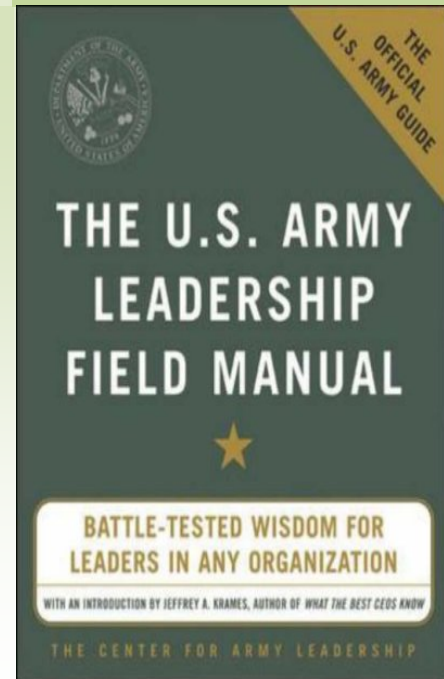


# The U.S. Army Leadership Field Manual



## Book Overview

The U.S. Army Leadership Field Manual is the official manual that is used for leadership training in all branches of the United States Army. The manual has been published so that the leadership styles and practices of the U.S. Army can be integrated into today's society, in such settings as large businesses, organizations, and corporations.

The manner in which the Field Manual is presented is very unique. The original content has not been subjected to any edits, therefore, the reader is exposed to the very doctrine that is provided to U.S. Army leaders during their training. The book's content has not been altered in any way to make it more applicable to organizational or business leaders, but the parallels that can be drawn between the Army and business environment are evident throughout.

The Field Manual breaks army leadership into three sections: Part I discusses aspects of leadership that are common to all Army leaders, Part II addresses skills and actions that are required of "direct" leaders, and Part III discusses skills and actions that are required of "organizational and strategic" leaders. Throughout each section, the reader is presented with the tenets, purposes, styles, and skills required for leadership in the U.S. Army, and each of these is applicable in nearly any leadership context.

The U.S. Army Leadership Field Manual provides readers with the foundation upon which successful Army leadership is built, and encourages leaders to incorporate the leadership techniques employed by the Army into their repertoire of leadership skills and practices.

## Aims and Perspectives

The Field Manual outlines its purposes as the following (pg ix):

- "To provide leadership doctrine for meeting mission requirements under all conditions."
- "To establish a unified leadership theory for all Army leaders."
- "To provide a comprehensive and adaptable resource for the Army of the 21<sup>st</sup> century."

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U.S. WWII General George S. Patton

## Aims and Perspectives (Cont.)

As the Field Manual states, “FM 22-100’s primary audience is direct leaders, military leaders serving at battalion level and below and DA civilian leaders in comparable organizations. However, FM 22-100 contains doctrine applicable to all leadership levels” (pg.xii).

While the purpose for the initial creation of FM 22-100 was to create a unified policy for the training of Army leaders, in the context of “everyday people”, it aims to bring the unique Army perspective to organizational leadership.

*“The Army emphasis on character, loyalty, honour, integrity, and personal courage is relevant to leaders in any field of endeavour, especially business and organization leadership” (pg. v).*

### BE, KNOW, and DO

The Army Leadership Framework is divided into categories of values (BE), attributes (BE), skills (KNOW), and actions (DO).

#### **BE: (Values and Attributes that shape the leader’s character)**

-Values: Loyalty, duty, respect, honor.  
Attributes: Mental, physical, emotional.

#### **KNOW: (Skills that demonstrate a leader’s competence in everything they do)**

-Interpersonal, conceptual, technical, tactical.

#### **DO: (Actions that apply what you know about leadership)**

-Influencing, operating, improving.

These are examples of qualities that Army leaders are expected to have according to the Army Leadership Framework. The Framework is the foundation upon which all aspects of U.S. Army leadership are built.

## Chapter 1- The Army Leadership Framework

Chapter One of FM 22-100 provides readers with the foundation upon which the rest of Army leadership is built. The Army Leadership Framework (pictured below) “identifies the dimensions of Army leadership: What the Army expects you, as one of its leaders, to BE, KNOW, and DO” (pg 19). As described at left, the Framework identifies various qualities and assets that are critical in being a successful Army leader.

Chapter One is also used to identify the three levels of Army leadership: Direct, Organizational, and Strategic. These leadership levels are classified by duties and responsibilities, span of control, headquarters level, among other things.

#### **a.) Direct Leadership (pg. 10):**

- “Face to face, first-line leadership”.
- Examples: Team/Squad Leader, Platoon/Company Leader
- Span of influence ranges from “a handful of people to several hundred people”.

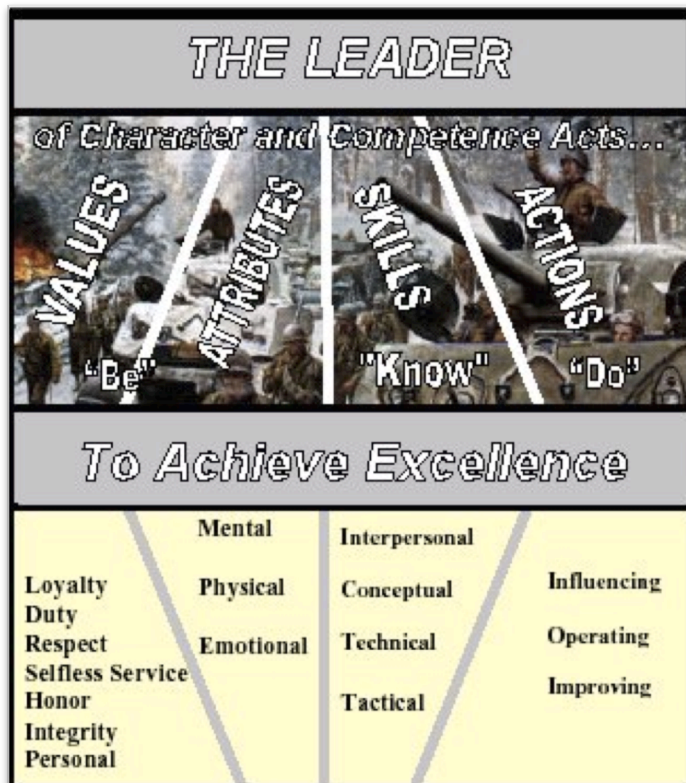


#### **b.) Organizational Leadership (pg.11)**

- Can influence several hundred to several thousand people.
- “Lead in more indirect manner, through levels of subordinates”.
- Establish policies and organizational climates.
- Example: Brigade Leaders.

#### **c.) Strategic Leadership (pg. 12)**

- Responsible for large organizations, and influence thousands to hundreds of thousands of people.
- Communicate strategic visions through subordinates, allocate resources, concern selves with total Army environment.
- Examples: Theatre Commander-In-Chief, Department of Defense Leader.



### Focus on Character

"Character is made up of two interacting sets of characteristics: values and attributes" (pg. 40).

Values and attributes are what influence all leaders in their decision-making process, as it helps them to distinguish between good and bad, and right and wrong.

The "Warrior Ethos" (pg. 42) encompasses the values, attitudes, and beliefs that characterize the American soldier.

Essentially, the ethos is grounded in a refusal to accept failure, which FM 22-100 states as critical for success in the Army.

Chapter Two also discusses the impact that character has on ethical decision making, giving orders to subordinates, and how different beliefs and convictions can develop character.

## Chapter 2- The Leader and Leadership

The primary purpose of Chapter Two in Field Manual 22-100 is to expand on the Army concept of "BE, KNOW, and DO" (pg.50), which is depicted in the figure seen above. Throughout the chapter, the values, attributes, skills, and actions listed in the above figure are discussed at length, and the reader is shown how each is critical in the repertoire of an Army leader.

Values: "Your attitudes about the worth of people, concepts, and other things describe your values" (pg.22).

- As seen in the diagram, Army values are arranged to form the acronym "LDRSHIP".
- These values compose a portion of the "BE" component of "BE, KNOW, and DO"
- Army values serve to "remind us and tell the rest of the world... who we are and what we stand for" (pg. 22).

Attributes: "A person's fundamental qualities and characteristics" (pg. 31).

- More specifically, leader attributes influence a leader's actions, and leader actions in turn influence a unit or organization.
- Attributes compose the other half of "BE" in "BE, KNOW, and DO".

Skills: "The best Army leaders constantly strive to improve, to get better at what they do" (pg. 47).

- Army leader skills increase in complexity as one moves from direct leader positions to organizational and strategic leader positions.
- The four competencies that Army leaders are expected to have are listed in the above diagram.
- Skills and competency compose the "KNOW" portion of "BE, KNOW, and DO".

Actions: "Leaders act. They bring together everything they are, everything they believe, and everything they know how to do to provide purpose, direction, motivation" (pg. 48).

- A leader's actions combine their values, attributes, and skills.
- Army leaders work to influence people, operate to accomplish the mission, and act to improve their organization.

## Five Styles of Leadership

Leadership styles are grounded in the beliefs, values, and experiences of all leaders. While it may be easy to classify someone as employing a particular leadership style, Army leaders need to be “flexible enough to adjust their leadership style and techniques to the people they lead” (pg. 66).



### 1.) Directing Leadership (pg. 66)

- Leader-centered style.
- Zero input accepted from subordinates.
- Appropriate when leading inexperienced teams, or when time is short.

### 2.) Participating Leadership (pg.67)

- Centered on both leader and team.
- Leaders ask subordinates for input, but final decision is left to leader.
- Effective in team building.

### 3.) Delegating Leadership (pg. 67)

- Requires giving subordinates the authority to make decisions and solve problems without clearing with leader.
- Effective in leading mature subordinates.
- Ultimately, the leader is still responsible for the actions taken by the team, unit etc.

### 4.) Transformational Leadership (pg.68)

- Aims to transform subordinates by challenging them to progress.
- Emphasizes individual growth, empowering and mentally stimulating subordinates.
- Driven by one’s subordinates.

### 5.) Transactional Leadership (pg. 68)

- Direct contrast to transformational.
- Can involve motivation through reward or punishment.
- Focusing on subordinate’s failures.
- Evokes only short term commitment.

## Chapter 3- Human Dimension of Leadership

Chapter 3 in Field Manual 22-100 focuses on how one’s environment can affect their leadership, and therefore the individuals that they lead. Several contributing factors to one’s mental, physical, and organizational environment are examined, and their effects on leadership are discussed.

### Environmental Factor #1: Discipline (pg.52)

- Contrary to popular belief, discipline in the Army does not require simply barking orders and yelling, it is something more complex.
- Discipline among subordinates is built by “training... instilling confidence in and building trust among team members” (pg 52). The combination of these three is crucial to Army leaders in times of both war and peace.

### Environmental Factor #2: Morale (pg.53)

- Morale is a measure of “how people feel about themselves, their team, and their leaders” (pg. 53). FM 22-100 suggests that morale can be built through effective leadership.
- High morale can allow a team or unit to strive towards a common goal, and when this is accomplished across several battalions, the entire Army operates in a smooth, effective manner.

### Environmental Factor #3: Stress (pg. 56)

- There are few occupations or professions more stressful than fighting in the Army, and it is therefore important for leaders to understand and anticipate the reactions of soldiers to combat stress.
- Leaders who are able to identify with their subordinates and help them manage stress will ultimately gain the respect of their soldiers, and become a more effective leader.

### Environmental Factor #4: Climate/ Culture (pg. 62)

- “Climate and culture describe the environment in which you lead your people” (pg. 62).
- In order to lead effectively, leaders must create climates and cultures in which their subordinates feel comfortable. Doing this will allow them to get the most out of each individual, and contribute to the success of the entire team.
- This factor is particularly applicable to the business world, as organizations in which the culture is unhealthy will rarely experience success.

*“Even in the most complex operations, the performance of the Army comes down to the training and disciplined performance of individuals and teams” (pg. 52).*





A Brigadier General (left), Major General (front middle), Command Master Chief Petty Officer(back), and Lieutenant General perform a group salute.

## Chapter 4- Direct Leadership Skills

Chapter 4 focuses on “Direct Leadership” skills. As discussed in Chapter One, Direct Leaders are face-to-face leaders, in that their subordinates are used to seeing their leaders all of the time. Examples of Direct Leaders in the Army context are team and squad leaders, or platoon and company commanders. Chapter 4 discusses the **four** categories of skills that direct leaders must possess in order to be effective, and they fall under the “Skills” category of the “BE, KNOW, and DO” diagram.

### 1.) Interpersonal Skills: **Communicating, Supervising, Counselling** (pg. 75)

- Because of their nearly constant interaction with their subordinates, Direct Leaders need to be proficient in the three interpersonal skills listed above.
- Communication is of the utmost importance, because Direct Leaders need to verbalize their instructions, and ensure that their explanations are clear.

### 2.) Conceptual Skills: **Critical and Ethical Reasoning, Creative and Reflective Thinking** (pg. 79)

- “Conceptual Skills include competence in handling ideas, thoughts, and concepts” (pg. 79).
- Direct Leaders need to be able to think critically and ethically, in order to determine what is right or wrong, as well as what the best course of action for their unit, platoon, etc.
- These leaders also need to be able to creatively solve problems as they are encountered, and once a course of action has been taken, they need to be able to reflect upon its effectiveness.

### 3.) Technical Skills: **Knowing Equipment, Operating Equipment** (pg. 84)

- Because Direct Leaders are closer to their subordinates than Organizational or Strategic Leaders, they are also closer to the equipment that they are operating. Therefore, they must possess the same tactical knowledge that their subordinates do.
- As FM 22-100 states: “Direct Leaders are the Army’s best teachers” (pg 85). This is a sentiment that can be implemented across Direct Leadership in many different contexts.

### 4.) Tactical Skills: **Doctrine, Fieldcraft** (pg.86)

- In times of war, Direct Leaders are often the ones who lead their soldiers into battle, and provide them with tactical instruction during a battle. It is crucial that they possess adequate tactical knowledge in order for the Army to be successful.
- Direct Leaders need to have a thorough understanding of Army doctrine, which governs how leaders are to use tactics to win battles and skirmishes.
- To understand fieldcraft is to understand the “skills that soldiers require to sustain themselves in the field” (pg. 86). Direct leaders need to be able to demonstrate these skills, and provide their soldiers with a hands-on understanding of them.



## Chapter 5- Direct Leadership Actions

While Chapter 4 examined the skills and knowledge that a Direct Leader must possess, Chapter 5 focuses on the actions that a Direct Leader must take in order to be effective. As stated in the Field Manual, “It’s not good enough to talk the talk; you have to walk the walk” (pg. 89).

FM 22-100 indicates that if there is a disconnect between what a leader says, and what they actually do, then their followers or subordinates will make up their minds about the leader, and act accordingly. This is a concept that is applicable across all fields of leadership; in order for Direct Leaders to inspire their subordinates to perform effectively, they need to be able to demonstrate the leadership qualities that they preach.

*“Preparing to be a leader doesn’t get the job done; the test of your character and competence comes when you act, when you DO those things required of a leader” (pg. 89).*

### Team Building Stages

#### 1.) Formation Stage

##### - Subordinate Challenges:

- Achieve belonging/acceptance
- Learn about leader and other members

##### -Leader Actions:

- Listen to/ care for subordinates
- Communicate
- Set examples

#### 2.) Enrichment Stage

##### - Subordinate Challenges:

- Trust leader and other members
- Learn who is in charge
- Accept the way things are done

##### -Leader Actions:

- Allow growth, but keep control
- Establish lines of authority
- Establish unit goals

#### 3.) Sustainment Stage

##### - Subordinate Challenges:

- Share ideas and thoughts freely
- Assist other team members

##### -Leader Actions:

- Devise more challenging training
- Know and deal with subordinate’s perceptions.

Chapter 5 is formatted much the same as Chapter 4, in that Direct Leadership actions are discussed in **three** different categories: Influencing Actions, Operating Actions, and Improving Actions.

#### 1.) Influencing Actions: **Communicating, Decision Making, Motivating** (pg. 90)

- Army leaders who use a direct approach work to influence their subordinates to accomplish a given task, project, or mission in a face-to-face manner.
- In order for a Direct Leader to accomplish their goals, they need to be proficient at a number of things:
  - Communication: Strong lines of communication allow leaders to keep their subordinates informed about what needs to occur to accomplish a task.
  - Decision Making: When faced with a problem, following either the TLP (Troop Leading Procedures, or the MDMP (Military Decision Making Process) in making a decision about strategy, goal orientation etc.
  - Motivating: Motivating one’s followers to work towards a common goal will ultimately benefit the team, unit, or organization.

#### 2.) Operating Actions: **Planning/Preparing, Executing, Assessing** (pg. 97)

- Operating actions occur in a cyclical manner that is very similar to teaching, or leading in an organization.
- Planning and Preparation-----Execution-----Assessment
- In order for the Army to run smoothly, this process must be evident in all operating actions. Leaders must plan and execute a course of action, and then objectively assess its effectiveness after it has been completed.
- One aspect of Operating Actions that is especially applicable across different fields of leadership is “Reverse Planning” (pg. 97). This is known in the teaching profession as “Backward Design”.

#### 3.) Improving Actions: **Developing, Building, Learning** (pg. 103)

- “Improving Actions are things leaders do to leave their organizations better than they found them” (pg. 103).
- These types of Direct Leadership actions are focused on three components:
  - Developing subordinates to improve the function of an organization.
  - Improving organization by building effective and cohesive teams.
  - Being a reflective learner, and modelling self-development to your subordinates.

## Chapter 6- Organizational Leadership

Chapter 6 is very similar in format to Chapter 5, in that it examines skills and actions that are required in order for Organizational Leaders to be successful. Organizational Leadership skills fall into the same categories as Direct Leadership skills:

**Interpersonal, Conceptual, Technical, and Tactical**, and Organizational Leadership actions are categorized as **Influencing, Operating, and Improving**. However, while the skills and actions required for Organizational Leadership may sound the same as Direct Leadership, they are very different.

Generally, Organizational Leaders tend to be in charge of a greater number of people than Direct Leaders. However, the two must work in tandem in order for the Army, or any organization to be effective. As FM 22-100 states: “The influence of Organizational Leaders is primarily indirect: they communicate and motivate through staffs and subordinate commanders” (pg. 153).

Organizational Leaders make “big picture” decisions regarding Army operations, and rely on adequately trained subordinates to execute tasks, missions, and projects that ultimately move the entire Army towards a common goal. Because they are so reliant on Direct Leaders to accomplish their objectives, Organizational leaders need to work hard to “empower their subordinates and organizations, and supervise them accordingly” (pg. 153).

The role of Organizational Leaders is perhaps best summed up by this passage from FM 22-100:

Actions by Organizational Leaders have far greater consequences for more people over a longer time than those of Direct Leaders. Because the connections between action and effect are sometimes more remote and difficult to see, Organizational Leaders spend more time thinking about what they’re doing and how they’re doing it than Direct Leaders do. When Organizational Leaders act, they must translate their intent into action through the larger number of people working for them (pg. 131).



Army Organizational Leaders are often in charge of large Brigades, such as the one pictured.



### General Ridgway in Korea

“Few leaders have better exemplified effective organizational leadership in combat than General Matthew B. Ridgway” (pg.150).

General Ridgway successfully commanded entire U.S. Army divisions in both World War II and The Korean War. While doing this, he also demonstrated many of the qualities of effective Organizational Leadership that are discussed in the Field Manual.

-Upon arriving in Japan during WWII, Ridgway spent 3 days talking to subordinate commanders, asking them what they had learned about the enemy.

- He also took a personal interest in the well-being of his soldiers, famously ordering that his soldiers always be supplied with hot meals.

- Ridgway attempted to inspire and motivate the soldiers of his Army unit by giving frequent speeches in which he would aim to increase fighting spirit amongst the troops, and make them proud to be American soldiers.



## General Marshall in WWII

General George C. Marshall is considered to be one of the greatest American Strategic Leaders of WWII.

-Coming to be Army Chief of Staff in 1939, Marshall set and achieved several goals that led to U.S. success in WWII.

-Marshall increased Army enrolment from 174,000 to 8,795,000.

-Increased enrolment required a reconfigured management structure. Marshall overhauled the Army command structure.

-Marshall possessed a gift for communicating effectively with both the American public and Congress.

## Chapter 7- Strategic Leadership

Strategic Leaders occupy the highest level of the Army leadership hierarchy outlined in Chapter 1 of Field Manual 22-100. As stated earlier, these Strategic Leaders are responsible for overseeing the global perspectives the Army, or any organization, and are capable of influencing hundreds of thousands of people.

Chapter 7 is formatted very similar to previous chapters, in that the skills and actions that are outlined in the Army Leadership Framework as necessary for Strategic Leaders are outlined and discussed. Strategic Leadership skills and actions fall into the same sub-categories as Direct Leadership and Organizational Leadership, however, the specific skills and actions required in order to be successful are vastly different.

As the Field Manual states: "Strategic Leaders are not only experts in their own domain-- war-fighting and leading large military organizations-- but are also astute in the departmental and political environments of the nation's decision-making process" (pg. 154). In other words, Strategic Leaders need to have an intimate understanding of their own industry, but also need to possess knowledge of other industries or organizations that affect their own organization. A common example of this would be the CEO of a large company needing to understand how the company's competition functions, in order to better their own company or provide better service.

Generally, Strategic Leaders establish the overall goals, policies, and guidelines that govern an organization. They rely on Organizational and in turn Direct Leaders to carry out these established policies, as they have little face to face contact with their subordinates.

Strategic Leaders also tend to focus on the **future** of their organizations, as they have a vision for what their organization will accomplish in the future. They therefore dedicate significant time to developing an agenda for accomplishing these goals.

*"(Strategic Leaders) simultaneously sustain the Army's culture, envision the future, convey that vision to a wide audience, and personally lead change" (pg. 154).*



Former U.S. Secretary of Defense Donald Rumsfeld is an example of a Strategic Leader.





In this infamous photo, U.S. soldiers raise the American flag during the Battle of Iwo Jima in World War II.

## Critical Evaluation

After reading *The U.S. Army Leadership Field Manual*, I have come to appreciate all of the leadership contexts in which Army practices can be applied. The Field Manual is an excellent resource for leaders of businesses and large organizations, as it breaks down how the different levels of leadership are applicable to these leadership environments.

Once one comes to understand the Army Leadership Framework, it becomes easy to see how it can be extended to any type of leadership. The Field Manual enables the reader to easily understand the components of its leadership framework, and each component is broken down to highlight the required knowledge, skills, and actions that are essential to successful leadership.

Field Manual 22-100 is full of useful information for leaders regarding topics such as team building, motivation, building respect, discipline, trust, and decision-making. In reading it, any person with the desire to become an effective leader can do so, and apply the principles of BE, KNOW, and DO to their own leadership pursuits.

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*“Leadership is not about rank or stripes on a uniform, but about responsibility, accountability, and the achievement of mission” (pg. v).*

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