

Appendix D

Student Handout

Notes to Instructor:

1. The Student Handout contains the information the students will need to complete the training and the evaluation of this task.
2. A Student Handout should be reproduced for each student.
3. The layout of document facilitates “head -to-head” reproduction (printing on both front and back of the page.)

**Counsel Subordinates
Student Handout**

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**Counsel Subordinates
Student Lesson Guide**

1: Prior to lesson:

- a. Read and study *Student Reading*.
- b. Complete *Note Taking Guide*.
- c. Prepare to participate in discussion of reading.

2. Lesson: Discuss counseling in a discussion facilitated by your instructor.

- a. Observe two video taped counseling sessions.
- b. Complete an *Observer's Worksheet* on each session.
- c. Discuss observations with the class.
- d. Discuss completed Developmental Counseling Form provided by the instructor based on counseling scenario #2
- e. Receive counseling situation for use in performance evaluations.

Counsel Subordinates Student Note Taking Guide

1. Describe the role of a leader in developing subordinates through counseling.

2. Define counseling.

3. Describe “subordinate-centered” communication.

4. Describe the three approaches to counseling.

5. List four qualities which leaders must demonstrate in order to counsel effectively.

6. Describe what cultural awareness means.

**Counsel Subordinates
Student Note Taking Guide, cont.**

11. List and describe the four components of the counseling session.

12. List the four sub-steps of the counseling process.

13. List the seven aspects of counseling preparation.

Counsel Subordinates

Required Student Reading for Student Note Taking Guide and ELOs A and B

(FM 22-100, Appendix C, Developmental Counseling)

The Leadership Development Review and Developmental Counseling

Appendix C (Extract from FM 22-100)

C-1. Subordinate leadership development is one of the most important responsibilities of every Army leader. Developing the leaders who will follow you should be one of your highest priorities. Your legacy and the Army's future rests on the shoulders of those prepared for greater responsibility.

C-2. Leadership development reviews are a means to focus the growing of tomorrow's leaders. Think of them as after action reviews (AAR) with a focus of making leaders more effective every day. These important reviews are not necessarily limited to internal counseling sessions; leadership feedback mechanisms apply in operational settings such as the Combat Training Centers.

C-3. Just as training includes AARs and training strategies to fix shortcomings, leadership development includes a review of performance and agreement on a strategy to build on strengths or methods to improve upon weaknesses. Leaders conduct reviews and create action plans during developmental counseling.

C-4. Leadership development reviews are a component of the broader concept of developmental counseling. Developmental counseling is subordinate-centered communication that results in an outline of actions necessary for subordinates to achieve individual and organizational goals and objectives. During developmental counseling, subordinates are not merely passive listeners; they are actively involved in the process.

C-5. Developmental counseling normally results in a plan of action that helps the subordinate achieve individual goals and objectives. Developmental counseling is a two-person effort. The leader's role is to assist a subordinate in identifying strengths and weaknesses, creating a plan of action, and then support the subordinate throughout the plan's implementation and assessment. The subordinate must be forthright in his commitment to improve and candid in his own assessment and goal setting.

THE LEADER'S RESPONSIBILITIES

C-6. Leaders are responsible for developing their subordinates. Unit readiness and mission accomplishment depend on every member's ability to perform to established standards. Supervisors must mentor their subordinates through teaching, coaching, and counseling. Leaders coach subordinates the same way any sports coach

improves his team: by identifying weaknesses, setting goals, developing and implementing a plan of action, and providing oversight and motivation throughout the process. To be effective coaches, leaders must thoroughly understand the strengths, weaknesses, and professional goals of their subordinates.

C-7. Although the TAPES system does not address developmental counseling, the Developmental Counseling Form (DA Form 4856, which is discussed at the end of this appendix) can be used to counsel civilians on their professional growth and career goals. The Developmental Counseling Form is not appropriate for documenting counseling concerning DA civilian misconduct or poor performance. The servicing civilian personnel office can provide guidance for such situations. The Developmental Counseling Form does, however, provide a useful framework to prepare for almost any type of counseling session. It can assist leaders in mentally organizing issues and isolating

important, relevant items to cover in the session.

C-8. Soldiers and DA civilians often perceive counseling as an adverse action. Effective leaders who counsel properly can change that perception. Leaders conduct counseling to help subordinates become better members of the team, maintain or improve performance, and prepare for the future. Just as no easy answers exist for exactly what to do in all leadership situations, no easy answers exist for exactly what to do in all counseling situations. However, to conduct effective counseling, leaders should develop a counseling style with the characteristics listed in Figure C-1.

- **Purpose:** Clearly define the purpose of the counseling.
- **Flexibility:** Fit the counseling style to the character of each subordinate and to the relationship desired.
- **Respect:** View subordinates as unique, complex individuals, each with his own sets of values, beliefs, and attitudes.
- **Communication:** Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.
- **Support:** Encourage subordinates through actions while guiding them through their problems.
- **Motivation:** Get every subordinate to actively participate in counseling and understand its value.

Figure C-1. Characteristics of Effective Counseling

THE LEADER AS A COUNSELOR

C-9. Leaders must demonstrate certain qualities to be effective counselors. These qualities include respect for subordinates, self-awareness and cultural awareness, empathy, and credibility.

RESPECT FOR SUBORDINATES

C-10. Leaders show respect for subordinates when they allow them to take responsibility for their own ideas and actions. Respecting subordinates helps create mutual respect in the leader-subordinate relationship. Mutual respect improves the

chances of changing (or maintaining) behavior and achieving goals.

SELF AWARENESS AND CULTURAL AWARENESS

C-11. Leaders must be fully aware of their own values, needs, and biases prior to counseling subordinates. Self-aware leaders are less likely to project their biases onto subordinates. Also, aware leaders are more likely to act consistently with their values and actions.

C-12. Cultural awareness, as discussed in Chapter 2, is a mental attribute. Leaders need to be aware of the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values, perspectives, and actions. Leaders should not let unfamiliarity with cultural backgrounds hinder them in addressing cultural issues, especially if they generate concerns within the unit or hinder team-building. Cultural awareness enhances a leader's ability to display empathy

EMPATHY

C-13. Empathy is the action of being understanding of and sensitive to the feelings, thoughts, and experiences of another person to the point that you can almost feel or experience them yourself. Leaders with empathy can put themselves in their subordinate's shoes; they can see a situation from the other person's perspective. By

LEADER COUNSELING SKILLS

C-15. One challenging aspect of counseling is selecting the proper approach to a specific situation. Effective counseling techniques must fit the situation, the leader's capability, and the subordinate's expectations. In some cases, a leader may only need to give information or listen. A subordinate's improvement may call for just a brief word of praise. Other situations may require structured counseling followed by definite actions.

C-16. All leaders should seek to develop and improve their own counseling abilities. You can improve your counseling techniques by studying human behavior, learning the kinds of problems that affect your subordinates, and developing

understanding the subordinate's position, the empathetic leader can help a subordinate develop a plan of action that fits the subordinate's personality and needs, one that works for the subordinate. If a leader does not fully comprehend the situation from the subordinate's point of view, the leader has less credibility and influence and the subordinate is less likely to commit to the agreed upon plan of action.

CREDIBILITY

C-14. Leaders achieve credibility by being honest and consistent in their statements and actions. Credible leaders use a straightforward style with their subordinates. They behave in a manner that subordinates respect and trust. Leaders earn credibility by repeatedly demonstrating their willingness to assist a subordinate and being consistent in what they say and do. Leaders who lack credibility with their subordinates will find it difficult to influence them.

your interpersonal skills. The techniques needed to provide effective counseling will vary from person to person and session to session. However, general skills that you will need in almost every situation include active listening, responding, and questioning.

ACTIVE LISTENING

C-17. During counseling, the leader must actively listen to the subordinate. When you are actively listening, you communicate verbally and nonverbally that you have received the subordinate's message. To fully understand a subordinate's message, you must listen to the words and observe the subordinate's manners. Elements of active listening you should consider include—

- **Eye contact.** Maintaining eye contact without staring helps show sincere interest. Occasional breaks of contact are normal and acceptable. Subordinates may perceive excessive breaks of eye contact, paper shuffling, and clock-watching as a lack of interest or concern. These are guidelines only. Based on cultural background, participants in a particular counseling session may have different ideas about what proper eye contact is.

- **Body posture.** Being relaxed and comfortable will help put the subordinate at ease. However, a too-relaxed position or slouching may be interpreted as a lack of interest.

- **Head nods.** Occasionally nodding your head shows you are paying attention and encourages the subordinate to continue.

- **Facial expressions.** Keep your facial expressions natural and relaxed. A blank look or fixed expression may disturb the subordinate. Smiling too much or frowning may discourage the subordinate from continuing.

- **Verbal expressions.** Refrain from talking too much and avoid interrupting. Let the subordinate do the talking while keeping the discussion on the counseling subject. Speaking only when necessary reinforces the importance of what the subordinate is saying and encourages the subordinate to continue. Silence can also do this, but be careful. Occasional silence may indicate to the subordinate that it is okay to continue talking, but a long silence can sometimes be distracting and make the subordinate feel uncomfortable.

C-18. Active listening also means listening thoughtfully and deliberately to the way a subordinate says things. Stay alert for common themes. A subordinate's opening and closing statements as well as

recurring references may indicate his priorities. Inconsistencies and gaps may indicate a subordinate's avoidance of the real issue. This confusion and uncertainty may suggest additional questions.

C-19. While listening, pay attention to the subordinate's gestures. These actions complete the total message. By watching the subordinate's actions, you can "see" the feelings behind the words. Not all actions are proof of a subordinate's feelings, but they should be taken into consideration. Note differences between what the subordinate says and does. Nonverbal indicators of a subordinate's attitude include—

- **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 leader, 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 leader while sitting.

- **Openness or anxiety**—sitting on the edge of the chair with arms uncrossed and hands open.

C-20. Consider these indicators carefully. Although each indicator may show something about the subordinate, do not assume a particular behavior absolutely means something. Ask the subordinate about the indicator so you can better

understand the behavior and allow the subordinate to take responsibility for it.

RESPONDING

C-21. Responding skills follow-up on active listening skills. A leader responds to communicate that the leader understands the subordinate. From time to time, check your understanding: clarify and confirm what has been said. Respond to subordinates both verbally and nonverbally. Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod.

QUESTIONING

C-22. Although a necessary skill, questioning must be used with caution. Too many questions can aggravate the power differential between the leader and the subordinate and place the subordinate in a passive mode. The subordinate may also react to excessive questioning as an intrusion of privacy and become defensive. During a leadership

development review, ask questions to obtain information or to get the subordinate to think about a particular situation. Generally, the questions should be open-ended to require more than a yes or no answer. Well-posed questions may help to verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session.

COUNSELING ERRORS

C-23. Effective leaders avoid common counseling mistakes. Dominating the counseling by talking too much, giving unnecessary or inappropriate "advice," not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. Leaders should also avoid other common mistakes such as rash judgements, stereotypes, loss of emotional control, inflexible methods of counseling and improper follow-up. To improve your counseling skills, follow the guidelines in Figure C-2.

- Determine the subordinate's role in the situation and what has he done to resolve the problem or improve performance.
- Draw conclusions based on more than a subordinate's statement.
- Try to understand what the subordinate says and feels; listen to what the subordinate says and how he says it.
- Show empathy when discussing the problem.
- When asking questions, be sure that the information is needed.
- Keep the conversation open-ended; avoid interrupting.
- Give the subordinate your full attention.
- Be receptive to a subordinate's feelings without feeling responsible to save him from hurting.
- Encourage the subordinate to take the initiative and to say what he wants to say.
- Avoid interrogating.
- Keep your personal experiences out of the counseling session unless you believe experiences will really help.
- Listen more; talk less.
- Remain objective.
- Avoid confirming a subordinate's prejudices.
- Help the subordinate help himself.
- Know what information to keep confidential and what to present to the chain of command.

Figure C-2. Guidelines to Improve Counseling

THE LEADER'S LIMITATIONS

C-24. Leaders cannot help everyone in every situation. Even professional counselors cannot provide all the help that a person might need. Leaders must recognize their limitations and, when the situation calls for it, refer a subordinate to a person or agency more qualified to help. (Figure C-3 lists many of the available referral agencies.)

C-25. These agencies can help leaders resolve problems. Although it is generally in an individual's best interest to seek help first from their first line leaders, leaders must always respect an individual's right to contact most of these agencies on their own.

Activity	Description
<i>Adjutant General</i>	Provides personnel and administrative services support such as orders, ID cards, retirement assistance, deferments, and in/out processing.
<i>American Red Cross</i>	Provides communications support between soldiers and families and assistance during or after emergency or compassionate situations.
<i>Army Community Service</i>	Assists military families through their information and referral services, budget and indebtedness counseling, household item loan closet, information on other military posts, and welcome packets for new arrivals.
<i>Army Substance Abuse Program</i>	Provides alcohol and drug abuse prevention and control programs for DA civilians.
<i>BOSS Program</i>	Serves as a liaison between upper levels of command on the installation and single soldiers.
<i>Army Education Center</i>	Provides services for continuing education and individual learning services support.
<i>Army Emergency Relief</i>	Provides financial assistance, and personal budget counseling; coordinates student loans through Army Emergency Relief education loan programs.
<i>Career Counselor</i>	Explains reenlistment options and provides current information on prerequisites for reenlistment and selective reenlistment bonuses.
<i>Chaplain</i>	Provides spiritual and humanitarian counseling to soldiers and DA civilians.
<i>Claims Section, SJA</i>	Handles claims for and against the government, most often those for the loss and damage of household goods.
<i>Legal Assistance Office</i>	Provides legal information or assistance on matters of contracts, citizenship, adoption, martial problems, taxes, wills, and powers of attorney.
<i>Community Counseling Center</i>	Provides alcohol and drug abuse prevention and control programs for soldiers.
<i>Community Health Nurse</i>	Provides preventive health care services.
<i>Community Mental Health Service</i>	Provides assistance and counseling for mental health problems.
<i>Employee Assistance Program</i>	Provides community Health Nurse, Community Mental Health Service, and Social Work Office services for DA civilians.
<i>Equal Opportunity Staff Office and Equal Employment Opportunity Office</i>	Provide assistance for matters involving discrimination in race, color, national origin, gender, and religion. Provide information on procedures for initiating complaints and resolving complaints informally.
<i>Family Advocacy Officer</i>	Coordinates programs supporting children and families including abuse and neglect investigation, counseling, and educational programs.
<i>Finance and Accounting Office</i>	Handles inquiries for pay, allowances, and allotments.
<i>Housing Referral Office</i>	Provides assistance with housing on and off post.
<i>Inspector General</i>	Renders assistance to soldiers and DA civilians. Corrects injustices affecting individuals, and eliminates conditions determined to be detrimental to the efficiency, economy, morale, and reputation of the Army. Investigates matters involving fraud, waste, and abuse.
<i>Social Work Office</i>	Provides services dealing with social problems to include crisis intervention, family therapy, marital counseling, and parent or child management assistance.
<i>Transition Office</i>	Provides assistance and information on separation from the Army.

Figure C-3. Support Activities

TYPES OF DEVELOPMENTAL COUNSELING

C-26. You can often categorize developmental counseling based on the topic of the session. The two major categories of counseling are event-oriented and performance/professional growth.

EVENT-ORIENTED COUNSELING

C-27. Event-oriented counseling involves a specific event or situation. It may precede events, such as going to a promotion board or attending a school; or it may follow events, such as a noteworthy duty performance, a problem with performance or mission accomplishment, or a personal problem. Examples of event-oriented counseling include, but are not limited to—

- Specific instances of superior or substandard performance.
- Reception and integration counseling.
- Crisis counseling.
- Referral counseling.
- Promotion counseling.
- Separation counseling.

Counseling for Specific Instances

C-28. Sometimes counseling is tied to specific instances of superior or substandard duty performance. You tell your subordinate whether or not the performance met the standard and what the subordinate did right or wrong. The key to successful counseling for specific performance is to conduct it as close to the event as possible.

C-29. Many leaders focus counseling for specific instances on poor performance and miss, or at least fail to acknowledge, excellent performance. You should counsel subordinates for specific examples of superior as well as substandard duty performance. To measure your own performance and counseling emphasis,

you can note how often you document counseling for superior versus substandard performance.

C-30. Leaders should counsel subordinates who do not meet the standard. If the subordinate's performance is unsatisfactory because of a lack of knowledge or ability, the leader and subordinate should develop a plan to improve the subordinate's skills. Corrective training may be required at times to ensure the subordinate knows and achieves the standard. Once the subordinate can achieve the standard, the leader should end the corrective training.

C-31. When counseling a subordinate for specific performance, take the following actions:

- Tell the subordinate the purpose of the counseling, what was expected, and how he failed to meet the standard.
- Address the specific unacceptable behavior or action, not the person's character.
- Tell the subordinate the effect of the behavior, actions, or performance on the rest of the unit.
- Actively listen to the subordinate's response.
- Remain unemotional.
- Teach the subordinate how to meet the standard.
- Be prepared to do some personal counseling since the lack of performance may be related to or the result of an unresolved personal problem.
- Explain to the subordinate what will be done to improve performance (plan of action). Identify your responsibilities in implementing the plan of action; continue to assess and follow-up on the subordinate's progress. Adjust the plan of action as necessary.

Reception and Integration Counseling

C-32. Leaders must counsel new team members when they report in. This reception and integration counseling serves two purposes. First, it identifies and helps fix any problems or concerns that new members have, especially any issues resulting from the new duty assignment. Second, it lets them know the

unit standards and how they fit into the team. It clarifies job titles and sends the message that the chain of command cares. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization. (Figure C-4 gives some possible discussion points.)

- Unit standards.
- Chain of command.
- NCO support channel (who and how used).
- On and off duty conduct.
- Personnel/personal affairs/initial clothing issue.
- Unit history, organization, and mission.
- Soldier programs within the unit, such as soldier of the month/quarter/year and Audie Murphy.
- Off limits and danger areas.
- Functions and locations of support activities. See Figure C-2.
- On- and off-post recreational, educational, cultural, and historical opportunities.
- Foreign nation or host nation orientation.
- Other areas the individual should be aware of, as determined by the rater.

Figure C-4. Reception and Integration Counseling Points

Crisis Counseling

C-33. You may conduct crisis counseling to get a subordinate through the initial shock after receiving negative news, such as notification of the death of a loved one. You may assist the subordinate by listening and, as appropriate, providing assistance. Assistance may include referring the subordinate to a support activity or coordinating external agency support. Crisis counseling focuses on the subordinate's immediate, short-term needs.

Referral Counseling

C-34. Referral counseling helps subordinates work through a personal situation and may or may not follow crisis counseling. Referral counseling may also act as preventative counseling before the situation becomes a problem. Usually, the leader assists the subordinate in identifying the problem and refers the subordinate to the appropriate resource,

such as Army Community Services, a chaplain, or an alcohol and drug counselor. (Figure C-3 lists support activities.)

Promotion Counseling

C-35. Leaders must conduct promotion counseling for all specialists and sergeants who are eligible for advancement without waivers but not recommended for promotion to the next higher grade. Army regulations require that soldiers within this category receive initial (event-oriented) counseling when they attain full eligibility and then periodic (performance/personal growth) counseling at least quarterly.

Adverse Separation Counseling

C-36. Adverse separation counseling may involve informing the soldier of the administrative actions available to the commander in the event substandard

performance continues and of the consequences associated with those administrative actions. (See AR 635-200, paragraph 1-18.)

C-37. Developmental counseling may not apply when a soldier has engaged in more serious acts of misconduct. In those situations, the leader should refer the matter to the commander and the servicing staff judge advocate. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. In many situations, it may be beneficial to involve the chain of command as soon as you determine that adverse separation counseling might be required. A unit first sergeant or commander should be the person who informs the soldier of the notification requirements outlined in AR 635-200.

PERFORMANCE AND PROFESSIONAL GROWTH COUNSELING

Performance Counseling

C-38. During performance counseling, the leader conducts a review of the subordinate's duty performance during a certain period. The leader and subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, leaders should focus the session on the subordinate's strengths, areas needing improvement, and potential.

C-39. Performance counseling is required for the officer, noncommissioned officer, and civilian evaluation systems. The OER process requires periodic performance counseling as part of the OER support

form requirements. Mandatory, face-to-face performance counseling between the rater and the rated NCO is required under the NCOER system. The TAPES system integrates a combination of both of these requirements.

C-40. Counseling at the beginning of and during the evaluation period facilitates the subordinate's involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, skills, and actions. Part IVb (Leader Attributes/Skills/Actions) of the OER Support Form (DA Form 67-9-1) serves as an excellent tool for leaders doing performance counseling. These points are also outlined in Appendix B. For lieutenants and warrant officers one, the major performance objectives on the OER Support Form are used as the basis for determining the developmental tasks on the Junior Officer Developmental Support Form. Quarterly face-to-face performance and developmental counseling is required for these junior officers as outlined in AR 623-105.

C-41. Leaders must ensure they have tied their expectations to performance objectives and appropriate standards. Leaders must establish standards that subordinates can work towards and must teach subordinates how to achieve the standard in order for further subordinate development.

Professional Growth Counseling

C-42. Professional growth counseling includes planning for the accomplishment of individual and professional goals. A leader conducts this counseling to assist subordinates in achieving organizational and individual goals. During the counseling, the leader and subordinate conduct a review to identify and discuss the subordinate's strengths and

weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling is not normally event-driven.

C-43. As part of professional growth counseling, a leader may choose to discuss and develop a "pathway to success" with the subordinate. This future-oriented counseling establishes near- and long-term goals and objectives. The discussion may include opportunities for civilian or military schooling, future duty assignments, special programs, and reenlistment options. Every person's needs are different, and leaders must apply specific courses of action tailored to each soldier.

C-44. Career field counseling is required for lieutenants and captains prior to attending the majors board. Raters and senior raters, in conjunction with the rated officer, need to determine where the officer's skill best

fits the needs of the Army. During career field counseling, consideration must be given to the rated officer's preference and his abilities (both performance and academic). The rater and senior rater should discuss career field designation with the officer prior to making a recommendation on the rated officer's OER.

C-45. While these categories help leaders to organize and focus counseling sessions, they should not be viewed as separate, distinct, or exhaustive. For example, a counseling session that focuses on resolving a problem may also address improving duty performance. A session focused on performance may also include a discussion on opportunities for professional growth. Regardless of the topic of the counseling session, leaders should follow the same basic format to prepare for and conduct it.

APPROACHES TO COUNSELING

C-46. An effective leader approaches each subordinate as an individual. Three approaches to counseling include nondirective, directive, and combined. These approaches differ in the techniques used, but they all maintain the overall purpose and definition of counseling. The major difference is the degree to which the subordinate participates and interacts during the counseling session. Figure C-5 summarizes the advantages and disadvantages to each approach.

NONDIRECTIVE

C-47. The nondirective approach to counseling is preferred for most counseling sessions. goals and objectives. Ensure the subordinate's plan of action

Leaders use their experienced insight and judgment to assist subordinates in developing solutions. The leader partially structures this type of counseling by telling the subordinate about the counseling process and explaining what is expected.

C-48. During the counseling session, listen rather than make decisions or give advice. Clarify what is said. Cause the subordinate to bring out important points, so as to better understand the situation. When appropriate, summarize the discussion. Avoid providing solutions or rendering opinions; instead, maintain a focus on individual and organizational

supports those goals and objectives.

COMBINED

DIRECTIVE

C-49. The directive approach works best to correct a simple problem, make on-the-spot corrections, and correct aspects of duty performance. The leader using the directive style does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

C-50. Choose this approach when time is short, when you alone know what to do, or if a subordinate has limited problem-solving skills. It is also appropriate when a subordinate needs guidance, is immature, or is insecure.

C-51. In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what is best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making responsibilities.

C-52. With your assistance, the subordinate develops his own plan of action. You should listen, suggest possible courses, and help analyze each possible solution to determine its good and bad points. You should then help the subordinate fully understand all aspects of the situation and encourage the subordinate to decide which solution is best.

	Advantages	Disadvantages
Nondirective	<ul style="list-style-type: none"> • Encourages maturity. • Encourages open communication. • Develops personal responsibility. 	<ul style="list-style-type: none"> • More time consuming. • Requires greatest counselor skill.
Directive	<ul style="list-style-type: none"> • Quickest method. • Good for people who need clear, concise direction. • Allows counselor to actively use his experience. 	<ul style="list-style-type: none"> • Does not encourage subordinates to be part of the solution. • Tends to treat symptoms, not problems. • Tends to discourage subordinates from talking freely. • Solution is the counselor's, not the subordinate's.
Combined	<ul style="list-style-type: none"> • Moderately quick. • Encourages maturity. • Encourages open communication. • Allows counselor to actively use his experience. 	<ul style="list-style-type: none"> • May take too much time for some situations.

Figure C-5. Approach Summary Chart

COUNSELING TECHNIQUES

C-53. A leader may select from a variety of techniques when counseling subordinates. These counseling techniques, when appropriately used, cause subordinates to do things or improve upon their performance. A leader can use these methods during scheduled counseling sessions or while simply coaching a subordinate. The counseling techniques used during nondirective or the combined approach to counseling include—

- **Suggesting alternatives.** The leader discusses alternative actions that the subordinate may take, but both the subordinate and the leader decide which course of action is most appropriate.
- **Recommending.** The leader recommends one course of action, but the decision to accept the recommended action is left to the subordinate.
- **Persuading.** The leader persuades the subordinate that a given course of action is best, but the subordinate makes the decision. Successful persuasion depends on the leader's

credibility, the subordinate's willingness to listen, and their mutual trust.

- **Advising.** The leader advises the subordinate that a given course of action is best. This is the strongest form of influence not involving a command or threat.

C-54. Some techniques used during the directive approach to counseling include—

- **Corrective training.** The leader teaches and assists the subordinate in attaining and maintaining the standards. The subordinate completes corrective training when he attains the standard.
- **Commanding.** The leader orders the subordinate to take a given course of action in clear, exact words. The subordinate understands that he has been given a command and will face the consequences for failing to carry it out.

THE COUNSELING PROCESS

C-55. Effective leaders use the counseling process. It consists of four stages:

- Identify the need for counseling.
- Prepare for counseling.
- Conduct counseling.
- Follow-up.

IDENTIFY THE NEED FOR COUNSELING

C-56. Quite often organizational policies, such as counseling associated with an evaluation or counseling required by command or unit policy, focus the session. However, a leader may conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development. Developing subordinates consists of observing the subordinate's performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

PREPARE FOR COUNSELING

C-57. Successful counseling requires preparation. To prepare for counseling, do the following:

- Select a suitable place.
- Schedule the time.
- Notify the subordinate well in advance.
- Organize information.
- Outline the counseling session components.
- Plan your counseling strategy.
- Establish the right atmosphere.

Select a Suitable Place

C-58. Schedule counseling in an environment that minimizes distractions and is free from distracting sights and sounds.

Schedule the Time

C-59. When possible, counsel the subordinate during the duty day. Counseling after duty hours may be rushed or perceived as unfavorable. The length of time required for counseling depends on the complexity of the issue. Generally a counseling session should last less than an hour. If you need more time, schedule a second session. Additionally, select a time free from competition with other activities and consider what has been planned after the counseling session. Important events can distract a subordinate from concentrating on the counseling.

Notify the Subordinate Well in Advance

C-60. For a counseling session to be a subordinate-centered, two-person effort, the subordinate must have time to prepare for it. The subordinate should know why, where, and when the counseling will take place. Counseling following a specific event should happen as close to the event as possible. However, for performance or professional development counseling, subordinates may need a week or more to prepare or review specific products, such as support forms or counseling records.

Organize Information

C-61. Solid preparation is essential to effective counseling. Review all pertinent information. This includes the purpose of the counseling, facts and observations about the subordinate, identification of possible problems, main points of discussion, and the development of a plan of action. Focus on specific and objective behaviors that the subordinate

must maintain or improve on as well as a plan of action with clear and obtainable goals.

Outline the Components of the Counseling Session

C-62. Using the information obtained, determine what to discuss during the counseling session. If you use an outline format, you can then note what prompted the counseling, what you aim to achieve, and what your role as a counselor is. You can also identify possible comments or questions that will

help the counseling session remain subordinate-centered and help the subordinate progress through the various stages of the session. Although you never know exactly what the subordinate will say or do during counseling, a written outline helps to organize the session and greatly enhances the chance of positive results. (Figure C-6 illustrates an example of a counseling outline prepared by a platoon leader about to conduct an initial NCOER counseling session with a platoon sergeant.)

Type of counseling: Initial NCOER counseling for SFC Taylor, a recently promoted new arrival to the unit.

Place and time: The platoon office, 1500 hours, 9 October.

Time to notify the subordinate: Notify SFC Taylor one week in advance of the scheduled counseling session.

Subordinate preparation: Have SFC Taylor put together a list of goals and objectives he would like to complete over the next 90 to 180 days. Review the values, attributes, skills, and actions from FM 22-100.

Counselor preparation:

- Review the NCO Counseling Checklist/Record form.
- Update or review SFC Taylor's duty description and fill out the rating chain and duty description on the working copy of the NCOER (Parts II and III).
- Review each of the values/responsibilities in Part IV of the NCOER and the values, attributes, skills and actions in FM 22-100. Think how each applies to SFC Taylor and the platoon sergeant position.
- Review the actions you consider necessary for a success or excellence in each value/responsibility. Make notes in blank spaces in Part IV of the NCOER to help when counseling.

Role as counselor: Help SFC Taylor to understand the expectations and standards associated with the platoon sergeant position. Assist SFC Taylor in developing the values, attributes, skills, and actions that will enable him to achieve his performance objectives, consistent with those of the platoon and company. Resolve any aspects of the job that are not clearly understood.

Session outline: Complete an outline after the draft duty description on the NCOER, ideally at least two to three days prior to the actual counseling session.

Open the Session

- Establish a relaxed environment. Explain that the more one discusses and understands the doctrinal values, attributes, skills, and actions, the easier it is to develop and incorporate them into an individual leadership style.
- State the purpose of the counseling session. Explain that the initial counseling is based on leader actions (what SFC Taylor needs to do to be a successful platoon sergeant) and not on professional developmental needs (what SFC Taylor needs to do to develop further as an NCO).
- Come to an agreement on the duty description, the meaning of each value/responsibility, and the standards for success and excellence for each value/responsibility. Explain that subsequent counseling will focus on SFC Taylor's developmental needs as well as how well SFC Taylor is meeting the jointly agreed upon performance objectives. Instruct SFC Taylor to perform a self-assessment during the next quarter to identify his developmental needs.
- Ensure SFC Taylor knows the rating chain. Resolve any questions that SFC Taylor has about his job. Discuss the team relationship that exists between a platoon leader and a platoon sergeant and the importance of their two-way communication.

Discuss the Issue

- Jointly review the duty description on the NCOER, including the maintenance, training, and taking care of soldiers responsibilities. Mention that the duty description can be revised as necessary. Highlight areas of special emphasis and appointed duties.
- Discuss the meaning of each value/responsibility on the NCOER. Discuss the values, attributes, skills, and actions outlined in FM 22-100. Ask open-ended questions to see if SFC Taylor can relate these items to his role as a platoon sergeant.
- Explain that even though the developmental tasks focus on the development of leader actions, character development forms the basis for leadership development. Character and actions cannot be viewed as separate; they are closely linked. In formulating the plan of action to accomplish major performance objectives, the proper values, attributes, and skills form the basis for the plan. As such, character development must be incorporated into the plan of action.

Assist in Developing a Plan of Action (During the Counseling Session)

- Ask SFC Taylor to identify actions that will facilitate the accomplishment of the major performance objectives. Categorize each action into one of the values/responsibilities listed on the NCOER.
- Discuss how each value/responsibility applies to the platoon sergeant position. Discuss specific examples of success and excellence in each value/responsibility block. Ask SFC Taylor for suggestions to make the goals more objective, specific, and measurable.
- Ensure that SFC Taylor has at least one example of a success or excellence bullet listed under each value/responsibility.
- Discuss SFC Taylor's promotion goals and ask him what he considers to be his strengths and weakness. Obtain a copy of the last two MSG board results and match his goals and objectives to these.

Close the Session

- Check SFC Taylor's understanding of the duty description and performance objectives.
- Stress the importance of teamwork and two-way communication.
- Ensure SFC Taylor understands that you expect him to assist in your development as a platoon leader. This means that both of you have roles as a teacher and coach.
- Remind SFC Taylor to perform a self-assessment during the next quarter.
- Set a tentative date during the next quarter for the routinely scheduled follow-up counseling.

Notes on Strategy

- Facilitate the answering of questions that require responses.
- Expect discomfort with the terms and the developmental process and respond in such a way that encourages participation throughout the counseling.
- Do not overwhelm SFC Taylor with a mastery of doctrine and the leader development process.
- View the initial counseling session as setting the precedent for open communications with a focus on leader development (both the counselor and the counseled).

Figure C-6. Example of a Counseling Outline

Plan Counseling Strategy

C-63. As many approaches to counseling exist as there are leaders. The directive, nondirective, and combined approaches to counseling were addressed earlier. Use a strategy that suits your subordinates and the situation.

Establish the Right Atmosphere

C-64. The right atmosphere promotes two-way communication between a leader and

subordinate. To establish a relaxed atmosphere, you may offer the subordinate a seat or a cup of coffee. You may want to sit in a chair facing the subordinate since a desk can act as a barrier

C-65. Some situations make an informal atmosphere inappropriate. For example, during counseling to correct substandard performance, you may direct the subordinate to remain standing while you remain seated behind a desk. This formal

atmosphere, normally used to give specific guidance, reinforces the leader's rank, position in the chain of command, and authority.

CONDUCT THE COUNSELING SESSION

C-66. Be flexible when conducting a counseling session. Often counseling for a specific incident occurs spontaneously as leaders encounter subordinates in their daily activities. Such counseling can occur in the field, motor pool, barracks—wherever subordinates perform their duties. Good leaders take advantage of naturally occurring events to provide subordinates with feedback.

C-67. Even when you have not prepared for formal counseling, you should address the four basic components of a counseling session. Their purpose is to guide effective counseling rather than mandate a series of rigid steps. Counseling sessions consist of—

- Opening the session.
- Discussing the issues.
- Developing the plan of action.
- Record and closing the session.

Ideally, a counseling session results in a subordinate's commitment to a plan of action. Assessment of the plan of action (discussed below) becomes the starting point for follow-up counseling.

Open the Session

C-68. In the session opening, state the purpose of the session and establish a subordinate-centered setting. Establish the preferred setting early in the session by inviting the subordinate to speak. The best way to open a counseling session is to clearly state its purpose.

For example, an appropriate purpose statement might be, "The purpose of this counseling is to discuss your duty performance over the past month and to create a plan to enhance performance and attain performance goals." If applicable, start the counseling session by reviewing the status of the previous plan of action with the subordinate.

Discuss the Issues

C-69. The leader and subordinate should attempt to develop a mutual understanding of the issues. You can best develop this by letting the subordinate do most of the talking. Use active listening; respond, and question without dominating the conversation. Aim to help the subordinate better understand the subject of the counseling, for example, duty performance, a problem situation and its impact, or potential areas for growth

C-70. Both the leader and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental. However, when the issue is substandard performance, the leader should make clear how the performance did not meet the standard. The conversation, which should be two-way, then addresses what the subordinate needs to do to meet the standard. It is important that the leader defines the issue as substandard performance and does not allow the subordinate to define the issue as an unreasonable standard—unless the leader considers the standard negotiable or is willing to alter the conditions under which the standard must be met.

Develop a Plan of Action

C-71. A plan of action identifies a method for achieving a desired

result. It specifies what the subordinate must do to reach the goals set during the session. The plan of action must be specific: it should show the subordinate how to modify or maintain his behavior. It should avoid vague intentions such as "Next month I want you to improve your land navigation skills." The plan must use concrete and direct terms. For example, you might say, "Next week you will attend the map reading class with 1st Platoon. After the class, SGT Dixon will coach you through the land navigation course. He will help you develop your skill with the compass. I will observe you going through the course with SGT Dixon, and then I will talk to you again and determine where and if you still need additional training." A specific and achievable plan of action sets the stage for successful development.

Record and Close the Session

C-72. To close the session, summarize its key points and ask if the subordinate understands the plan of action. Invite the subordinate to review the plan of action and what is expected of you, the leader. With the subordinate, establish any follow-up measures necessary to support the successful implementation of the plan of action. These may include providing the subordinate with resources and time, periodically assessing the plan, and following through on referrals. Schedule any future meetings, at least tentatively, before dismissing the subordinate.

RECORD COUNSELING

C-73. Although requirements to record counseling sessions vary, the leader always benefits by documenting the main points of a counseling session. Documentation serves as a

reference to the agreed upon plan of action and the subordinate's accomplishments, improvements, personal preferences, or problems. A complete record of counseling aids in making recommendations for professional development, schools, promotions, and evaluation reports.

C-74. Additionally, Army regulations require written records of counseling for certain personnel actions, such as a barring a soldier from reenlisting, processing a soldier for administrative separation, or placing a soldier in the overweight program. When a soldier faces involuntary separation, the leader must take special care to maintain accurate counseling records. Documentation of substandard actions conveys a strong corrective message to the subordinate.

FOLLOW UP

Leader's Responsibilities

C-75. The counseling process does not end with the counseling session. It continues through implementation of the plan of action and evaluation of results. After counseling, you must support subordinates while they implement their plans of action. Support may include teaching, coaching, or providing time and resources. You must observe and assess this process and possibly modify the plan to meet its goals. Appropriate measures after counseling include follow-up counseling, making referrals, informing the chain of command, and taking corrective measures.

Assess the Plan of Action

C-76. The purpose of counseling is to develop subordinates who are better able to achieve personal, professional, and organizational goals. During the assessment, review the plan of action with the subordinate to

determine if the desired results were achieved. The leader and subordinate should determine the date for this assessment during the initial counseling session. The assessment of the plan of action provides useful information for future follow-up counseling sessions.

SUMMARY

C-77. This appendix has discussed developmental counseling.

Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and objectives. It can be either event oriented or focused on personal and professional development. Figure C-7 summarizes the major aspects of developmental counseling and the counseling process.

<p>Leaders must demonstrate certain qualities to counsel effectively:</p> <ul style="list-style-type: none"> • Respect for subordinates. • Self and cultural awareness. • Credibility. • Empathy. <p>Leaders must possess certain counseling skills:</p> <ul style="list-style-type: none"> • Active listening. • Responding. • Questioning. <p>Effective leaders avoid common counseling mistakes. Leaders should avoid the influence of—</p> <ul style="list-style-type: none"> • Personal bias. • Rash judgments. • Stereotyping. • The loss of emotional control. • Inflexible methods of counseling. • Improper follow-up. 	<p>The Counseling Process:</p> <ol style="list-style-type: none"> 1. Identify the need for counseling. 2. Prepare for counseling: <ul style="list-style-type: none"> • Select a suitable place. • Schedule the time. • Notify the subordinate well in advance. • Organize information. • Outline the components of the counseling session. • Plan counseling strategy. • Establish the right atmosphere. 3. Conduct the counseling session : <ul style="list-style-type: none"> • Open the session. • Discuss the issue. • Develop a plan of action (to include the leader's responsibilities). • Record and close the session. 4. Follow-up.
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Figure C-7. A Summary of Developmental Counseling

THE DEVELOPMENTAL COUNSELING FORM

C-78. The Developmental Counseling Form helps a leader conduct and record a counseling session. Figure C-8 shows the counseling of a young soldier with financial problems. While this is an example of a derogatory counseling session, you can also see that it is still developmental. Leaders in a soldier's chain decide when counseling, additional training, rehabilitation, reassignment, and any other developmental options have been exhausted. If

the purpose of the counseling session is no longer developmental, refer to para C-36 (Adverse Separation Counseling). Figure C-9 shows a routine performance/professional growth counseling for a unit first sergeant. Figure C-10 shows a blank form with instructions on how to complete each block. A reproducible blank form is in the back of the manual.

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)			
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.			
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
PART I – ADMINISTRATIVE DATA			
Name (Last, First, MI) <i>Andrew Lloyd</i>	Rank / Grade <i>PFC</i>	Social Security No. <i>123-45-6789</i>	Date of Counseling <i>28 March 1997</i>
Organization <i>2nd Platoon, B Battery, 1-1 ADA BN</i>		Name and Title of Counselor <i>SGT Mark Levy, Squad Leader</i>	
PART II - BACKGROUND INFORMATION			
<p>Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling):</p> <p><i>The purpose of this counseling is to inform PFC Lloyd of his responsibility to manage his financial affairs and the potential consequences of poorly managing finances and to help PFC Lloyd develop a plan of action to resolve his financial problems.</i></p> <p><i>Facts: The battery commander received notice of delinquent payment on PFC Lloyd's Deferred Payment Plan (DPP). A payment of \$86.00 is 45 days delinquent.</i></p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <p><i>PFC Lloyd, late payments on a DPP account reflect a lack of responsibility and poor managing of finances. You should know that the letter of lateness has been brought to the attention of the battery commander, the first sergeant, and the platoon sergeant. They are all questioning your ability to manage your personal affairs. I also remind you that promotions and awards are based more than on just performing MOS-related duties; soldiers must act professionally and responsibility in all areas. Per conversation with PFC Lloyd, the following information was obtained:</i></p> <p><i>- He did not make the DPP payment due to a lack of funds in his checking account. His most recent long distance phone bill was over \$220 due to calling his house concerning his grandmother's failing health. PFC Lloyd stated that he wanted to pay for the phone calls himself in order not to burden his parents with the expense of collect calls. He also stated that his calling had tapered down considerably and he expects this month's phone bill to be approximately \$50.</i></p> <p><i>We made an appointment at ACS and ACS came up with the following information:</i></p> <p><i>PFC Lloyd's monthly obligations: Car payment: \$330</i></p> <p><i>Car insurance: \$138</i></p> <p><i>Rent including utilities: \$400</i></p> <p><i>Other credit cards: \$0</i></p> <p><i>Total monthly obligations: \$868.00</i></p> <p><i>Monthly take-home pay: \$1232.63</i></p> <p><i>We discussed that with approximately \$364 available for monthly living expenses, a phone bill in excess of \$200 will severely affect PFC Lloyd's financial stability and cannot continue. We discussed the need for PFC Lloyd to establish a savings account to help cover emergency expenses. PFC Lloyd agreed that his expensive phone bill and his inability to make the DPP payment is not responsible behavior. He confirmed that he wants to get his finances back on track and begin building a savings account.</i></p>			
OTHER INSTRUCTIONS			
This form will be destroyed upon reassignment (other than rehabilitative transfers), separation at ETS, or retirement. For separation requirements and notification of loss of benefits/consequences, see local directives and AR 635-200.			

DA FORM 4856-E

Figure C-8. Example of a Developmental Counseling Form—Event Counseling

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

Based on our discussion, PFC Lloyd will be able to resume normal payment on his DPP account next month (assuming that his phone bill is approximately \$50). PFC Lloyd agreed to contact the DPP office and provide a partial payment of \$20 immediately. He agreed to exercise self-restraint and not make long distance calls as frequently. He decided that his goal is to make one ten-minute phone call every two weeks. He will write letters to express concern over his grandmother's condition and ask his parents to do the same to keep him informed. His long-term goal is to establish a savings account with a goal of contributing \$50 a month.

PFC Lloyd also agreed to attend the check cashing class at ACS on 2, 9, and 16 April.

Assessment date: 27 June

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree/ disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Andrew Lloyd Date: 28 March 1997

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

PFC Lloyd will visit the DPP office to make an immediate partial payment of \$20 and will give me a copy of the receipt as soon as the payment is made. PFC Lloyd will also provide me with a copy of the next month's phone bill and DPP payment receipt. PFC Lloyd's finances will be a key topic of discussion at his next monthly counseling session.

Signature of Counselor: Mark Levy Date: 28 March 1997

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment (Did the plan of action achieve the desired results? This section is completed by both the Leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

Figure C-8 (continued). Example of a Developmental Counseling Form—Event Counseling

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)			
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.			
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
PART I – ADMINISTRATIVE DATA			
Name (Last, First, MI) <i>McDonald, Stephen L.</i>	Rank / Grade <i>1SG</i>	Social Security No. <i>333-33-3333</i>	Date of Counseling <i>13 March 1998</i>
Organization <i>D Company, 3-95th IN</i>		Name and Title of Counselor <i>CPT Peterson, Company Commander</i>	
PART II - BACKGROUND INFORMATION			
<p>Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling):</p> <p><i>To discuss duty performance for the period 19 Dec 97 to 11 March 1998.</i></p> <p><i>To discuss short-range professional growth goals/plan for next year.</i></p> <p><i>Talk about long-range professional growth (2-5 years) goals.</i></p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <p><u>Performance (sustain):</u> <i>Emphasized safety and knowledge of demolition, tactical proficiency on the Platoon Live Fire Exercises (PLT LFXs).</i></p> <p><i>Took charge of Co defense during JTFEX; outstanding integration and use of engineer, heavy weapons, and air defense artillery (ADA) assets. Superb execution of defense preparations and execution.</i></p> <p><i>No dropped white cycle taskings.</i></p> <p><i>Good job coordinating with Bn/S-1 on legal and personnel issues.</i></p> <p><i>Continue to take care of soldiers, keep the commander abreast of personal problems.</i></p> <p><i>Focused on subordinate NCO development; right man for the right job.</i></p> <p><u>Improve:</u> <i>Get NCODPs on the calendar.</i></p> <p><i>Hold NCOs to standard on SGTs time training.</i></p>			
OTHER INSTRUCTIONS:			
This form will be destroyed upon reassignment (other than rehabilitative transfers), separation at ETS, or retirement. For separation requirements and notification of loss of benefits/consequences, see local directives and AR 635-200.			
DA FORM 4856-E			

Figure C-9. Example of a Developmental Counseling Form—Performance/Professional Growth Counseling

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

Developmental Plan (next year):

Develop a yearlong plan for NCODPs; coordinate to place on the calendar and training schedules.

Resume civilian education; correspondence courses.

Develop a company soldier of the month competition.

Assist the company XO in modularizing the supply room for quick, efficient load-outs.

Put in place a program to develop Ranger school candidates.

Long-range goals (2 to 5 years):

Earn bachelor's degree.

Attend and graduate the Sergeant Majors Academy.

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree/ disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: ISG McDonald Date: 13 March 1998

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Coordinate with the ISG on scheduling of NCODPs and soldier of the month boards.

Have the XO meet with the ISG on developing a plan for modularizing and improving the supply room.

Provide time for Ranger candidate program.

Signature of Counselor: CPT Peterson Date: 13 March 1998

PART IV – ASSESSMENT OF THE PLAN OF ACTION

Assessment (Did the plan of action achieve the desired results? This section is completed by both the Leader and the individual counseled and provides useful information for follow-up counseling):

ISG McDonald has enrolled in an AA degree program at the University of Kentucky. The supply room received all green evaluations during the last CI. Five of seven Ranger applicants successfully completed Ranger school exceeding the overall course completion rate of 39%. Monthly soldier of the month boards proved to be impractical because of the OPTEMPO; however, the company does now hold quarterly boards during the white cycle. Bde CSM commented favorably on the last CO NCODP he attended and gave the instructor a brigade coin.

Counselor: CPT Peterson Individual Counseled: ISG McDonald Date of Assessment: 1 Aug 98

Note: Both the counselor and the individual counseled should retain a record of the counseling.

Figure C-9 (continued). Example of a Developmental Counseling Form—Performance/Professional Growth Counseling

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)			
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.			
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI).	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling):			
<i>See page D-20, Open the Session</i>			
<i>The leader should annotate pertinent, specific, and objective facts and observations made. If applicable, the leader and subordinate start the counseling session by reviewing the status of the previous plan of action.</i>			
PART III – SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
<i>See page D-20, Discuss the Issues.</i>			
<i>The leader and subordinate should attempt to develop a mutual understanding of the issue(s). Both the leader and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental.</i>			
OTHER INSTRUCTIONS:			
This form will be destroyed upon reassignment (other than rehabilitative transfers), separation at ETS, or retirement. For separation requirements and notification of loss of benefits/consequences, see local directives and AR 635-200.			

DA FORM 4856-E

Figure C-10. Guidelines on Completing a Developmental Counseling Form

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):
See D-20, Develop a Plan of Action

The plan of action specifies what the subordinate must do to reach the goals set during the counseling session. The plan of action must be specific and should contain the outline, guideline(s) and timeline that the subordinate follows. A specific and achievable plan of action sets the stage for successful subordinate development.

Remember, event-oriented counseling with corrective training as part of the plan of action cannot be tied to a specified time frame. Corrective training is complete once the subordinate attains the standard.

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree/ disagree with the information above

Individual counseled remarks:

See D-20, Close the Session

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

See D-21, Leader's Responsibilities. To accomplish the plan of action, the leader must list the resources necessary and commit to providing them to the soldier.

Signature of Counselor: _____ Date: _____

PART IV – ASSESSMENT OF THE PLAN OF ACTION

Assessment (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

See D-21, Assess the Plan of Action. The assessment of the plan of action provides useful information for future follow-up counseling(s) and this block should be completed prior to the start of a follow-on counseling session. During an event-oriented counseling session, the counseling session is not be considered completed until block is completed. During Performance/Professional Growth counseling, this block serves as the start point for future counseling sessions. Leader's must remember to conduct this assessment based upon resolution of the situation and/or the established time line discussed in the plan of action block above.

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856-E

Figure C-10 (continued). Guidelines on Completing a Developmental Counseling Form

Chapter 2

(Extract from FM 22-100)

The Leader and Leadership:

What The Leader Must Be, Know, and Do

I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

Oath of Enlistment

I [full name], having been appointed a [rank] in the United States Army, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and faithfully discharge the duties of the office upon which I am about to enter, So help me God.

Oath of office taken by commissioned officers and DA civilians

2-1. Beneath the leadership framework shown in Figure 1-1, thirty words spell out your job as a leader: **Leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States.** There is a lot in that sentence. This chapter looks at it in detail.

2-2. Army leadership doctrine addresses what makes leaders of character and competence and what makes leadership. Figure 2-1 highlights these values and attributes. You will remember from Chapter 1 that character

describes what a leader must BE; competence refers to what a leader must KNOW; and action is what a leader must DO. Although we discuss these concepts one at a time, they do not stand alone; they are closely connected and together make up who we are (leaders of character and competence) and what we do (leadership). (Appendix B lists performance indicators for Army values and leader skills, attributes, and actions.)

CHARACTER: WHAT A LEADER	
MUST BE.....	2-2
Army Values.....	2-2
Attributes.....	2-8
Focus On Character	2-16
Character Development	2-18
Character and Ethics.....	2-18
COMPETENCE: WHAT A	
LEADER MUST KNOW	2-21
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Influencing	2-23
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SECTION I

CHARACTER: WHAT A LEADER MUST BE

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

Sergeant Major of the Army Julius W. Gates

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

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

ARMY VALUES



Figure 2-1. Army Values

2-4. Your attitudes about the worth of people, concepts, and other things describe your values. Every thing begins there. Your subordinates enter the Army with their own values, developed in childhood and nurtured

through experience. We are all shaped by what we have seen, what we have learned, and whom we have met. But when soldiers and DA civilians take the oath, they enter an institution guided by Army values. These are more than a system of rules. They are not just a code tucked away in a drawer or a list in a dusty book. These values tell us what we need to be, every day, in every action we take. Army values form the very identity of America’s Army, the solid rock upon which everything else stands, especially in combat. They are the glue that binds us together as members of a noble profession. As a result, the whole is much greater than the sum of the parts. Army values are nonnegotiable: they apply to everyone throughout the Army and in every situation.

2-5. Army values remind us and tell the rest of the world—the civilian government we serve, the nation we protect, even our enemies—who we are and what we stand for. The trust soldiers and DA civilians have for one another and the trust the American people have in us depends on how well we live up to these values. They are the fundamental building blocks that enable us to discern right from wrong in any given situation or action. Finally, Army values are consistent; they

support one another. You cannot follow one value and ignore another.

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

Loyalty
Duty
Respect
Selfless Service
Honor
Integrity
Personal Courage

Use this acronym to help you remember the Army values. Use this doctrine to help you understand what they mean and how the values work together in leadership.

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

LOYALTY

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

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

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

2-8. Since before the founding of the republic, America's Army has respected its subordination to its civilian political leaders. This subordination is fundamental to preserving the liberty of all Americans. You began your Army career by swearing allegiance to the Constitution, the basis of our government and laws. If you have never read it or if it has been a while, it's in Appendix F. Pay particular attention to Article I,

Section 8, which outlines Congressional responsibilities regarding the armed forces, and Article II, Section 2, which designates the president as commander in chief. Beyond your allegiance to the Constitution, you have an obligation to be faithful to the Army—the institution and its people—and to your unit or organization.

2-9. Loyalty is an obligation to subordinates, peers, and the larger organization (up to and including the nation). It is a two-way street: you should not expect loyalty without being prepared to give it as well. Leaders can neither demand loyalty nor win it from their people by talking about it. The loyalty of your people is a gift they give you when, and only when, you deserve it—when you train them well, treat them fairly, and live by the concepts you talk about. Leaders who are loyal to their subordinates never let them be misused.

2-10. Soldiers fight for each other—loyalty is commitment. Some of you will encounter the most important way of earning this loyalty: leading your soldiers well in combat. There is no loyalty fiercer than that of soldiers who trust their leader to take them through the dangers of combat. However, loyalty extends to all members of an organization—to your superiors, subordinates, and peers.

2-11. Loyalty extends to all members of the Total Force. The reserve components—Army National Guard and Army Reserve—play an increasingly active role in the Total Force's mission. Most DA civilians will not be called upon to serve in combat theaters, but their contributions to mission accomplishment are vital as well. As an Army leader, you will serve with soldiers of the active and reserve components as well as DA civilians throughout your career. All are members of the same team, loyal to one another.

DUTY

Fulfill your obligations.

Duty is the sublimest word in our language. Do your duty in all

things. You cannot do more; you should never wish to do less.

General Robert E. Lee

2-12. Duty begins with everything required of you by law, regulation, and orders; but it includes much more than that. We do our work not just to the minimum standard, but to the very best of our ability. Soldiers and DA civilians commit to excellence in all aspects of their professional responsibility so that when

the job is done they can look back and say, “I couldn’t have given any more.”

2-13. Army leaders take the initiative, figuring out what needs to be done before being told what to do. What is more, they take full responsibility for their actions and those of their subordinates. Army leaders never shade the truth to make the unit look good—or even to make their subordinates feel good. Instead, they follow their higher duty to America’s Army and the nation.

Duty in Korea

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

2-14. CPT McConnell understood and fulfilled her duty to the Army and to the soldiers she supported in ways that went beyond her medical training. A leader’s duty is to take charge in even unfamiliar circumstances. But duty isn’t reserved for special occasions. When a platoon sergeant tells a squad leader to inspect weapons, the squad leader has fulfilled his minimum obligation when he has checked the weapons. He has done what he was told to do. But if the squad leader finds weapons that are not clean or serviced, his sense of duty tells him to go beyond the platoon sergeant’s instructions. The squad leader does his duty when he corrects the problem and ensures the weapons are up to standard.

2-15. In extremely rare cases, you may receive an illegal order. Duty requires that you refuse to obey it. You have no choice but to do what is ethically and legally correct. Paragraphs 2-80 and 2-81 discuss illegal orders.

RESPECT

Treat people as they should be treated.

The discipline which makes the soldiers of a free country reliable in battle is not to be

gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and to give commands in such manner and such a tone of voice to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.

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

2-16. Respect for the individual forms the basis for the rule of law, the very essence of what makes America. In America’s Army, respect means recognizing and appreciating the inherent dignity and worth of all people. This value reminds you that your people are your greatest resource. Army leaders honor everyone’s individual worth by treating all people with dignity and respect.

2-17. As America becomes more culturally diverse, Army leaders must be aware that they will deal with people from a wider range of ethnic, racial, and religious backgrounds. Effective leaders are tolerant of beliefs different from their own as long as those beliefs do not conflict with Army values, are not illegal, and are not unethical. As an Army leader, you need to avoid misunderstandings arising from cultural differences. Actively seeking to learn about people and cultures different from your own can help you do this. Being sensitive to other cultures can also aid you in counseling your people more effectively. You show respect when you seek to understand your people's background, see things from their perspective, and appreciate what is important to them.

2-18. As an Army leader, you must also foster a climate in which everyone is treated with dignity and respect regardless of race, gender, creed, or religious belief. Fostering this climate begins with your example: how you live Army values shows your people how they should live them. However, values training is another major contributor. Effective training helps create a common understanding of Army values and the standards you expect. When you conduct it as part of your regular routine—such as during developmental counseling sessions—you reinforce the message that respect for others is part of the character of every soldier and DA civilian. Combined with your example, such training creates an organizational climate that promotes consideration for others, fairness in all dealings, and equal opportunity. In essence, Army leaders treat others as they wish to be treated.

2-19. As part of this consideration, leaders create an environment in which subordinates are challenged, where they can reach their full potential and be all they can be. Providing tough training does not demean subordinates; in fact, building their capabilities and showing faith in their potential is the essence of respect. Leaders take the time to learn what their subordinates want to accomplish. They advise their soldiers on how they can grow, personally and professionally. Not all of your

subordinates will succeed equally, but they all deserve respect.

2-20. The Army value of respect is also an essential component for the development of disciplined, cohesive, and effective warfighting teams. In the deadly confusion of combat, soldiers often overcome incredible odds to accomplish the mission and protect the lives of their comrades. This spirit of selfless service and duty is built on a soldier's personal trust and regard for fellow soldiers. A leader's failure to cultivate a climate of respect or a willingness to tolerate discrimination or harassment on any basis eats away at this trust and erodes unit cohesion. But respect goes beyond issues of discrimination and harassment to include the broader issue of civility, the way we treat each other and those we come in contact with. It involves being sensitive to diversity and behaviors that others may find insensitive, offensive, or abusive. Soldiers and DA civilians, like their leaders, treat everyone with dignity and respect.

SELFLESS SERVICE

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

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

General of the Army Omar N. Bradley

2-21. You have often heard the military referred to as "the service." You serve the United States. Selfless service means doing what is right for the nation, the Army, the organization, and your people—and putting these responsibilities above your own interests. The needs of America's Army and the nation come first. This does not 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 does not mean that you cannot have a strong ego, high self-esteem, or even healthy ambition. Rather, selfless service means that you don't make decisions or take actions that help your image or your career but hurt others or sabotage the mission. The selfish superior claims credit for work his subordinates do; the

selfless leader gives credit to those who earned it. The Army cannot function except as a team, and for a team to work, the individual has to give up self-interest for the good of the whole.

2-22. Soldiers are not the only members of the Total Army who display selfless service. DA civilians display this value as well. Then Army Chief of Staff, Gordon R. Sullivan assessed the DA civilian contribution to Operation Desert Storm this way:

Not surprisingly, most of the civilians deployed to Southwest Asia volunteered to serve there. But the civilian presence in the Gulf region meant more than moral support and filling in for soldiers. Gulf War veterans say that many of the combat soldiers could owe their lives to the DA civilians who helped maintain equipment by speeding up the process of

getting parts and other support from 60 logistics agencies Army-wide.

2-23. As GEN Sullivan's comment indicates, selfless service is an essential component of teamwork. Members give of themselves so that the team may succeed. In combat some soldiers give themselves completely so that their comrades can live and the mission can be accomplished. But the need for selflessness is not limited to combat situations. Requirements for individuals to place their own needs below those of their organization can occur during peacetime as well. And the requirement for selflessness does not decrease with one's rank; it increases. Consider this example of a soldier of long service and high rank who demonstrated the value of selfless service.

GA Marshall Continues to Serve

GA George C. Marshall served as Army Chief of Staff from 1939 until 1945. He led America's Army through the buildup, deployment, and world-wide operations of World War II. Chapter 7 outlines some of his contributions to the Allied victory. In November 1945 he retired to a well-deserved rest at his home in Leesburg, Virginia. Just six days later President Truman called on him to serve as Special Ambassador to China. From the White House President Truman telephoned GA Marshall at his home: "General, I want you to go to China for me," the president said. "Yes, Mr. President," GA Marshall replied. He then hung up the telephone, informed his wife of the president's request and his reply, and prepared to return to government service

President Truman did not appoint GA Marshall a special ambassador to reward his faithful service; he appointed GA Marshall because there was a tough job in China that needed to be done. The Chinese communists under Mao Tse-tung were battling the Nationalists under Chiang Kai-Shek, who had been America's ally against the Japanese; GA Marshall's job was to mediate peace between them. In the end, he was unsuccessful in spite of a year of frustrating work; the scale of the problem was more than any one person could handle. However, in January 1947 President Truman appointed GA Marshall Secretary of State. The Cold War had begun and the president needed a leader the people trusted. GA Marshall's reputation made him the one; his selflessness led him to continue serve.

2-24. When faced with a request to solve a difficult problem in an overseas theater after six years of demanding work, GA Marshall did not say, I've been in uniform for over thirty years, we just won a world war, and I think I've done enough. Instead, he responded to his commander in chief the only way a professional could. He said Yes, took care of his family, and prepared to accomplish the mission. After a year overseas, when faced with a similar question, he gave the same answer. GA Marshall's continually placed his

country's interests first and his own second. Army leaders who follow his example do the same.

HONOR

Live up to all the Army values.

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

General Thomas J. "Stonewall" Jackson

2-25. Honor provides the "moral compass" for character and personal conduct in America's Army. Though many people struggle to define the term, most recognize instinctively those with a keen sense of right and wrong, those who live such that their words and deeds are above reproach. The expression "honorable person," therefore, refers to both the character traits an individual actually possesses and the fact that the community recognizes and respects them.

2-26. Honor holds the Army values together while at the same time being a value itself. Together, Army values describe the foundation essential to develop leaders of character. For you as an Army leader, honor means demonstrating an understanding of what is right and taking pride in the community's acknowledgment of that reputation. Military ceremonies recognizing individual and unit achievement demonstrate and reinforce the importance America's Army places on honor.

2-27. For you as an Army leader, demonstrating an understanding of what is right and taking pride in that reputation means this: **Live up to all the Army values.** Implicitly, that is what you promised when you took your oath of office or

enlistment. You made this promise publicly, and the standards—Army values—are also public. To be an honorable person, you must be true to your oath and live Army values in all you do. Living honorably strengthens Army values not only for yourself but for others as well: all members of an organization contribute to the organization's climate (which you'll read about in Chapter 3). By what they do; people living out Army values contribute to a climate that encourages all members of the Total Force to do the same.

2-28. How you conduct yourself and meet your obligations defines who you are as a person; how the Total Force meets the nation's commitments defines America's Army as an institution. For you as an Army leader, honor means putting Army values above self-interest, above career and comfort. For soldiers, it means putting them above self-preservation as well. This honor is essential for creating a bond of trust among members of the Total Force and between America's Army and the nation it serves. Army leaders have the strength of will to live according to Army values, even though the temptations to do otherwise are strong, especially in the face of personal danger. The military's highest award is the Medal of Honor. Its recipients did not do just what was required of them; they went beyond the expected, above and beyond the call of duty. Some gave their own lives so that others could live. It is fitting that the word we use to describe their achievements is "honor."

MSG Gordon and SFC Shughart in Somalia

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

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

2-29. No one will ever know what was running through the minds of MSG Gordon and SFC Shughart as they left the comparative safety of their helicopter to go to the aid of the downed aircrew. The two NCOs knew there was no ground rescue force available, and they certainly knew there was no going back to their helicopter. They may have suspected that things would turn out as they did; nonetheless, they did what they believed to be the right thing. They acted based on Army values, their values: loyalty to their fellow soldiers; the duty to stand by them, regardless of the circumstances; the personal courage to act, even in the face of great danger; selfless service, the willingness to give their all. . . MSG Gary I. Gordon and SFC Randall D. Shughart lived Army values to the end; they were posthumously awarded Medals of Honor.

INTEGRITY

Do what's right—legally and morally.

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

General J. Lawton Collins
Former Army Chief of Staff

2-30. People of integrity consistently act according to principles—not just what might work at the moment. Leaders of integrity make their principles known and consistently act in accordance with them. America's Army requires leaders of integrity who possess high moral standards and are honest in word and deed. Being honest means being truthful and upright all the time, despite pressures to do otherwise. Having integrity means being both morally complete and true to yourself. As an Army leader, you are honest to yourself by committing to and consistently living Army values; you are honest to others by not presenting yourself or your actions as anything other than what they are. Army leaders say what they mean and do what they say. If you cannot accomplish a mission, inform your chain of command. If you inadvertently pass on bad information, correct it as soon as you find out it's wrong. People of integrity do the right thing not because it is convenient or because they have no choice. They choose the right because their character permits no less. Conducting yourself with integrity has three parts:

- Separating what is right from what is wrong.
- Always acting according to what you know to be right, even at

personal cost.

- Saying openly that you are acting on your understanding of right versus wrong.

2-31. Leaders cannot hide what they do: that's why you must carefully decide how you act. As an Army leader, you're always on display. If you want to instill Army values in others, you must internalize and demonstrate them yourself. Your personal values may and probably do extend beyond the Army values, to include such things as political, cultural, or religious beliefs. However, if you are to be an Army leader and a person of integrity, these values must reinforce, not contradict, Army values.

2-32. If your personal values conflict with Army values, you cannot be an Army leader and be morally complete. You need to consult with someone whose values and judgment you respect and decide the kind of person you want to be. If one of your subordinates asks you to discuss this subject, you need to be prepared: you need to be sure of your own values; you need to be a leader of integrity yourself. In either case, you will not be the first person to face this issue. Chapter 5 contains the story of how SGT Alvin York and his leaders confronted and resolved a conflict between SGT York's personal values and Army values. Read it and reflect on it. Resolving such conflicts are necessary to become a leader of integrity.

PERSONAL COURAGE

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

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

Former Sergeant Major of the Army William Connelly

2-33. Personal courage is not the absence of fear; rather, it is the ability to put fear aside and do

what is necessary. It takes two forms, physical and moral. Good leaders demonstrate both.

2-34. Physical courage means overcoming fears of bodily harm and doing your duty. It is the bravery that allows a soldier to take risks in combat in spite of the fear of wounds or death. Physical courage is what gets the soldier at Airborne School out the aircraft door. It is what allows an infantryman to assault a bunker to save his buddies.

2-35. In contrast, moral courage is the willingness to stand firm on your values, principles, and convictions, even when threatened. It enables leaders to stand up for what they believe is right, regardless of the consequences. The leader who takes responsibility for his decisions and actions, even when things go wrong, displays moral courage. Courageous leaders are willing to look critically inside themselves, consider new ideas, and change what needs changing.

2-36. Moral courage can be overlooked, both in discussions of personal courage and in the everyday rush of business. A DA civilian at a meeting heard *courage* mentioned several times in the context of combat. The DA civilian pointed out that consistent moral courage is every bit as important as momentary physical courage. Situations that require physical courage are rare; situations requiring moral courage can occur continually. Moral courage is essential to living the Army values of integrity and honor every day.

2-37. Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice. Candor means calling things as you see them, even when it's uncomfortable or you think it might be better for you to just keep quiet. It means not allowing your feelings to affect what you say about a person or situation. A candid company commander calmly points out the first sergeant's mistake. Likewise, the first sergeant must be candid with the boss and respectfully point out when

the company commander's pet project isn't working and they need to do something different. For trust to exist between leaders and subordinates, candor is essential. Without it, subordinates won't know if they have met the standard and leaders won't know what's going on.

2-38. In combat physical and moral courage may blend together. The right thing to do may not only be unpopular, but dangerous as well. Situations of that sort reveal who is a leader of character and who is not. Consider this example.

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

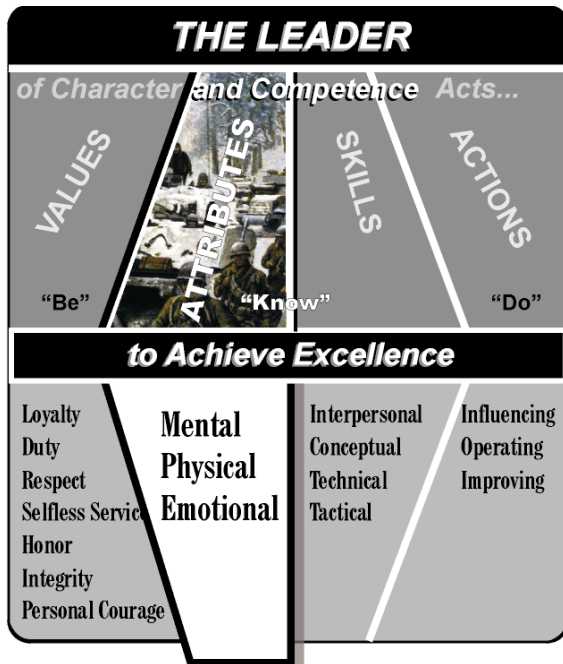
helicopter between the soldiers and a group of 10 villagers who were headed for a homemade bomb shelter. Ordering his gunner to train his weapon on the approaching American soldiers and to fire if necessary, he personally coaxed the civilians out of the shelter and airlifted them to safety. His radio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

LEADER ATTRIBUTES

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

The Noncom's Guide, 1962

Figure 2-2. Leader Attributes



2-39. Values tell us part of what the leader must BE; the other side of what a leader must BE are the attributes listed in Figure 2-2. Leader attributes influence leader actions; leader actions, in turn, always influence the unit or organization. As an example, if you are physically fit, you are more likely to inspire your subordinates to be physically fit.

2-40. Attributes are a person's fundamental qualities and characteristics. People are born with some attributes; for instance, a person's genetic code determines eye, hair, and skin color. However, other attributes are learned and can be changed. Leader attributes can be characterized as mental, physical, and emotional. Successful leaders work to improve those attributes.

MENTAL ATTRIBUTES

2-41. The mental attributes of a leader include will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.

Will

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

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

2-42. Will is the inner drive that compels soldiers and leaders to keep going when they are exhausted, hungry, afraid, cold, and wet—when it would be easier to quit. Will enables soldiers to press the fight to its conclusion. Yet will without competence is useless. It is not enough that soldiers are willing, or even eager, to fight; they must know how to fight. Likewise, soldiers who have competence but no will do not fight. The leader's task is to develop a winning spirit, or warrior ethos, by building subordinates' will as well as their skill. That begins with hard, realistic training.

2-43. Will and the warrior ethos are an attribute essential to all members of the Total Force. Work conditions vary among branches and components, between those deployed and those closer to home. In the Army, personal attitude must prevail over any adverse

external conditions. All members—active, reserve, and DA civilian—will experience situations when it would be easier to quit rather than finish the task at hand. At those times, everyone needs that inner drive to press on to mission completion.

2-44. It's easy to talk about will and the warrior ethos when things go well. But the test of your will comes when things go badly—when events seem to be out of control, when you think your bosses have forgotten you, when the plan doesn't seem to work and it looks like you're going to lose. It is then that you must draw on your inner reserves to persevere—to do your job until there is nothing left to do it with and then to remain faithful to your people, your organization, and your country. The story of the American and Filipino stand on the Bataan Peninsula and their subsequent captivity is one of individuals, leaders, and units deciding to remain true to the end—and living and dying by that decision.

The Will to Persevere—The 12th Quartermaster Regiment in the Philippines

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

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

Though captured, the soldiers of the 12th QM Regiment maintained their will to resist. LT Beulah Greenwalt, a nurse assigned to the 12th QM Regiment, personified this will. Realizing the regimental colors represent the soul of a regiment and that they could serve as a symbol for resistance, LT Greenwalt assumed the mission of protecting the colors from the Japanese. She carried the colors to the

PW camp in Manila by wrapping them around her shoulders and convincing her Japanese captors that they were “only a shawl.” For the next 33 months, LT Greenwalt and the remains of the regiment remained PWs, living on starvation diets and denied all comforts. But through it all LT Greenwalt held onto the flag; the regimental colors were safeguarded, the soul of the regiment remained with the regiment, and the soldiers continued to resist.

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

Self-Discipline

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

SMA William G. Bainbridge

2-45. Self-disciplined people are masters of their impulses. This mastery comes from the habit of doing the right thing. Self-discipline allows Army leaders to do the right thing regardless of the consequences for them or their subordinates. Under the extreme stress of combat—when you might be cut off and alone, fearing for your life, and having to act without guidance or knowledge of what is going on around you—you, the leader, must still think clearly and act reasonably—just as CPT Murray did. Self-discipline is the key to this kind of behavior.

2-46. In peacetime self-discipline gets the unit out for the hard training. Self-discipline makes the tank commander demand another run-through of a battle drill if the performance is not up to standard—even though everyone is long past ready to quit. This does not mean you never get tired or discouraged—after all, you are only human. It does mean you do what needs to be done regardless of your feelings.

Initiative

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

Brigadier General John. T. Nelson, II

2-47. Initiative is the ability to be a self-starter—to act when there are no clear instructions, to act when the situation changes or when the plan falls apart. In the operational context, it means setting and dictating the terms of action throughout the battle or operation. An individual leader with initiative is willing to decide and initiate independent actions when the concept of operations no longer applies or when an unanticipated opportunity leading to accomplishment of the commander’s intent presents itself. Initiative drives the leader to seek a better method, anticipate what must be done, and perform without waiting for instructions. Balanced with good judgment, it becomes *disciplined* initiative, an essential leader attribute. (FM 100-5 discusses initiative as it relates to military actions at the operational level. FM 100-34 discusses the relationship of initiative to command and control. FM 100-40 discusses the place of initiative in the art of tactics.)

2-48. As a leader, you cannot just give orders: you must make clear the intent of those orders, the final goal of the mission. In combat, it is critically important for subordinates to understand their commander’s intent because they may be cut off or enemy actions may derail the original plan. Soldiers who understand the intent will apply disciplined initiative to accomplish the mission.

2-49. Disciplined initiative does not just appear; you must develop it among your subordinates. Your leadership style and the

organizational climate you establish can either encourage or discourage initiative: you can instill initiative in your subordinates or you can drive it out. If you underwrite honest mistakes, your subordinates will be more likely to develop initiative. If you set a “zero

defects” standard, you risk strangling initiative in its cradle, the hearts of your subordinates. (Chapter 5 discusses zero defects and learning.)

The Quick Reaction Platoon

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

Judgment

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

General of the Army Omar N. Bradley

2-50. Good judgment means making the best decision for the situation. It is a key attribute of the art of command and the transformation of knowledge into understanding. Leaders must often juggle hard facts, questionable data, and gut-level intuition to arrive at a decision. (FM 100-34 discusses how leaders convert data and information into knowledge and understanding.)

2-51. Good judgment is the ability to size up a situation quickly, determine what is important, and decide what needs to be done. You should consider a range of alternatives before you act. You also need to think through the consequences of what you are about to do before you do it. In addition to considering the consequences, you should also think methodically. Some sources that aid judgment are the boss's intent, the desired goal, rules, laws, regulations, experience, and values. Good judgment also includes the ability to size up subordinates, peers, and the enemy for strengths, weaknesses, and potential actions. It is a critical part of problem solving and

decision making. (Chapter 5 discusses these leader skills.)

2-52. Judgment and initiative go hand in hand. As an Army leader, you must weigh what you know and make decisions in situations where others do nothing. There will be times when you will have to make decisions under severe time constraints. In all cases, however, you must take responsibility for your actions. In addition, you must encourage disciplined initiative in, and teach good judgment to, your subordinates. Help your subordinates learn from mistakes by coaching and mentoring them along the way. (Chapter 3 discusses mentoring.)

Self-Confidence

2-53. Self-confidence is the faith that you will act correctly and properly in any situation, even one in which you are under stress and do not have all the information you want. Self-confidence comes from competence: it is based on mastering skills, which takes hard work and dedication. Leaders who know their own capabilities and believe in themselves are self-confident. Do not mistake bluster—loud-mouthed bragging or self-promotion—for self-confidence. Truly self-confident leaders do not need to advertise; their actions say it all.

2-54. Self-confidence is important for leaders and teams. Soldiers want self-confident leaders, leaders who understand the situation, know what needs to be done, and demonstrate that understanding and knowledge. Self-confident leaders instill self-confidence in their soldiers. In combat, self-confidence helps soldiers control doubt and reduce anxiety. Together with will and self-discipline, self-confidence helps leaders act—do what must be done in circumstances where it would be easier to do nothing—and to convince their people to act as well.

Intelligence

2-55. Intelligent leaders think, learn, reflect, and apply what they have learned. Intelligence is more than knowledge, and the ability to think is not the same as book-smarts. All of us have some intellectual ability that, when developed, allows us to analyze and understand a situation. And although some people are smarter than others, all of us can develop the capabilities we have. Napoleon himself observed how a leader's intellectual development applies directly to battlefield success:

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

2-56. Knowledge is only part of the equation. Smart decisions result when you combine professional skills (which you learn through study) with experience (which you gain on the job), and your ability to reason through a problem based on the information available. Reflection is also important. From time to time, you find yourself carefully and thoughtfully considering how leadership, values, and other military principles apply to you and your job. When things don't go quite the way they intended, intelligent leaders are confident enough to step back and ask, Why did things turn out that way? Then they are smart enough to avoid making the same mistake again.

2-57. Reflection also contributes to your originality (the ability to innovate, rather than only adopt others' methods) and intuition

(direct, immediate insight or understanding of important factors without apparent rational thought or inference). Remember COL Chamberlain at Little Round Top. To his soldiers, it sometimes appeared that he could “see through forests and hills and know what was coming.” But this was no magical ability. Through study and reflection, the colonel had learned how to analyze terrain and imagine how the enemy might attempt to use it to his advantage.¹ He had applied his intelligence and developed his intellectual capabilities. Good leaders follow COL Chamberlain's example.

Cultural Awareness

2-58. Culture is a group's shared set of beliefs, values, and assumptions about what is important. As an Army leader, you must be aware of cultural factors in three contexts: (1) you must be sensitive to the different backgrounds of your people; (2) you must be aware of the culture of the country in which your organization is operating; and (3) you must take into account your partners' customs and traditions when you are working with forces of another nation.

2-59. Within America's Army, people come from widely different backgrounds: they are shaped by their schooling, ethnicity, gender, and religion as well as a host of other influences. Although they share the Army values, an African-American man from rural Texas may look at many things differently from, say, a third-generation Irish-American man who grew up in Philadelphia or a Native American woman from the Pacific Northwest. But be aware that perspectives vary within groups as well. That's why you should try to understand individuals based on their own ideas, qualifications, and contributions and not jump to conclusions based on stereotypes.

2-60. Army values are part of the Army's institutional culture, a starting point for how you as a member of the Total Force, should think and act. Beyond that, Army leaders not only recognize that people are different; they value them because of their differences, because they are people. Your job as a leader

¹ John J. Pullen, *The Twentieth Maine*, p.111.

is not to make everyone the same. Instead, your job is to take advantage of the fact that everyone is different and build a cohesive team. (Chapter 7 discusses the role strategic leaders play in establishing and maintaining the Army's institutional culture.)

2-61. There is great diversity in the Army—religious, ethnic, and social—and people of different backgrounds bring different talents to the table. By joining America's Army, these people have agreed to adopt the Army culture. Army leaders make this easier by embracing and making use of all those talents. What's more, they create a team where subordinates know they are valuable and their talents are important.

2-62. You never know how the talents of an individual or group will contribute to mission accomplishment. For example, during World War II US Marines from the Navajo nation formed a group of radio communications specialists dubbed the Navajo Code Talkers. The code talkers used their native language—a unique talent—to handle command radio traffic. Not surprisingly, even the best Japanese code breakers could not decipher what was being said.

2-63. Understanding the culture of your adversaries and of the country in which your organization is operating is just as important as understanding the culture of your own country and organization. This aspect of cultural awareness has always been important, but today's operational environment of frequent stability operations and support operations—often conducted by small units under constant media

coverage—makes it even more so. As an Army leader, you need to remain aware of current events—particularly those in areas where the country has national interests. You may have to deal with people who live in those areas, either as partners, neutrals, or enemies. The more you know about them, the better prepared you will be.

2-64. You may think that understanding other cultures applies mostly to stability operations and support operations. However, it is critical to planning offensive and defensive operations as well. For example, you may employ different tactics against an adversary who considers surrender to be a dishonor worse than death than against those for whom surrender is an honorable option. Likewise, if your organization is operating as part of a multinational team, how well you understand your partners will affect how well the team accomplishes its mission.

2-65. Cultural awareness is crucial to the success of multinational operations. In such situations Army leaders take the time to learn the customs and traditions of our partners' cultures. They learn how and why others think and act as they do. In multinational forces, effective leaders create a "third culture," which is the bridge or the compromise among partners. This is what GEN Eisenhower did in the following historical example. (Chapter 7 discusses how building a cohesive coalition contributed to the Allied victory in the World War II European Theater.)

Historical Example—GEN Eisenhower Forms SHAEF

One of GEN Dwight D. Eisenhower's toughest jobs in the World War II European Theater was to create an environment where the Allies could work together. The forces under his command—American, British, French, Canadian, and Polish—brought not only different languages, but different ways of thinking, different ideas about what was important, and different strategies. GEN Eisenhower could have tried to bend everyone to his will and his way of thinking; he was the boss, after all. But it is doubtful the Allies would have fought as well for a bullying commander or that a bullying commander would have survived politically. Instead, he created a positive command climate that made best use of the various capabilities of his subordinates. This kind of work takes tact, patience, and trust. It does not destroy existing cultures but creates a new one.

PHYSICAL ATTRIBUTES

2-66. Physical attributes—health fitness, physical fitness, and military and professional bearing—can be developed. While there is no standard of physical fitness or military bearing for DA civilians, many characteristics of the four physical attributes apply. Army leaders maintain the appropriate level of physical fitness and military bearing.

Health Fitness

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

Geoffrey C. Ward
The Civil War

2-67. Health fitness is everything you do to maintain good health, things such as undergoing routine physical exams, practicing good dental hygiene, maintaining deployability standards, and even personal grooming and cleanliness. A soldier unable to fight because of dysentery is as much a loss as one who is wounded. Healthy soldiers can perform under extremes in temperature, humidity, and other conditions better than unhealthy ones. Health fitness also includes avoiding things that degrade your health, such as substance abuse, obesity, and smoking.

Physical Fitness

Fatigue makes cowards of us all.

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

2-68. Unit readiness begins with physically fit soldiers and leaders. Combat drains soldiers physically, mentally, and emotionally. To minimize those effects, leaders are physically fit, and they make sure their subordinates are fit also. Physically fit soldiers perform better in all areas, and physically fit leaders are better able to think, decide, and act appropriately under pressure. Physical readiness provides a foundation for combat readiness, and it is up to you, the leader, to get your soldiers ready.

2-69. Although physical fitness is a crucial element of success in battle, it is not just for frontline soldiers. Wherever they are, people who are physically fit feel more competent and confident. That attitude reassures and inspires those around them. Physically fit soldiers and DA civilians can handle stress better, work longer and harder, and recover faster than ones who are not fit. These payoffs are valuable in both peace and war.

2-70. The physical demands of leadership positions, prolonged deployments, and continuous operations can erode more than just physical attributes. Soldiers must show up ready for deprivations because it is difficult to maintain high levels of fitness during

deployments and demanding operations. Trying to get fit under those conditions is even harder. Without appropriate physical fitness, the effects of additional stress snowball until mental and emotional fitness are also compromised. Army leaders' physical fitness has significance beyond their personal performance and well-being. Since leaders' decisions affect their organizations' combat effectiveness, health, and safety and not just their own, maintaining physical fitness is an ethical as well as a practical imperative.

2-71. The APFT measures a baseline level of physical fitness. As a leader, you are required to develop a physical fitness program that enhances your soldiers' ability to complete soldier and leader tasks that support the unit's METL. (FM 25-101 discusses METL-based integration of soldier, leader, and collective training.) Fitness programs that emphasize training specifically for the APFT are boring and do not prepare soldiers for the varied stresses of combat. Make every effort to design a physical fitness program that prepares your people for what you expect them to do in combat. Readiness should be your program's primary focus; preparation for the APFT itself is secondary. (FM 21-20 is your primary physical fitness resource.)

2-72. GEN George C. Marshall summed up the importance of physical fitness this way:

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

Military and Professional Bearing

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

SMA Julius W. Gates

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

EMOTIONAL ATTRIBUTES

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

Aristotle

Greek philosopher and tutor to Alexander the Great

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

Self Control in Combat

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

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

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

Self-Control

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

Sergeant Theresa Kristek
Operation Just Cause, Panama

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

The Fight in the Ia Drang Valley

I took command of the company in the middle of a firefight in the Ia Drang Valley when the commander and first sergeant were killed. I went in with another rifle company, the relief force, and by the time we fought our way through there were thirteen killed and over thirty wounded, including my friend, the dead company commander.

I thought it was going to be the shortest command in history. The enemy had us surrounded. That night we could hear them forming up to attack, hollering and cheering like they were at a pep rally before a football game. I called in indirect fire whenever I heard them.

I'm sitting there in the rain with a pile of bodies, including my predecessor. So I get out my ammo and my grenades and I bring my people in tight and I just hold on. At one point we counted the enemy mortars. You could hear the thud of a round being fired; we counted sixteen rounds in the air before the first one hit, and let me tell you, that's the definition of a long wait.

Captain Charles A. Murray
Company A, 2d Battalion, 35th Infantry
Discussing combat action of 2-3 August 1966

soldiers at the toughest moments and keep them driving on.

Balance

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

Noncommissioned Officer's Manual, 1917

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

Stability

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

Marshall de Belle-Isle
French Minister of War, 1757-1760

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

BG Jackson at First Bull Run

At a crucial juncture in the First Battle of Bull Run, the Confederate line was being beaten back from Matthews Hill by Union forces. Confederate BG Thomas J. Jackson and his 2,000-man brigade of Virginians, hearing the sounds of battle to the left of their position, pressed on to the action. In spite of a painful shrapnel wound, BG Jackson calmly placed his men in a defensive position on Henry Hill and offered them reassurances that all was well. As men of the broken regiments flowed past, one of the officers, BG Barnard E. Bee, exclaimed to BG Jackson, "General, they are driving us!" Looking toward the direction of the enemy, BG Jackson replied, "Sir, we will give them the bayonet." Impressed by BG Jackson's confidence and self-control, BG Bee rode off towards what was left of the officers and men of his brigade. As he rode into the throng he gestured with his sword toward Henry Hill and shouted, "Look, men! There is Jackson standing like a stone wall! Let us determine to die here, and we will conquer! Follow me!" BG Bee would later be mortally wounded, but the Confederate line stiffened and the nickname he gave to BG Jackson would live on in American military history. This is a prime example of how one leader's self-control under fire affected not only his own soldiers, but the leaders and soldiers of another unit, thereby turning the tide of battle.

FOCUS ON CHARACTER

Just as fire tempers iron into fine steel, so does adversity temper one's character into firmness, tolerance, and determination.

Margaret Chase Smith
Lieutenant Colonel, US Air Force Reserve
and United States Senator

2-80. Earlier in this chapter, you read how character is made up of two interacting sets of characteristics: values and attributes. People enter the Army with values and attributes they have developed over the course of a lifetime, but those are just the starting points for further character development. Leaders continuously develop in themselves and their subordinates the Army values and leader attributes that this chapter discusses and Figure 1-1 shows. This is not just an academic exercise, another mandatory training topic to address once a year. Your character shows through in your actions—on and off duty.

2-81. Character helps you determine what is right and motivates you to do it, regardless of the circumstances or the consequences. What is more, an informed ethical conscience consistent with Army values steels you for making the right choices when faced with tough questions. Since Army leaders seek to do what is right and inspire others to do the same, you must be concerned with character development. Examine the actions in this example and consider the aspects of character that contributed to them.

Character and Prisoners

The morning of [28 February 1991], about a half-hour prior to the cease-fire, we had a T-55 tank in front of us and we were getting ready [to engage it with a TOW]. We had the TOW up and we were tracking him and my wingman saw him just stop and a head pop up out of it. And Neil started calling me saying, "Don't shoot, don't shoot, I think they're getting off the tank." And they did. Three of them jumped off the tank and ran around a sand dune. I told my wingman, "I'll cover the tank, you go on down and check around the back side and see what's down there." He went down there and found about 150 POWs, so the only way we could handle that many was just to line them up and run them through...a little gauntlet, and we had to check them for weapons and stuff and we lined them up and called for the POW handlers to pick them up. It was just amazing. We had to blow the tank up. My instructions were to destroy the tank, so I told them to go ahead and move it around the back side of the berm a little bit to safeguard us, so we wouldn't catch any shrapnel or ammunition coming off. When the tank blew up, these guys started yelling and screaming at my soldiers, "Don't shoot us, don't shoot us," and one of my soldiers said, "Hey, we're from America; we don't shoot our prisoners." That sort of stuck with me.

A Platoon Sergeant, Desert Storm

2-82. The soldier's comment at the end of this story captures the essence of character. He said, "We're from America..." He defined, in a very simple way, the connection between who we are—our character—and what we do. This example illustrates character—shared values and attributes—telling soldiers what to do and what not to do. However, it is interesting for other reasons. Read the piece again: You can almost feel the surprise the

soldiers felt when they realized what the Iraqi prisoners were afraid of. You can picture the young soldier, nervous, hands on his weapon, but still managing to be a bit amused. The right thing, the ethical choice, was so deeply ingrained in these soldiers that it never occurred to them to do anything other than safeguard the prisoners.

The Battle of the Bulge

In December 1944 the German Army launched its last major offensive on the Western Front, sending massive infantry and armor formations into a lightly-held sector of the Allied line in Belgium. American units were overrun. Thousands of green troops, sent to that sector because it was quiet, were captured. For two desperate weeks the Allies fought to check the enemy advance. The 101st Airborne Division was sent to the town of Bastogne. The Germans needed to control the crossroads there to move equipment to the front; the 101st was there to stop them.

Outnumbered, surrounded, low on ammunition, out of medical supplies, and with wounded piling up, the 101st, elements of the 9th and 10th Armored Divisions, and a tank destroyer battalion fought off repeated attacks through some of the coldest weather Europe had seen in 50 years. Wounded men froze to death in their foxholes. Paratroopers fought tanks. Nonetheless, when the German commander demanded American surrender, BG Anthony C. McAuliffe, acting division commander, sent a one-word reply: "Nuts."

The Americans held. By the time the Allies regained control of the area and pushed the Germans back, Hitler's "Thousand Year Reich" had fewer than four months to live.

2-83. BG McAuliffe spoke based on what he knew his soldiers were capable of, even in the most extreme circumstances. This kind of courage and toughness did not develop

overnight. Every soldier on the Allied side brought a lifetime's worth of character to that battle; that character was the foundation for everything else that made them successful.

GEN Eisenhower's Message

On 5 June 1944 with his hundreds of thousands of soldiers, sailors and airmen poised to invade France, GEN Dwight D. Eisenhower took a few minutes to draft a message he hoped he would never deliver. It was a "statement he wrote out to have ready when the invasion was repulsed, his troops torn apart for nothing, his planes ripped and smashed to no end, his warships sunk, his reputation blasted."

In his handwritten statement, he began, "Our landings in the Cherbourg-Havre area have failed to gain a satisfactory foothold and I have withdrawn the troops." Originally he had written, the "troops have been withdrawn," a use of the passive voice that conceals the actor. But he changed the wording to reflect his acceptance of full personal accountability.

GEN Eisenhower goes on to say, "My decision to attack at this time and place was based on the best information available." And after recognizing the courage and sacrifice of the troops he says, "If any blame or fault attaches to this attempt, it is mine alone."²

2-84. GEN Eisenhower, in command of the largest invasion force ever assembled and poised on the eve of a battle that would decide the fate of millions of people, was guided by the same values and attributes that shaped the actions of the soldiers in the Desert Storm example. His character allowed for nothing less than acceptance of total personal responsibility. If things went badly, he was ready to take the blame. When things went

well, he gave credit to his subordinates. The Army values GEN Eisenhower personified provide a powerful example for all members of the Total Force.

CHARACTER DEVELOPMENT

2-85. People come to the Army with a character formed by their background,

² Paul Fussell, *Wartime*,

religious or philosophical beliefs, education, and experience. A leader's job would be a great deal easier if you could check the values of a new DA civilian or soldier the way we check teeth or run a blood test. You could figure out what values were missing by a quick glance at Figure 1-1 and administer the right combination, maybe with an injection or magic pill.

2-86. But character development is a complex, lifelong process. No scientist can point to a person and say, "This is when it all happens." However, there are a few things you can count on. You build character in subordinates by creating units in which Army values are not just a table in a book, but are the precepts for what their members do. You help build subordinates' character by acting the way you want them to act. You teach by

example, and coach along the way. When you hold yourself and your subordinates to the highest standards, you reinforce the values those standards embody. They spread throughout the team, unit, or organization—throughout America's Army—like the waves from a pebble dropped into a pond.

CHARACTER AND ETHICS

2-87. When you talk about character, you help your people answer the question, What kind of person should I be? You must not only embrace Army values and leader attributes but also use them to think, reason, and—after reflection—act. Acting in a situation that tests your character requires moral courage. Consider the following example:

The Qualification Report

A battalion in a newly activated division had just spent a great deal of time and effort on weapons qualification. When the companies reported results, the battalion commander could not understand why B and C Companies had reported all machine gunners fully qualified while A Company had not. The A Company commander said that he could not report his gunners qualified because they had only fired on the 10-meter range and the manual for qualification clearly stated that the gunners had to fire on the transition range as well. The battalion commander responded that since the transition range was not built yet, the gunners should be reported as qualified: "They fired on the only range we have. And besides, that's how we did it at Fort Braxton."

Some of the A Company NCOs, who had also been at Fort Braxton, tried to tell their company commander the same thing. But the captain insisted the A Company gunners were not fully qualified, and that is how the report went to the brigade commander.

The brigade commander asked for an explanation of the qualification scores. After hearing the A Company commander's story, he agreed that the brigade would be doing itself no favors by reporting partially qualified gunners as fully qualified. The incident also sent a message to division: get that transition range built.

The captain's choice was not between loyalty to his battalion commander and honesty; doing the right thing here meant being loyal and honest. And the captain had the moral courage to be both honest and loyal—loyal to the Army, loyal to his unit, and loyal to his soldiers.

2-88. The A Company commander made his decision and submitted his report without knowing how it would turn out. He did not know the brigade commander would back him up. He insisted on reporting the truth—which took character—because it was the right thing to do. He reported qualification relative to the published Army standard. In this case it was possible to be both honest and loyal. In the vast majority of cases, Army values are

perfectly compatible; in fact, they reinforce each other.

2-89. Character is important in living a consistent, moral life, but character does not always provide the final answer to the specific question, What should I do? Finding that answer can be called ethical reasoning. Chapter 4 outlines a process for ethical reasoning. Keep in mind that the process is much more complex than the steps indicate and that you must apply your own

values, critical thinking skills, and imagination. There are no formulas that will serve every time; you may not even always come up with an answer that completely satisfies you. But if you embrace Army values and let them govern your actions, if you learn from your experiences and develop your skills over time, you are as prepared as you can be to face the tough calls.

2-90. Some people try to set different Army values against one another, saying a problem is about loyalty versus honesty or duty versus respect. Leadership is more complicated than that; the world is not always black and white. If it were, leadership would be easy and anybody could do it.

CHARACTER AND ORDERS

2-91. Making the right choice and acting on it when you face an ethical question is never easy. Sometimes it means standing your ground. Sometimes it means telling your boss you think he's wrong, like the finance supervisor in Chapter 1 did. Situations like these can test your character. But a situation in which you think you have received an illegal order can be even more difficult.

2-92. In Chapter 1 you read that a good leader executes the boss's decision with energy and enthusiasm. The only exception to this is your duty to disobey illegal orders. This is not a privilege you can conveniently claim, but a duty you must perform. Be sure that you understand both the details of the order and the original intent. Seek clarification from the person who gave the order. This takes moral courage, but the question will be straightforward: Did you really mean for me to...steal the part...submit a false report...shoot the prisoners? If the question is complex or time permits, always seek legal counsel. However, if you must decide immediately—as may happen in the heat of combat—make the best judgment possible based on Army values, your experience, and your previous study and reflection. You take a risk when you disobey what you think is an illegal order. It may be the most difficult decision you will ever make, but that's what leaders do.

2-93. While you will never be completely prepared for such a situation, spending time reflecting on Army values and leader attributes may help. Talk to your superiors, particularly those who have done what you aspire to do or what you think you will be called on to do; providing counsel of this sort is an important part of mentoring (which Chapter 3 discusses). Obviously, you need to make time to do this before you are faced with a tough call. When you are in the middle of a firefight, you do not have time to reflect.

CHARACTER AND BELIEFS

2-94. What role do beliefs play in ethical matters? Beliefs are convictions we hold as true; they are based on our upbringing, culture, heritage, families, and traditions. As a result, different moral beliefs have been and will continue to be shaped by diverse religious and philosophical traditions. We serve a nation that takes very seriously the notion that we are free to choose our own beliefs and the basis for those beliefs. In fact, America's strength comes from that diversity. The Army respects different moral backgrounds and personal convictions—as long as they do not conflict with Army values.

2-95. Beliefs matter because they are the way we make sense of what we experience. Leaders who consistently demonstrate the military ethic help their soldiers find meaning in the tasks they perform. They are careful not to require their soldiers to violate their beliefs by ordering or implying any illegal or unethical action. Beliefs also provide the base for personal values. Values are moral beliefs that shape our behavior.

2-96. The Constitution reflects our deepest national values. One of these values is the guarantee of freedom of religion. While religious beliefs and practices are left to individual conscience, Army leaders are responsible for ensuring their soldiers' right to free exercise of religion. Title 10 of the United States Code states, "Each commanding officer shall furnish facilities, including necessary transportation, to any chaplain assigned to his command, to assist the chaplain in performing his duties."

2-97. What does this mean for Army leaders? The commander delegates staff responsibility to the chaplain for programs to enhance spiritual fitness since many leaders and subordinates draw moral fortitude and inner strength from a spiritual

foundation. At the same time, no leader may apply undue influence or coerce others in matters of religion—whether to practice or not to practice specific religious beliefs. (The first ten amendments to the Constitution are called the Bill of Rights. Freedom of Religion is guaranteed by the First Amendment, an indication of how important the Founders considered it. You can read the Bill of Rights in Appendix F.)

2-98. Leaders also recognize the role beliefs play in preparing soldiers for battle. Soldiers often fight and win over tremendous odds when they are convinced of the ideals (beliefs) for which they are fighting. Commitment to such beliefs as justice, liberty, freedom, or not letting down your fellow soldier can be essential ingredients in creating and sustaining the will to fight and prevail. A common theme expressed by American prisoners of war during the Vietnam Conflict was the importance of values instilled by a common American culture. These values helped them to withstand torture and the hardships of captivity.

SECTION II

COMPETENCE: WHAT A LEADER MUST KNOW

The American soldier...demands professional competence in his leaders. In battle, he wants to know that the job is going to be done right, with no unnecessary casualties. The noncommissioned officer wearing the chevron is supposed to be the best soldier in the platoon, and he is supposed to know how to perform all the duties expected of him. The American soldier expects his sergeant to be able to teach him how to do his job. And he expects even more from his officers.

General of the Army Omar N. Bradley

Figure 2-3. Leader Skills

2-99. Army values and leader attributes form the foundation of the character of soldiers and DA civilians. Character, in turn, serves as the basis of knowing (competence)

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

2-100. Competence results from hard, realistic training. That is why Basic Training starts with simple skills, such as drill and marksmanship. Soldiers who master these skills has a couple of victories under their belts. The message from the drill sergeants—explicit or not—is, You learned how to do those things; now you are ready to take on something tougher. Soldiers who are led through progressively more complex tasks this way develop the confidence and will—the inner drive,—to take on the next, more difficult challenge.

2-101. For you as an Army leader, competence means much more. Competence links character (knowing the right thing to do) and leadership (doing, or influencing your people to do, the right thing). Leaders are responsible for being personally competent, but even that is not enough: as a leader, you are responsible for your subordinates' competence as well.

2-102. Figure 2-3 highlights the four categories containing skills a leader must KNOW: interpersonal, conceptual, technical, and tactical.

- **Interpersonal skills** affect how you deal with people. They include 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.

- **Technical skills** are job-related abilities. They include basic soldier skills. Army leaders must possess the expertise necessary to accomplish all tasks and functions they are assigned.

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

2-103. Leaders in combat combine interpersonal, conceptual, technical, and tactical skills to accomplish the mission. They use their interpersonal skills to effectively communicate their intent and motivate their soldiers. They apply their conceptual skills to determine viable concepts of the operation, make the right decisions, and execute the tactics required by the operational environment. They capitalize on their technical skills to employ the techniques, procedures, fieldcraft, and equipment that fit the situation. Finally, combat leaders employ tactical skill, combining skills from the other skill categories with a knowledge of the art of tactics appropriate to their level of responsibility and unit type to accomplish the mission. When plans go wrong and leadership must turn the tide, it is tactical skill, combined with character, that enables the leader to seize control of the situation and lead the unit to mission accomplishment.

2-104. The Army leadership framework draws a distinction between developing skills and performing actions. Leaders who take their units to the National Training Center improve their skills by performing actions—by doing their jobs on the ground in the midst of intense simulated combat. But they do not wait until they arrive at Fort Irwin to develop their skills; they practice ahead of time in CPXes, in combat drills, on the firing ranges, and even on the PT field.

2-105. Over time, your leader skills will improve as your experience broadens. A platoon sergeant gains valuable experience on the job that will help him be a better first sergeant. Leaders take advantage of every chance to improve: they look for new learning opportunities, ask questions, seek training

opportunities and request performance critiques.

SECTION III

LEADERSHIP: WHAT A LEADER MUST DO

He gets his men to go along with him because they want to do it for him and they believe in him.

General of the Army Dwight D. Eisenhower



Figure 2-4. Leader Actions

2-106. Leaders act. They bring together everything they are, everything they believe, and everything they know how to do to provide purpose, direction and motivation. Army leaders work to influence people, operate to accomplish the mission, and act to improve their organization. This section introduces leader actions. Chapters 5, 6, and 7 discuss them more fully. As with leader skills, leader actions increase in scope and complexity as one moves from direct leader positions to organizational and strategic leader positions.

2-107. Developing the right values, attributes, and skills is only preparation to lead. Leadership does not begin until you act. Leaders who live up to Army values, who display leader attributes, who are competent, who act at all times as they would have their soldiers act, will succeed. Leaders who talk a good game but cannot back their words with actions will fail in the long run.

INFLUENCING

2-108. Leaders use interpersonal skills to guide others toward a goal. Direct leaders most often influence subordinates face to face—such as when a team leader gives instructions, recognizes achievement, and encourages hard work. Organizational and strategic leaders also influence their immediate subordinates and staff face to face; however, they guide their organizations primarily by indirect influence. Squad leaders, for example, know what their division commander wants, not because the general has briefed each one personally, but because his intent is passed through the chain of

command. Influencing actions fall into these categories:

- **Communicating:** Displaying good oral, written, and listening skills for individuals and groups.
- **Decision making:** Selecting the line of action intended to be followed as the one most favorable to the successful accomplishment of the mission (JP 1-02). This involves using sound judgment, reasoning logically, and managing resources wisely.
- **Motivating:** Inspiring and guiding others toward mission accomplishment.

OPERATING

2-109. Operating is what you do to accomplish the immediate mission, to get the job done on time and to standard. Operating actions fall into these categories:

- **Planning and preparing:** Developing detailed, executable plans that are feasible, acceptable, and suitable. Arranging unit support for the exercise or operation. Conducting rehearsals. During tactical operations, the decision making influencing action and the planning operating action are combined into one of two methodologies: the military decision making process (MDMP) or the troop leading procedures (TLP) Battalion

and higher echelons follow the MDMP. Company and lower echelons follow the TLP. (FM 101-5 discusses the MDMP.)

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

2-110. Leaders assess, or judge, performance so they can determine what needs to be done to improve it. This kind of forward thinking is linked to the last action, improving.

IMPROVING

2-111. Good leaders strive to leave an organization better than they found it. A child struggling to understand why it is better to put money in a piggy bank is learning what leaders know: plan and sacrifice now for the sake of the future. All leaders are tempted to go for the short-term gain that makes you and your organization look good today: “Why bother to fix it now? By the time next year rolls around, it will be someone else’s problem.” But that attitude does not serve either your subordinates or the Army well. When an organization sacrifices important training with long-term effects—say, training that leads to true marksmanship skill—and focuses exclusively on short-term appearances—such as qualification scores—the organization’s performance suffers.

2-112. The results of shortsighted priorities may not appear immediately, but they will appear. Loyalty to your people as well as the Army as an institution demands you consider the long-term effects of your actions. Some of your people will remain in the organization after you have moved on. Some will still be in the Army after you are long gone. Soldiers and DA civilians tomorrow must live with problems leaders do not fix today.

2-113. Army leaders set priorities and balance competing demands. They focus their organizations’ efforts on short- and long-term goals while continuing to meet requirements that may or may not contribute directly to achieving those goals. In the case of weapons proficiency, qualification is a requirement but true marksmanship skill is the goal. For battlefield success, soldiers need training that leads to understanding and mastery of technical and tactical skills that hold up under the stress of combat. Throw in all the other things vying for a unit’s time and resources and your job becomes even more difficult. Guidance from higher headquarters may help, but you must make the tough calls. Improving actions fall into these categories:

- **Developing:** Investing adequate time and effort to develop individual subordinates as leaders. This includes mentoring.
- **Building:** Spending time and resources to improve teams, groups, and units; fostering an ethical climate.
- **Learning:** Seeking self-improvement and organizational growth; envisioning, adapting, and leading change.

SUMMARY

2-114. Leadership in combat is your primary and most important challenge. It requires you to accept a set of values that contributes to a core of motivation and will. If you fail to accept and live these Army values, your soldiers may die unnecessarily.

2-115. What must you, as an Army leader, BE, KNOW, and DO? You must have character, that combination of values and attributes that underlie your ability to see what needs to be done, decide to do it, and influence others to follow you. You must be competent, that is, possess the knowledge and skills required to do your job right. And you must lead, take the proper actions to accomplish the mission based on what your

character tells you is ethically right and appropriate for the situation.

2-116. Leadership in combat, the greatest challenge, requires a basis for your motivation and will. That foundation is Army values. In them are rooted the basis for the character and self-discipline that generate the will to succeed and the motivation to persevere. From this motivation derives the lifelong work of self-development in the skills that make a successful leader, one who walks the talk of BE, KNOW, DO. Chapter 3 examines the environment that surrounds your people and how what you do as a leader affects it. Understanding the human dimension is essential to mastering direct leader skills and performing direct leader actions.

Performance Indicators Appendix B (Extract from FM 22-100)

Appendix B is organized around the leadership dimensions that Chapters 1 through 7 discuss and that Figure B-1 shows. This appendix lists indicators for you to use to assess the leadership of yourself and others based on these leadership dimensions. Use it as an assessment and counseling tool, not as a source of phrases for evaluation reports. When you prepare an evaluation, make comments that apply specifically to the individual you are evaluating. Do not limit yourself to the general indicators listed here. Be specific; be precise; be objective; be fair.

<i>Leaders of Character and Competence</i>			<i>Act to achieve Excellence by providing purpose, direction, and motivation.</i>		
VALUES "Be"	ATTRIBUTES "Be"	SKILLS⁴ "Know"	ACTIONS⁵ "Do"		
Loyalty	Mental¹	Interpersonal	Influencing	Operating	Improving
			Communicating	Planning	Developing
Duty	Physical²	Conceptual	Decision Making	Executing	Building
Respect			Motivating	Assessing	Learning
Selfless Service	Emotional³	Technical			
Honor					
Integrity		Tactical			
Personal Courage					

¹The mental attributes are will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.

²The physical attributes are health fitness, physical fitness, military bearing, and professional bearing.

³The emotional attributes are self-control, balance, and stability.

⁴The required interpersonal, conceptual, technical, and tactical skills are different for the direct, organizational, and strategic leaders.

⁵Influencing, Operating, and Improving actions are different for the direct, organizational, and strategic leaders.

Figure B-1. Leadership Dimensions

VALUES**LOYALTY**

B-1. Leaders who demonstrate loyalty—

- Bear true faith and allegiance in the correct order to the Constitution, the Army, and the organization.
- Observe higher headquarters' priorities.
- Work within the system without manipulating it for personal gain.

DUTY

B-2. Leaders who demonstrate devotion to duty—

- Fulfill obligations—professional, legal, and moral.
- Carry out mission requirements.
- Meet professional standards.
- Set the example.
- Comply with policies and directives.
- Continually pursue excellence.

RESPECT

B-3. Leaders who demonstrate respect—

- Treat people as they should be treated.
- Create a climate of fairness and equal opportunity.
- Are discreet and tactful when correcting or questioning others.
- Show concern for and make an effort to check on the safety and well-being of others.
- Are courteous.
- Don't take advantage of positions of authority.

SELFLESS SERVICE

B-4. Leaders who demonstrate selfless service—

- Put the welfare of the nation, the Army, and subordinates before their own.
- Sustain team morale.
- Share subordinates' hardships.

- Give credit for success to others and accept responsibility for failure themselves.

HONOR

B-5. Leaders who demonstrate honor—

- Live up to Army values.
- Don't lie, cheat, steal, or tolerate those actions by others.

INTEGRITY

B-6. Leaders who demonstrate integrity—

- Do what is right legally and morally.
- Possess high personal moral standards.
- Are honest in word and deed.
- Show consistently good moral judgment and behavior.
- Put being right ahead of being popular.

PERSONAL COURAGE

B-7. Leaders who demonstrate personal courage—

- Show physical and moral bravery.
- Take responsibility for decisions and actions.
- Accept responsibility for mistakes and shortcomings.

ATTRIBUTES

MENTAL ATTRIBUTES

B-8. Leaders who demonstrate desirable mental attributes—

- Possess and display will, self-discipline, initiative, judgment, self-confidence, intelligence, common sense, and cultural awareness.
- Think and act quickly and logically, even when there are no clear instructions or the plan falls apart.
- Analyze situations.
- Combine complex ideas to generate feasible courses of action.
- Balance resolve and flexibility.
- Show a desire to succeed; do not quit in the face of adversity.
- Do their fair share.
- Balance competing demands.
- Embrace and use the talents of all members to build team cohesion.

PHYSICAL ATTRIBUTES

B-9. Leaders who demonstrate desirable physical attributes—

- Maintain an appropriate level of physical fitness and military bearing.
- Present a neat and professional appearance.

- Meet established norms of personal hygiene, grooming, and cleanliness.
- Maintain Army height and weight standards (not applicable to DA civilians).
- Render appropriate military and civilian courtesies.
- Demonstrate nonverbal expressions and gestures appropriate to the situation.
- Are personally energetic.
- Cope with hardship.
- Complete physically demanding endeavors.
- Continue to function under adverse conditions.
- Lead by example in performance, fitness, and appearance.

EMOTIONAL ATTRIBUTES

B-10. Leaders who demonstrate appropriate emotional attributes—

- Show self-confidence.
- Remain calm during conditions of stress, chaos, and rapid change.
- Exercise self-control, balance, and stability.
- Maintain a positive attitude.
- Demonstrate mature, responsible behavior that inspires trust and earns respect.

SKILLS**INTERPERSONAL SKILLS**

B-11. Leaders who demonstrate interpersonal skills—

- Coach, teach, counsel, motivate, and empower subordinates.
- Readily interact with others.
- Earn trust and respect.
- Actively contribute to problem solving and decision making.
- Are sought out by peers for expertise or counsel.

CONCEPTUAL SKILLS

B-12. Leaders who demonstrate conceptual skills—

- Reason critically and ethically.
- Think creatively.
- Anticipate requirements and contingencies.
- Improvise within the commander's intent.
- Use appropriate reference materials.
- Pay attention to details.

TECHNICAL SKILLS

B-13. Leaders who demonstrate technical skills—

- Possess or develop the expertise necessary to accomplish all assigned tasks and functions.
- Know standards for task accomplishment.

- Know the small unit tactics, techniques, and procedures that support the organization's mission.
- Know the drills that support the organization's mission.
- Prepare clear, concise operation orders.
- Understand how to apply the factors of mission, enemy, terrain and weather, troops, time available, and civil considerations (METT-TC) to mission analysis.

- Master basic soldier skills.
- Know how to use and maintain equipment.
- Know how and what to inspect or check.
- Use technology, especially information technology, to enhance communication.

TACTICAL SKILLS

B-14. Leaders who demonstrate tactical skills—

- Know how to apply warfighting doctrine within the commander's intent.
- Apply their professional knowledge, judgment, and warfighting skill at the appropriate leadership level.
- Combine and apply skill with people, ideas, and things to accomplish short-term missions.
- Apply skill with people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, stability, and support actions.

ACTIONS**INFLUENCING**

B-15. Leaders who influence—

- Use appropriate methods to reach goals while operating and improving.
- Motivate subordinates to accomplish assigned tasks and missions.
- Set the example by demonstrating enthusiasm for—and, if necessary, methods of—accomplishing assigned tasks.
- Make themselves available to assist peers and subordinates.
- Share information with subordinates.
- Encourage subordinates and peers to express candid opinions.
- Actively listen to feedback and act appropriately based on it.
- Mediate peer conflicts and disagreements.
- Tactfully confront and correct others when necessary.
- Earn respect and obtain willing cooperation of peers, subordinates, and superiors.
- Challenge others to match their example.
- Take care of subordinates and their families, providing for their health, welfare, morale, and training.
- Are persuasive in peer discussions and prudently rally peer pressure against peers when required.
- Provide a team vision for the future.
- Shape the organizational climate by setting, sustaining, and ensuring a values-based environment.

Communicating

B-16. Leaders who communicate effectively—

- Display good oral, written, and listening skills.
- Persuade others.
- Express thoughts and ideas clearly to individuals and groups.

Oral Communication. Leaders who effectively communicate orally—

- Speak clearly and concisely.
- Speak enthusiastically and maintain listeners' interest and involvement.
- Make appropriate eye contact when speaking.
- Use gestures that are appropriate but not distracting.
- Convey ideas, feelings, sincerity, and conviction.
- Express well-thought-out and well-organized ideas.

- Use grammatically and doctrinally correct terms and phrases.
- Use appropriate visual aids.
- Act to determine, recognize and resolve misunderstandings.
- Listen and watch attentively; make appropriate notes; convey the essence of what was said or done to others.
- React appropriately to verbal and nonverbal feedback.
- Keep conversations on track.

Written Communication. Leaders who effectively communicate in writing

- Are understood in a single rapid reading by the intended audience.
- Use correct grammar, spelling, and punctuation.
- Have legible handwriting.
- Put the "bottom line up front."
- Use the active voice.
- Use an appropriate format, a clear organization, and a reasonably simple style.
- Use only essential acronyms and spell out those used.
- Stay on topic.

- Correctly use facts and data. (DA Pam 600-67 discusses techniques for writing effectively.)

Decision Making

B-17. Leaders who make effective, timely decisions—

- Employ sound judgment, and logical reasoning.
- Gather and analyze relevant information about changing situations to recognize and define emerging problems.
- Make logical assumptions in the absence of facts.
- Uncover critical issues to use as a guide in both making decisions and taking advantage of opportunities.
- Keep informed about developments and policy changes inside and outside the organization.
- Recognize and generate innovative solutions.
- Develop alternative courses of action and choose the best course of action based on analysis of their relative costs and benefits.
- Anticipate needs for action.
- Relate and compare information from different sources to identify possible cause-and-effect relationships.
- Consider the impact and implications of decisions on others and on situations.
- Involve others in decisions and keep them informed of consequences that affect them.
- Take charge when in charge.
- Define intent.
- Consider contingencies and their consequences.
- Remain decisive after discovering a mistake.
- Act in the absence of guidance.
- Improvise within commander's intent; handle a fluid environment.
- Attempt to satisfy subordinates' needs.
- Give subordinates the reason for tasks.
- Provide accurate, timely, and (where appropriate) positive feedback.
- Actively listen for feedback from subordinates.
- Use feedback to modify duties, tasks, requirements, and goals when appropriate.
- Recognize individual and team accomplishments and reward them appropriately.
- Recognize poor performance and address it appropriately.
- Justly apply disciplinary measures.
- Keep subordinates informed.
- Clearly articulate expectations.
- Consider duty positions, capabilities, and developmental needs when assigning tasks.
- Provide early warning to subordinate leaders of tasks they will be responsible for.
- Define requirements by issuing clear and concise orders or guidance.
- Allocate as much time as possible for task completion.
- Accept responsibility for organizational performance. Credit subordinates for good performance. Take responsibility for and correct poor performance.

Motivating

B-18. Leaders who effectively motivate—

- Inspire, encourage, and guide others toward mission accomplishment.
- Don't show discouragement when facing setbacks.

OPERATING

B-19. Leaders who effectively operate—

- Accomplish short-term missions.
- Demonstrate tactical and technical competency appropriate to their rank and position.
- Complete individual and unit tasks to standard, on time, and within the commander's intent.

Planning and Preparing

B-20. Leaders who effectively plan—

- Develop feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future missions.
- Use forward planning to ensure each course of action achieves the desired outcome.
- Use reverse planning to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence.
- Determine specified and implied tasks and restate the higher headquarters' mission in terms appropriate to the organization.
- Incorporate adequate controls such as time phasing; ensure others understand when actions should begin or end.
- Adhere to the "1/3-2/3 Rule"; give subordinates time to plan.
- Allocate time to prepare and conduct rehearsals.
- Ensure all courses of action accomplish the mission within the commander's intent.
- Allocate available resources to competing demands by setting task priorities based on the relative importance of each task.
- Address likely contingencies
- Remain flexible.
- Consider SOPs, the factors of METT-TC, and the military aspects of terrain (OCOKA).
- Coordinate plans with higher, lower, adjacent, and affected organizations.
- Personally arrive on time and meet deadlines; require subordinates

and their organizations to accomplish tasks on time.

- Delegate all tasks except those they are required to do personally.
- Schedule activities so the organization meets all commitments in critical performance areas.
- Recognize and resolve scheduling conflicts.
- Notify peers and subordinates as far in advance as possible when their support is required.
- Use some form of a personal planning calendar to organize requirements.

Executing

B-21. Leaders who effectively execute—

- Use technical and tactical skills to meet mission standards, take care of people, and accomplish the mission with available resources.
- Perform individual and collective tasks to standard.
- Execute plans, adjusting when necessary, to accomplish the mission.
- Encourage initiative.
- Keep higher and lower headquarters, superiors, and subordinates informed.
- Keep track of people and equipment.
- Make necessary on-the-spot corrections.
- Adapt to and handle fluid environments.
- Fight through obstacles, difficulties, and hardships to accomplish the mission.
- Keep track of task assignments and suspenses; adjust assignments, if necessary; follow-up.

Assessing

B-22. Leaders who effectively assesses—

- Use assessment techniques and evaluation tools (especially AARs) to identify lessons learned and facilitate consistent improvement.
- Establish and employ procedures for monitoring, coordinating, and regulating subordinates' actions and activities.
- Conduct initial assessments when beginning a new task or assuming a new position.
- Conduct IPRs.
- Analyze activities to determine how desired end states are achieved or affected.
- Seek sustainment in areas when the organization meets the standard
- Observe and assess actions in progress without over-supervising.

- Judge results based on standards.
- Sort out important actual and potential problems.
- Conduct and facilitate AARs; identify lessons.
- Determine causes, effects, and contributing factors for problems.
- Analyze activities to determine how desired end states can be achieved ethically

IMPROVING

B-23. Leaders who effectively improve the organization—

- Sustain skills and actions that benefit themselves and each of their people for the future.
- Sustain and renew the organization for the future by managing change and exploiting individual and institutional learning capabilities. Create and sustain an environment where all leaders, subordinates, and organizations can reach their full potential.

Developing

B-24. Leaders who effectively develop—

- Strive to improve themselves, subordinates, and the organization.
- Mentor by investing adequate time and effort in counseling, coaching, and teaching their individual subordinates and subordinate leaders.
- Set the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics.
- Create a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance.
- Design tasks to provide practice in areas of subordinate leaders' weaknesses.
- Clearly articulate tasks and expectations and set realistic standards.

- Guide subordinate leaders in thinking through problems for themselves.
- Anticipate mistakes and freely offer assistance without being overbearing.
- Observe, assess, counsel, coach, and evaluate subordinate leaders.
- Motivate subordinates to develop themselves.
- Arrange training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness.
- Balance the organization's tasks, goals, and objectives with subordinates' personal and professional needs.
- Develop subordinate leaders who demonstrate respect for natural resources and the environment.
- Act to expand and enhance subordinates' competence and self-confidence.
- Encourage initiative.

- Create and contribute to a positive organizational climate.
- Build on successes.
- Improve weaknesses.

Building

B-25. Leaders who effectively build—

- Spend time and resources improving the organization.
- Foster a healthy ethical climate.
- Act to improve the organization's collective performance.
- Comply with and support organizational goals.
- Encourage people to work effectively with each other.
- Promote teamwork and team achievement.
- Are examples of team players.
- Offer suggestions, but properly execute decisions of the chain of command and NCO support channel—even unpopular ones—as if they were their own.
- Accept and act on assigned tasks.
- Volunteer in useful ways.
- Remain positive when the situation becomes confused or changes.
- Use the chain of command and NCO support channel to solve problems.
- Support equal opportunity.
- Prevent sexual harassment.
- Participate in organizational activities and functions.
- Participate in team tasks and missions without being requested to do so.
- Establish an organizational climate that demonstrates respect for the environment and stewards natural resources.

Learning

B-26. Leaders who effectively learn—

- Seek self-improvement in weak areas.
- Encourage organizational growth.
- Envision, adapt, and lead change.
- Act to expand and enhance personal and organizational knowledge and capabilities.
- Apply lessons learned.
- Ask incisive questions.
- Envision ways to improve.
- Design ways to practice.
- Endeavor to broaden their understanding.
- Transform experience into knowledge and use it to improve future performance.
- Make knowledge accessible to the entire organization.
- Exhibit reasonable self-awareness.
- Take time off to grow and recreate.
- Embrace and manage change; adopt a future orientation.
- Use experience to improve themselves and the organization.

