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## Introduction

The changing face of war poses special challenges for our Army. Because of the increasing complexity of the world environment, we must prepare to respond across the entire spectrum of conflict. Just as we have changed our doctrine, weapons, and force structure, so have our potential enemies. These changes have dramatically altered the characteristics and demands of modern combat. More than ever, we need competent and confident soldiers, leaders, and units to meet these challenges.

We must work to strengthen our ability to employ new equipment and to execute our operations doctrine. We must also focus on developing leaders at all levels who understand the human dimension of war and are able to go from theory to practice where its application is required.

Understanding the human element will help us win in situations where we may be outnumbered or face an enemy with excellent weapons and equipment. This understanding is equally important in low-intensity conflicts where we expect to have better equipment than the enemy has, but face a struggle of competing principles and ideologies. In either environment, we can only succeed if we have better-prepared leaders, soldiers, and units than the enemy does.

Examining situations where soldiers are likely to be called on to fight or to deter aggression helps identify future leadership challenges and focus on the kind of leaders needed. The worst-case war may be a “come as you are war,” fought with little time for buildup or preparation. Because of the speed and devastation of modern warfare, battle success may well depend on the effectiveness of existing small units during the first weeks of battle.

Across the entire spectrum of conflict, independent actions and operations within the commander’s intent will be necessary. In limited and general war, the turbulent intermixing of opposing units may blur distinctions between rear and forward areas.

Combat will occur throughout the entire length and breadth of the battlefield. In the midst of this fast-paced battlefield, leaders must take the initiative, make rapid decisions, and motivate their soldiers. They must effectively maneuver their units, apply firepower, and protect and sustain their force.

In low-intensity conflicts, leaders will also be under great stress and have to display as much or more discipline than in conventional war. Short periods of intense fighting may interrupt long periods of relative inaction. The signs soldiers are trained to watch for may not help them distinguish friend from enemy. To achieve operational success, leaders may have to restrict the amount of combat power used. These restrictions can frustrate soldiers and leaders of small units. The stress of this environment, coupled with a possible lack of popular support on the home front, will require leaders to motivate their soldiers without many of the traditional supports accorded soldiers in battle.

The nature of future operations places significant demands on leaders. Specifically, the Army needs leaders who—

- Understand the human dimension of operations.
- Provide purpose, direction, and motivation to their units.
- Show initiative.
- Are technically and tactically competent.
- Are willing to exploit opportunities and take well-calculated risks within the commander’s intent.
- Have an aggressive will to fight and win.
- Build cohesive teams.
- Communicate effectively, both orally and in writing.
- Are committed to the professional Army ethic.

### **LEADERSHIP REQUIREMENTS**

The Army’s leadership doctrine lays out principles that, when followed, provide the tools to execute our operations doctrine. It suggests

that leaders must satisfy four leadership requirements:

- Lead in peace to be prepared for war.
- Develop individual leaders.
- Develop leadership teams.
- Decentralize.

### **Lead in Peace to be Prepared for War**

The Army needs leaders who sustain their ability to look beyond peacetime concerns and who can execute their wartime missions even after long periods of peace. Difficulties in maintaining this focus in peace arise because responsibilities and priorities may blur. Leaders must guard against the natural peacetime tendency to use “efficient” centralized methods of training and “zero defects” approaches to day-to-day operations. Administrative activities are important, but they must not take priority over realistic combat training.

The key to maintaining a proper perspective is the ability to look beyond garrison concerns. Leaders must develop units through their wartime focus on all activities. They must recognize that the fast pace of combat allows little time to learn new skills, so they must develop units that can respond rapidly to changing situations. The way leaders train their soldiers and organizations in peace is the way these organizations will fight in war.

### **Develop Individual Leaders**

The Army has made a total commitment to develop leaders by providing the skills, knowledge, and attitudes necessary for them to exhibit the leadership characteristics and traits discussed in this manual. This objective is accomplished through a dynamic leader development system consisting of three equally important pillars:

- Schools. These institutions provide the formal education and training that all soldiers receive on a progressive and sequential basis to prepare them for positions of greater responsibility. The NCOES is a good example.
- Experience. Operational experience through duty assignments provides leaders the opportunity to use and build upon what was learned through the process of formal education.
- Self-development. Individual initiative and self-improvement are keys to training and developing every leader. The formal

education system has limits to what it can accomplish; the leader can and must continue to expand that knowledge base whether through Army correspondence courses, civilian education, reading programs, or any of a number of self-study programs.

- As a leader you have a responsibility to assist your subordinates in implementing all three of these leader development pillars: you must help obtain school quotas for deserving soldiers and then ensure prerequisites are met before attendance; you must have a plan to develop your subordinates while in your unit; and you must encourage the self-discipline required in your soldiers to want to learn more about their profession.

At all levels, the next senior leader has the responsibility to create leader development programs that develop professional officer and NCO leaders. Leaders train their subordinates to plan training carefully, execute it aggressively, and assess short-term achievements in terms of desired long-term results. Effective leader development programs will continuously influence the Army as younger leaders progress to higher levels of responsibility.

The purpose of leader development is to develop leaders capable of maintaining a trained and ready Army in peacetime to deter war, to fight and control wars that do start, and to terminate wars on terms favorable to US and allied interests.

The ethical development of self and subordinates is a key component of leader development. To succeed in upholding their oath of office, leaders must make a personal commitment to the professional Army ethic and strive to develop this commitment throughout the force.

Every leader must be a role model actively working to make his subordinates sensitive to ethical matters. Leaders must not tolerate unethical behavior by subordinates, peers, or superiors.

We must develop and nurture trust that encourages leaders to delegate and empower subordinates. Subordinate leaders may then

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begin to make the decisions that are properly theirs to make and to develop the judgment and thinking skills they will need in battle. This approach requires leaders to recognize that subordinates learn by doing and gives subordinates a chance to try their own solutions.

### **Develop Leadership Teams**

The ability to develop a leadership team is essential to success in war. While we have traditionally viewed leadership as an individual influence effort, today's operations doctrine demands we also view it in terms of leadership teams. A leadership team consists of a leader and those subordinates necessary to plan and execute operations. For example, a platoon leader's leadership team usually consists of a platoon sergeant and the squad leaders. Developing leadership teams is even more important in larger, more complex organizations. Leaders must develop a team that anticipates requirements and exercises initiative within the commander's intent. Units may fail because of a single leader's ineptness, but units succeed in combat because of the collective efforts of leadership teams. An effective leadership team will provide continuity in combat that is tied to a commander's intent instead of to a specific leader or person. Responsive teams react quickly because of their common understanding of mission requirements.

### **Decentralize**

Decentralization is a peacetime objective because you want to develop leaders capable of making tough decisions in a combat situation. To decentralize requires a more senior leader to release authority for execution at a lower level. Leaders must create a leadership climate where decision making is decentralized to the appropriate level. This climate is necessary for subordinate leaders to learn and then to demonstrate the mental flexibility, initiative, innovation, and risk-taking skills that our training and operations doctrine require.

Army doctrine recognizes the high-quality soldier of today. The leader is responsible to develop each soldier's potential and to give competent subordinates authority and responsibility. Although leaders should not do most things themselves if subordinates can and should do them, they must be capable of

performing those tasks. This requires the judicious interplay of centralization and decentralization. Leaders must tailor decentralization to the ability, training, and experience of subordinates who may need to be coached and supported as well as empowered. Although decentralization must allow for subordinate initiative in matters of judgment within the commander's intent, leaders must hold subordinates strictly accountable for their actions at their level of responsibility. When honest mistakes are made, leaders must be willing to coach, encourage, and train subordinates. All must realize that decentralization is not a cure-all and successful implementation requires patience. The key is to develop subordinates' ability to solve problems. The leader must establish standards, decide what needs to be done, and then let competent subordinates decide how to accomplish the mission.

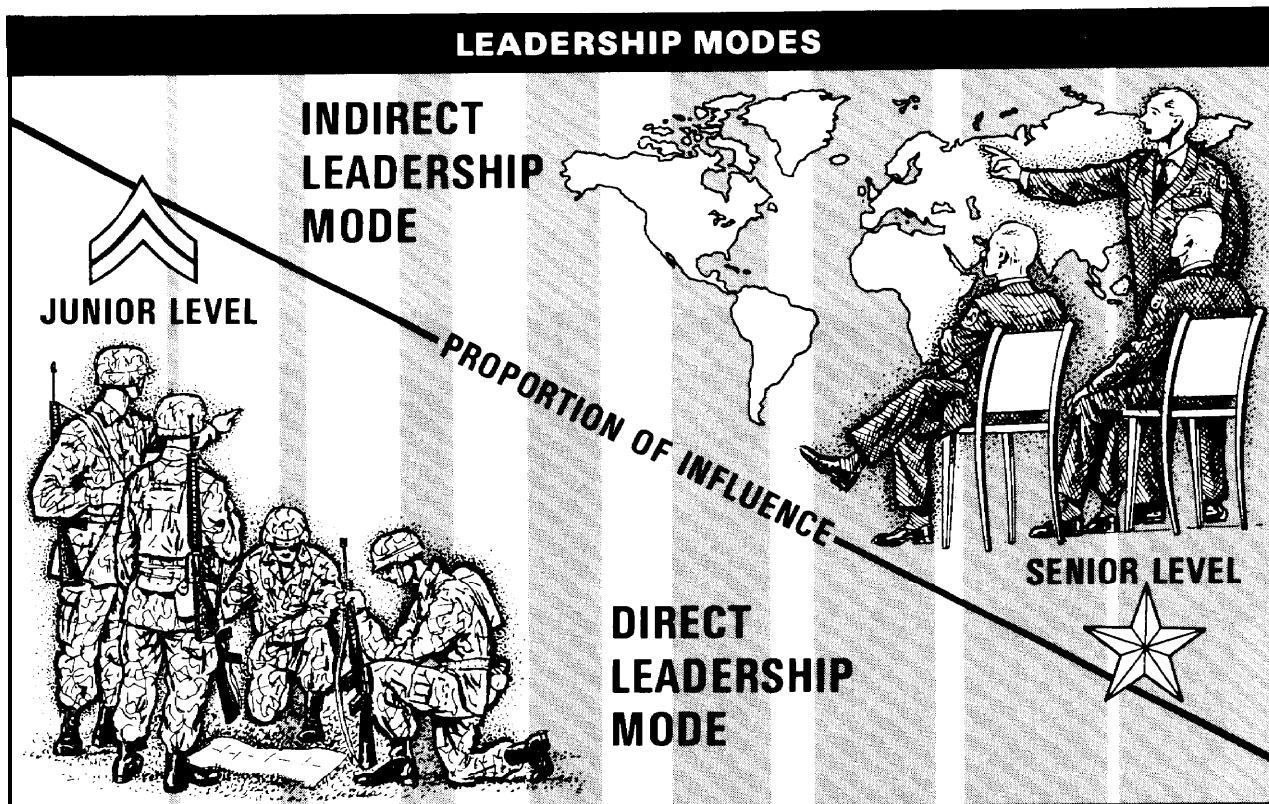
### **KEY ELEMENTS OF OUR LEADERSHIP DOCTRINE**

The study of the skills, knowledge, and attitudes of effective leaders of the past has identified certain *leadership factors, principles, and competencies* they have mastered. These are the key elements of our leadership doctrine and provide a framework at all levels for developing self, subordinates, and units. The leadership factors and principles are discussed in Chapter 2; the competencies are discussed in Appendix A.

### **LEVELS OF LEADERSHIP**

There is general agreement that leaders lead in different ways at different organizational levels. Junior-level leaders accomplish missions and build teams primarily by using the direct face-to-face leadership mode. In larger organizations, the scope of missions broadens and leading is more complex. Senior-level leaders and commanders provide vision, influence indirectly through layers of large units, build organizations, and create conditions that enable junior-level leaders to accomplish tasks and missions.

Two modes of leadership cut across all levels—direct and indirect. All leaders use both modes, but the following diagram shows how the proportion of influence shifts from predominantly the direct mode at junior levels to predominantly the indirect mode at senior



levels. Do not try to use this diagram to put yourself or others in a particular category. Its value is only to show how the mix of the two leadership modes can vary at different levels. This manual focuses mainly on the direct leadership mode.

### **SOURCES OF LEADERSHIP DOCTRINE**

Five manuals contain our leadership doctrine. Each manual addresses specific leadership needs, supports our operations doctrine, and contributes to our Army's ability to fight or to deter aggression:

- FM 22-100 tells leaders how to lead in a direct, face-to-face mode.
- FM 22-101 tells leaders how to conduct leadership counseling.
- FM 22-102 tells leaders how to develop soldier teams at company level and below that can meet the challenges of combat.
- FM 22-103 gives principles and a framework for leading and commanding at senior levels.
- FM 25-100 provides expectations and standards for leaders on training doctrine.

### **THE STRUCTURE**

This manual presents a direct leadership framework that complements our operations doctrine. Where possible, it relates the concepts to the experiences of leaders of our Army in past conflicts.

Part One of the manual discusses doctrinal factors and principles of leadership as they relate to the leadership used from squad and section through battalion and squadron levels. Part Two of the manual discusses leadership in action. It tells what a leader must BE, KNOW, and DO by relating the concepts to past conflicts and then discusses the payoff of applying sound leadership. Part Three discusses special considerations of leadership in battle: stress, leadership in continuous operations, and the effects of weather, terrain, and high technology.

This manual presents the requirements for leading and points for you to consider when assessing and developing yourself, your subordinates, and your unit. It is not intended to tell you exactly how you should lead. You must be yourself and apply this leadership doctrine in the situations you will face.