Critical areas of the formation stage. (Allow 2 minutes to discuss.)

Reception is when you welcome new soldiers on board. The orientation begins with them meeting the rest of the squad and learning about how things work and the layout of the place, and other requirements. In a peacetime situation, there is time to spend with new soldiers; however, in combat, you may not have that time.

QUESTION: In instances of combat when the leader cannot take the soldier around, what do leaders often do with the new arrival?

ANSWER: Assign the new arrival to a member of the squad who will help the new soldier become oriented.

Ref: FM 22-100, p 5-20, para 5-114

NOTE: Call on a student to read in FM 22-100, "Replacements in the ETO" on page 5-22. When complete, ask the group to provide input on the differences between what happened to the replacement soldiers in WWII and what should have happened based on Student Handout 2, "Team Building Stages." (Allow 5 minutes for discussion.)

In combat, you have countless things to worry about. It may seem like a low priority to worry about the mental state of a new soldier. However, if that soldier can't fight, your squad may suffer needless casualties and it may fail in its mission.

Enrichment Stage

Your new squad and squad members gradually move from questioning everything to trusting themselves, their peers, and their leaders.

QUESTION: What are some ways leaders can build trust in their soldiers?

ANSWER: By listening, following up on what they hear, establishing clear lines of authority, and setting standards.

Ref: FM 22-100, p 5-23, para 5-118

The most important thing a leader does to strengthen the team is training. Training takes a group of individuals and molds them into a team while preparing them to accomplish their missions.

QUESTION: At which stage of team building does training occur?

ANSWER: Training occurs during all three team-building stages, but training is particularly important during the enrichment phase.

Ref: FM 22-100, p 5-23, para 5-118

QUESTION: Why is training particularly important during the enrichment phase of team building?

ANSWER: It is at this phase the team is building collective proficiency, in other words, the coming together of all soldiers training together and conducting the tasks required to accomplish the squad's assigned mission.

Ref: FM 22-100, p 5-23, para 5-118

Sustainment Stage

The sustainment stage is when a team reaches the ownership phase. The members think of the team as "their team" to include pride in it and a desire for the team to succeed. At this stage, team members do what is necessary to accomplish the mission without supervision. Every new mission gives the leader a chance to make the bonds even stronger within the team; he gives the team a challenge to reach for new heights that exceed standards. Again, training is a key factor that provides the team with its present gained success. You continue to train in order to maintain proficiency in collective and individual tasks the team must perform to accomplish the mission. Also, you continue to train subordinate leaders--they are your replacement to lead in your absence or loss.

Finally, you are responsible to keep the team going in spite of all the stresses that may affect the team--from an upcoming FTX, to actual combat and loss of life.

NOTE: Direct the class to review student handout 2. (Allow 3 minutes.) When complete ask one or two of the students to tell the class which Team Building Stage his squad is in, and why? (Allow 6 minutes for discussion.)

Learning

General of the Army Omar N. Bradley said of learning: "For most men, the matter of learning is one of personal preference. But for Army [leaders], the obligation to learn, to grow in their profession, is clearly a public duty." The Army, leaders, and soldiers learn from their experiences. The Army is a learning

organization that harnesses the experience of its soldiers and organizations to improve the way it operates. Since your squad is part of the Army, that is the way your squad should operate.

Ref: FM 22-100, p 5-25, para 5-124

QUESTION: Why is it important that you ask questions like: "Why do we do it that way?"

ANSWER: Just because your squad does something one way, doesn't mean it's the best way. Unless you ask how soldiers or the unit do things, no one will ever know what can be.

Ref: FM 22-100, p 5-25, para 5-125

Zero Defects and Learning

There is one environment where the "zero-defects" mentality is **not** acceptable, and one environment where "zero-defects" is acceptable. You must make your intentions clear and ensure your soldiers understand what mistakes are acceptable and those that are not.

QUESTION: What type of organization has **No** room for a "zero-defects" mentality?

ANSWER: A learning organization where leaders are willing to learn and welcome new ways of looking at things, what is going well, and not going well.

Ref: FM 22-100, p 5-25, para 5-126

If you stress zero-defects--no mistakes--to your squad, soon you will stop receiving feedback--that all-important interaction with your soldiers. This will destroy your squad's ability to become a better squad.

QUESTION: You have soldiers (human beings) doing several jobs under all types of conditions, and most often under pressure. They are going to make mistakes. What do you do with these mistakes, how can you use them?

ANSWER: Use the problem solving process to figure out how to do things better and share the improvements with others.

Ref: FM 22-100, p 5-25, para 5-126

QUESTION: Not all environments are learning environments, and therefore a standard of "zero-defects" is acceptable. What environment can you think of in which a standard of "zero-defects" is acceptable?

ANSWER: Parachute rigging and aircraft maintenance, to name two.

Ref: FM 22-100, p 5-26, para 5-127

NOTE: Ask students to provide more examples of where they can find a "zero defects" standard. (Allow 1 minute for discussion.)

Ref: FM 22-100, p 5-26, para 5-128

If you are not careful, you can create a "zero-defects" environment without realizing it. You do this by wanting your squad to excel, and there is nothing wrong with that. However, your squad's "standard" of excellence can quickly slide into "zero-defects" if you are only looking to meet the standards and not looking at how to improve by asking "Why do we do it that way?"

Barriers to Learning

Fear of mistakes isn't the only thing that can get in the way of learning. Rigid lockstep thinking and plain mental laziness are habits that become learning barriers. You can become used to doing things one way, and you don't take time to notice it. Remember the question, "Why do we do it this way?" Challenge yourself, use your imagination, and listen to your soldiers.

Ref: FM 22-100, p 5-26, para 5-129

Helping People Learn

You motivate your soldiers to learn by explaining why a task is important or showing how it will help them perform better. You also involve them in the learning process by keeping the classroom instruction to a minimum and maximizing the hands-on time. They also learn from your experiences when you developmentally counsel them.

Ref: FM 22-100, p 5-26, para 5-130

As discussed earlier, soldiers benefit when the team learns together. The AAR is a valuable tool you use to help your squad learn as a team.

Ref: FM 22-100, p 5-26, para 5-132

CHECK ON LEARNING:

QUESTION: What are the three categories that make up the direct leadership skill “improving”?

ANSWER: Developing, Building, and Learning.

Ref: FM 22-100, p 5-14, Fig 5-3

QUESTION: What are the three pillars of leader development?

ANSWER: Institutional, Operational, and Self Development.

Ref: FM 22-100, p 5-14, Fig 5-4

QUESTION: What are you doing as a leader when you are proactive in the development of your subordinates by observing, assessing, coaching, teaching, counseling, and evaluating that results in the fair treatment and equal opportunity for your soldiers?

ANSWER: Mentoring.

Ref: FM 22-100, p 5-16, highlighted box entitled "Mentoring"

QUESTION: How do all leaders begin their mentoring?

ANSWER: By the example they set.

Ref: FM 22-100, p 5-16, para 5-84

QUESTION: Which two leader actions does mentoring link? Why?

ANSWER: Operating and Improving. When the leader mentors, he takes the observing, assessing, and evaluating he does when he operates and applies these actions to developing individual subordinates.

Ref: FM 22-100, p 5-16, para 5-85

QUESTION: What are the three stages of team development?

ANSWER: Formation, Enrichment, and Sustainment.

Ref: FM 22-100, p 5-21, Fig 5-5

QUESTION: Why is the sponsorship process in the formation stage so critical during war?

ANSWER: It can mean the difference between life or death of the new member or team.

Ref: FM 22-100, p 5-20, para 5-113

QUESTION: Although training is a very important part of all three team building stages, at which stage is it particularly important?

ANSWER: Enrichment stage.

Ref: FM 22-100, p 5-23, para 5-118

QUESTION: You have been a squad leader for over a year. Your squad members trust each other and share their ideas openly and freely. They assist other team members and sustain trust and confidence. Leaders in the squad demonstrate their trust by powering down and letting subordinates perform. They focus on teamwork, training and maintaining. At which team building stage is the squad?

ANSWER: Generic sustainment stage.

Ref: FM 22-100, p 5-21, Fig 5-5

QUESTION: You have been a squad leader for a year and there has been some turnover. The squad's challenges are surviving, demonstrating competence and learning to become team members quickly. They are learning about the enemy and the battlefield to avoid life-threatening mistakes. The leaders are training the squad for combat, and providing a stable unit climate. They are emphasizing safety awareness for improved readiness. At which team building stage is the squad?

ANSWER: Soldier critical enrichment stage.

Ref: FM 22-100, p 5-21, Fig 5-5

SECTION IV. SUMMARY

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 15 mins
Media: VGT-17

Check on Learning

QUESTION: What are the three categories that make up a direct leader's influencing actions?

ANSWER: Communicating, decision making, and motivating.

Ref: FM 22-100, p 5-1, Fig 5-1, and p 5-2, para 5-6

QUESTION: In which problem solving step of the decision-making process do you identify intended and unintended consequences, resources or other constraints, and the advantages and disadvantages of each alternative?

ANSWER: Analyze the alternatives.

Ref: FM 22-100, p 5-4, para 5-20

QUESTION: What are three mentoring techniques in addition to setting the example?

ANSWER: Teaching, developmental counseling, and coaching.

Ref: FM 22-100, p 5-16, para 5-85

QUESTION: The problem solving steps of the decision-making process match the steps of another process that we discussed earlier. What process is it?

ANSWER: Ethical reasoning process.

Ref: FM 22-100, p 5-4, para 5-26

QUESTION: Which category of influencing are you practicing when you give subordinates the necessary resources and authority to do a job and then get out of the way and let them perform the task?

ANSWER: Motivation by empowering soldiers.

Ref: FM 22-100, p 5-6, para 5-33

QUESTION: What are you practicing when you provide feedback to your soldiers on how well they are performing?

ANSWER: Positive reinforcement.

Ref: FM 22-100, p 5-6, para 5-34

QUESTION: What is reverse planning?

ANSWER: When you begin with the goal in mind and you start with the question "Where do I want to end up?" and work backward from there until you reach "We are here right now."

Ref: FM 22-100, p 5-8, para 5-43

QUESTION: What is the purpose of an in-process review (IPR)?

ANSWER: An IPR is a checkpoint on the way to mission completion. You conduct IPRs at certain points during an exercise to evaluate performance and give feedback. IPRs give leaders and subordinates a chance to talk about what is going on so they can catch problems early and take steps to correct or avoid them.

Ref: FM 22-100, p 5-12, para 5-60 and 5-61

QUESTION: What is an After Action Review (AAR)?

ANSWER: Leaders conduct an AAR at the end of a mission. An AAR is an opportunity to develop subordinates. It provides subordinates a chance to talk about how they saw things. The purpose is to point out "Here is what we did well; here is what we can do better."

Ref: FM 22-100, p 5-12, para 5-62

QUESTION: What are the three pillars of leader development?

ANSWER: Institutional, Operational, and Self Development.

Ref: FM 22-100, p 5-14, Fig 5-4

QUESTION: What are the three stages of team development?

ANSWER: Formation, Enrichment, and Sustainment.

Ref: FM 22-100, p 5-21, Fig 5-5

QUESTION: Why is the sponsorship process in the formation stage so critical during war?

ANSWER: It can mean the difference between life or death of the new member or team.

Ref: FM 22-100, p 5-20, para 5-113

Review / Summarize Lesson

This is the final leadership lesson that covers the first five chapters of FM 22-100. We will summarize what you have discussed thus far. For the leadership lesson: Counseling and Equal Opportunity/Sexual Harassment, and Maintain Discipline, you will apply the skills you learned from the first five leadership lessons.

The payoff to leadership is “Excellence,” and you achieve it when your soldiers display discipline and commitment to Army values. The Army trains and expects leaders of character who are good role models, consistently set the example, and accomplish the mission while improving on the squad’s skills. They know and understand their "Duties, Responsibilities, and Authority.”

The Army cannot accomplish its mission unless all leaders accomplish theirs. That means filling out reports, repairing equipment, planning budgets, packing parachutes, maintaining records, or walking guard. We also strive to achieve moral excellence and collective excellence

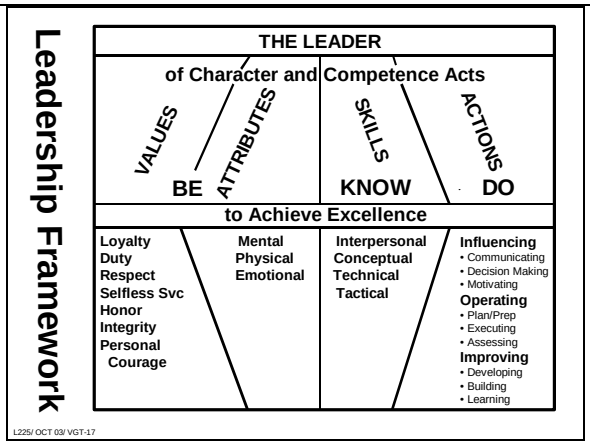
We fight to win and restore peace, but with an eye on the kind of peace that will follow the war--a peace that always includes Army values in our thinking. We achieve collective excellence by ensuring that our subordinates know the important role they play. All the tasks they accomplish collectively contribute significantly to the success of the Army.

Ref: FM 22-100, pp 1-18 and 1-19, para 1-74, 1-78 thru 1-80

The primary and most important challenge that you may face is leading your squad in combat. It requires you to accept the Army’s set of values that contribute to a core of motivation and will. Failure to accept these values could result in the loss of life. You, a leader of character and competence, act to achieve excellence by developing a squad that can fight and win.

Ref: FM 22-100, pp 1-19 and 1-20, para 1-85 thru 1-87

SHOW VGT-17, LEADERSHIP FRAMEWORK



Ref: FM 22-100, p 5-8, Fig 5-2

As you can see on the visual aid, "Leadership Framework," it identifies the dimensions of Army leadership--what the Army expects you, as one of its leaders, to BE, KNOW, and DO.

You are a direct leader, the first-line leader. You must use ethical reasoning and reflective thinking to make and choose the right decisions. You are the technical expert and trainer. You combine your technical skills with tactical skills of doctrine, fieldcraft, and training to accomplish your tactical mission. Your competence fosters discipline and develops soldiers. Your knowledge of equipment and doctrine allows you to train your squad to standard.

Ref: FM 22-100, p 4-14, para 4-55 thru 4-57

You operate by focusing your subordinates' activities toward the squad's objective and achieving it. You plan, prepare, execute, and assess as you operate. These actions sometimes occur at the same time. Also, You improve by living Army values and providing the proper role model for your soldiers. You will develop your soldiers as you build a strong and cohesive squad and establish an effective learning environment.

Ref: FM 22-100, p 5-27, para 5-137 and 5-138

Lastly, warrior ethos are crucial and perishable. As a leader, you must continually affirm, develop, and sustain them. All soldiers are warriors; all need to

develop and display the will to win--no matter the circumstances.

FM 22-100, p 2-21, para 2-88 and p 3-6, para 3-29

REMOVE VGT-17

SECTION V. SECTION V. STUDENT EVALUATION

Testing Requirements

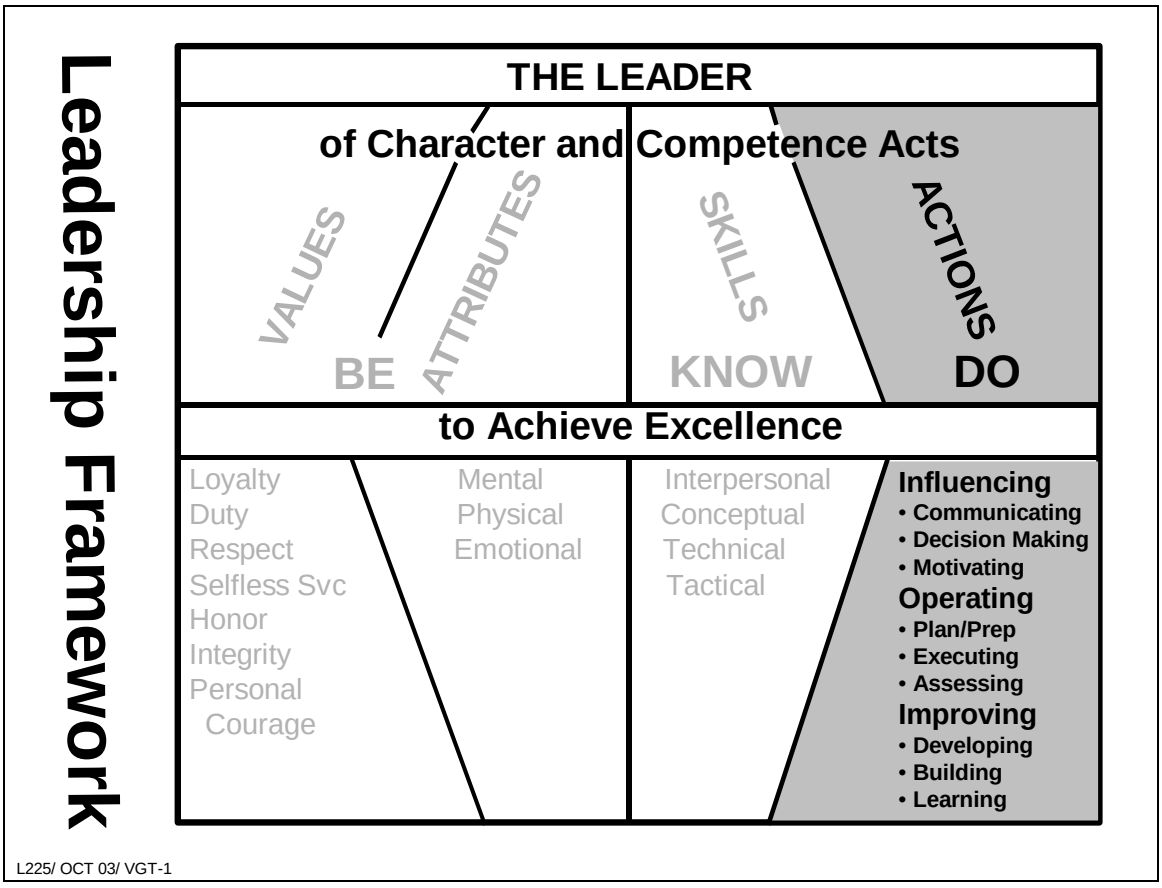
NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written leadership 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 receive 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.

VGT-1, Leadership Framework



Enabling Learning Objective A

VGT-2, SEVEN PROBLEM SOLVING STEPS

SEVEN PROBLEM SOLVING STEPS

1. Identify the problem.
2. Identify facts and assumptions.
3. Generate alternatives.
4. Analyze alternatives.
5. Compare alternatives.
6. Make and execute your decision.
7. Assess the results.

L225/ OCT 03/ VGT-2

POSITIVE REINFORCEMENT

- Providing soldiers with feedback to let them know how they are doing.
- Listening to what soldiers say and mean.
- Using soldier feedback when it makes sense.
- Ensuring everyone knows of a soldier's suggestion that you put in place.
- Giving credit to those who deserve it.
- Giving awards that are meaningful.
- Presenting awards at appropriate ceremonies.

NEGATIVE REINFORCEMENT GUIDELINES

- Before punishment, ensure soldier knows the reason.
- Consult leader/supervisor before punishment.
- Avoid threatening punishment.
- Avoid mass punishment.
- Listen to soldier's side of the story.
- Let soldier know it's the behavior, not him, that is the problem.

L225/ OCT 03/ VGT-4

NEGATIVE REINFORCEMENT GUIDELINES (cont)

- Tell your soldiers “I know you can do better.” What you expect.
- Punish those unwilling to perform; retrain those unable to do the task.
- Respond immediately to undesirable behavior.
- Never humiliate a subordinate.
- Ensure the soldier knows exactly why he is in trouble.
- Ensure punishment is not excessive or unreasonable.
- Control your temper and hold no grudges.

L225/ OCT 03/ VGT-5

Enabling Learning Objective B

Learning Step 1

VGT-6, SPECIFIED MISSIONS

SPECIFIED MISSIONS

Missions that come from your boss or from higher headquarters.

L225/ OCT 03/ VGT-6

IMPLIED MISSIONS

When a leader sees something within his area of responsibility that someone needs to do and on his own initiative, develops a leader plan of action.

REVERSE PLANNING

- The basic requirements: who, what, when, where, and why.
- How to accomplish the task.
- Time needed to coordinate and conduct each step.

REVERSE PLANNING (cont)

- Put tasks in sequence.
- Set priorities.
- Determine a schedule.
- Make sure steps are in logical order.
- Allot enough time for each step.

RESPONSIBILITIES DURING THE CONDUCT OF THE PLAN

- Position yourself to best lead your soldiers.
- Initiate and control the action.
- Get others to follow the plan.
- React to changes.
- Keep soldiers focused.
- Work the squad to accomplish the goal to standard.

L225/ OCT 03/ VGT-10

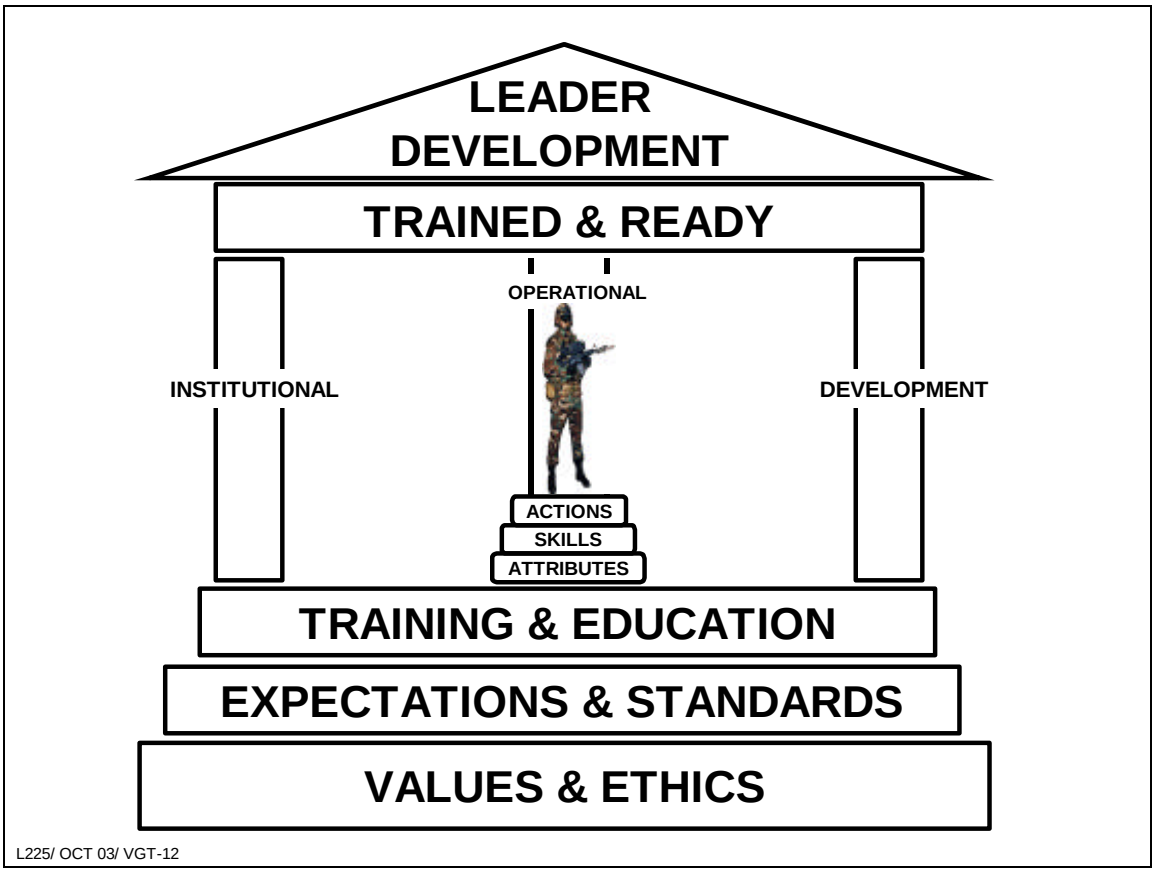
GOAL SETTING CONSIDERATIONS

- Must be realistic, challenging, and attainable.
- Should lead to improved combat readiness.
- Involve subordinates.
- Develop a plan of action to achieve goals.

L225/ OCT 03/ VGT-11

Enabling Learning Objective C

VGT-12, Leader Development



SELF-DEVELOPMENT

- Assists in establishing goals for you to meet.
- Creates a plan of action to accomplish your goals.
- Monitors you as you execute the plan.

MENTORING TECHNIQUES

- Teaching.
- Developmental counseling.
- Coaching.

HOW PEOPLE LEARN

- Through the examples of others (observing).
- Forming a picture in their minds of what they are trying to learn (thinking).
- By absorbing information (thinking).
- Through practice (hands-on experience).

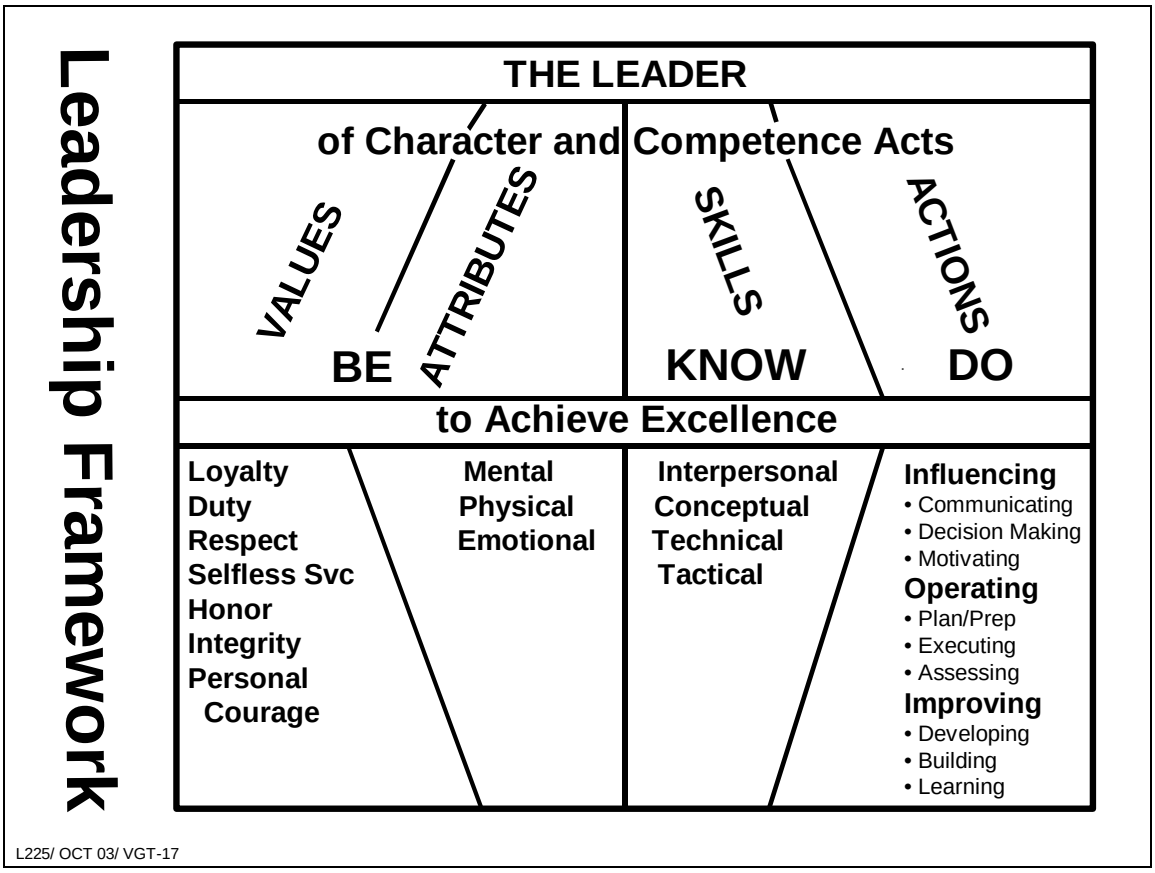
L225/ OCT 03/ VGT-15

GOOD TEAMS

- Work together to accomplish the mission.
- Execute tasks thoroughly and quickly.
- Meet or exceed standards.
- Thrive on demanding challenges.
- Learn from experiences and are proud of their accomplishments.

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VGT-17, Leadership Framework



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

Appendix C Practical Exercises and Solutions (N/A)

This Appendix Contains

This appendix contains the items listed in this table--

Item/Title	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from FM 22-100, Figure 5-5	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 of small group instruction.

Overview During this lesson you will learn the three leadership actions that direct leaders must perform to effectively lead a squad. You will learn of the many categories (actions) that make up influencing, operating, and improving.

Learning Objective Terminal Learning Objective (TLO).

Action:	Demonstrate the three direct leadership actions a leader must DO.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	Demonstrated the three direct leadership actions--influencing, operating, improving--that a direct leader must DO to effectively lead a squad of soldiers in peace or combat IAW FM 22-100.

ELO A Identify the three categories that make up the "Influencing" direct leadership action.
ELO B Identify the three categories that make up the "Operating" direct leadership action.
ELO C Identify the three categories that make up the "Improving" direct leadership action.

Assignment The student assignments for this lesson are:

- Study Chapter 5, FM 22-100.

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 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 discuss fully the information.

Student Handout 2

This student handout contains one page of extracted material from FM 22-100.

TEAM BUILDING STAGES		
	SUBORDINATE STAGE	**LEADER & UNIT/ORGANIZATION ACTIONS**
FORMATION STAGE		
GENERIC	• Achieve belonging and acceptance • Set personal & family concerns • Learn about leaders and other members	• Listen to and care for subordinates • Design effective reception and orientation • Communicate • Reward positive contributions • Set example
SOLDIER CRITICAL	• Face the uncertainty of war • Cope with fear of unknown injury and death • Adjust to sights and sounds of war • Adjust to separation from home and family	• Talk with each soldier • Reassure with calm presence • Communicate vital safety tips • Provide stable situation • Establish buddy system • Assist soldiers to deal with immediate problems
ENRICHMENT STAGE		
GENERIC	• Trust leaders & other members • Find close friends • Learn who is in charge • Accept the way things are done • Adjust to feelings about how things ought to be done • Overcome family-versus-unit conflict	• Trust and encourage trust • Allow growth while keeping control • Identify and channel emerging leaders • Establish clear lines of authority • Establish individual and unit goals • Train as a unit for mission • Build pride through accomplishment • Acquire self-evaluation/self-assessment habits • Be fair and give responsibility
SOLDIER CRITICAL	• Survive • Demonstrate • Become a team member quickly • Learn about the enemy • Learn about the battlefield • Avoid life-threatening mistakes	• Train as a unit for combat • Demonstrate competence • Know the soldiers • Pace subordinate battlefield integration • Provide stable unit climate • Emphasize safety awareness for improved readiness
SUSTAINMENT STAGE		
GENERIC	• Trust others • Share ideas and feelings freely • Assist other team members • Sustain trust and confidence • Share mission and values	• Demonstrate trust • Focus on teamwork, training & maintaining • Respond to subordinate problems • Devise more challenging training • Build pride and spirit through unit sports, social & spiritual activities
SOLDIER CRITICAL	• Adjust to continuous operations • Cope with casualties • Adjust to enemy actions • Overcome boredom • Avoid rumors • Control fear, anger, despair, and panic	• Observe and enforce sleep discipline • Sustain safety awareness • Inform soldiers • Know and deal with soldiers' perceptions • Keep soldiers productively busy • Use in-process reviews and after action reviews. • Act decisively in face of panic

Figure 5-5, FM 22-100, Team Building Stages

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