



ARMY LEADER FIELD GUIDE

FOR INTENSIVE COURSE IN THE FRAME OF INTERNATIONAL SEMESTER

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Marcin BIELEWICZ, Ph.D.

Piotr PIETRAKOWSKI, Ph.D.

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ABSTRACT

Army Leadership Handbook – Student’s Guide has been compiled to support the cadets participating in the international semester as well as resident and non-resident military personnel with a tactical level manual. This publication seeks to provide accessible information and practical guidance about combat that places extraordinary demands on every individual, particularly young leaders. The cumulative demands of combat may affect the leader’s ability to lead his or her unit, resulting in members of their unit being tempted to quit. However, there are actions that future leaders can take to build resiliency in their soldiers, enabling them to lead their subordinates through the stressors of combat. Within the framework of social psychological contract theory, we outline two general approaches to leadership: the rigid institutional approach and the flexible pragmatic approach. We made use of surveys and focus groups with future leaders preparing for combat environment, focusing on knowledge that leaders should engage in.

Today’s army leadership centers around ensuring that the beneficial lessons learned out of the past ten years of war are those carried forward into the next decade and implemented throughout the force. Unquestionably, the distributed nature of the conflict in those wars created reliance upon junior leaders in remote locations to conduct operations based upon training and intent, but with minimal guidance during execution. While certain pitfalls arise out of these types of operations, generally speaking, our Army has advanced greatly through the implementation of mission command in our deployed forces. As the conditions of the current battlefield fade with time, how does an Army both cultivate this concept and integrate it into garrison operations, our training and educational base, and preparations for the next conflict? Just as the field requires preparation for the seed to take root and grow, our Army requires preparation for the concepts of mission command to foster and develop beyond the necessity of the battlefield. The handbook consists of five parts.

Introduction

An ideal Army leader has strong intellect, physical presence, professional competence, moral character and serves as a role model. An Army leader is able and willing to act decisively,





within the intent and purpose of superior leaders and in the best interest of the organization. Army leaders recognize that organizations, built on mutual trust and confidence, successfully accomplish missions. Everyone in the Army is part of a team and functions in the role of leader and subordinate. Being a good subordinate is part of being a good leader. All Soldiers and Army civilians must serve as leaders and followers. It is important to understand that leaders do not just lead subordinates – they also lead other leaders. Leaders are not always designated by position, rank, or authority. Army leader should understand the army definitions of leader and leadership. This handbook addresses the following topics necessary to become a competent and agile Army leader: use the Army leadership; use the requirements model as a common basis for thinking and learning about leadership and associated doctrine; become knowledgeable about the roles and relationships of leaders, including the role of subordinate or team member; discover what makes a good leader: a person of character with presence and intellect; learn how to lead, develop, and achieve through competency-based leadership; identify the influences and stresses in our changing environment that affect leadership; understand the basics of leading at the direct, organizational, and strategic levels.

Combat places extraordinary demands on every individual, particularly the junior leader. The cumulative demands of combat may affect the leader’s ability to lead his or her unit, resulting in members of their unit being tempted to quit. However, there are actions that leaders can take to build resiliency in their soldiers, enabling them to lead their subordinates through the stressors of combat. Within the framework of social psychological contract theory, we outline two general approaches to leadership: the rigid institutional approach and the flexible pragmatic approach. The rigid institutional leader is characterized by (a) performing only those leader actions mandated by directives (such as policies and regulations), (b) demanding that subordinates show them respect based on their position within the organization and (c) forbidding any form of criticism from their subordinates. In contrast, the flexible pragmatic leader is characterized by (a) engaging in actions that are not mandated by policies or directives, such as giving Soldiers time off following high periods of workload, (b) expecting respect shown to them by their subordinates to be based on both their position within the organization





and the soundness of their decisions, and (c) encouraging their subordinates to criticize their policies and decisions with the aim to improve unit functioning. Next, based on surveys and focus groups with soldiers in a combat environment or with soldiers recently returned from combat, we identify those leader actions that serve to build soldier resiliency, focusing on both behaviors that leaders should and should not engage in.

Military personnel especially cadets must understand what leadership is and does. The military is set apart from other professions because soldiers must be prepared to use deadly force and have the courage to overcome hostile forces. Military leaders exercise a profound responsibility because the consequences of their decisions and actions affect the lives of soldiers, their families, the enemy and non-combatants. Leaders draw from deep-rooted values and professional competence to demonstrate resolve to do what is right at the right time for the right reason. Leaders apply this knowledge across established competencies to achieve mission success. The roles and functions of Army leaders apply to the three interconnected levels of leadership: direct, organizational and strategic. Excellence occurs when leadership operates cohesively across levels.

Leadership is one of the key elements to success in any field, not just management of personnel. A historical definition from the 16th century describes Leader as a person *who leads as a guide, conductor; a person who directs a military force or unit; a person who has commanding authority or influence*. Since the formation of the Continental Army until today with soldiers deployed around the globe, Army leaders have accepted the challenges before them. Usually armies have had great leaders who have risen above hardships and have drawn on a range of leadership qualities to influence soldiers, build units, and accomplish the mission. Leadership is characterized by a complex mix of organizational, situational, and mission demands on a leader who applies personal qualities, abilities, and experiences to exert influence on the organization, its people, the situation, and the unfolding mission. Difficult and complex situations are the proving ground for leaders expected to make consistent timely, effective and just decisions. An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders





motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization¹.

In military literature ADP – 6-22, Army Leadership is defined as *the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. As an element of combat power, leadership unifies the other elements of combat power (information, mission command, movement and maneuver, intelligence, fires, sustainment and protection). Confident, competent, and informed leadership intensifies the effectiveness of the other elements of combat power².*

¹ ADP 6-22, Army Leadership, US HQ, August 2012, p.6-22.

² Ibidem, p.6-23.



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