

U.S. ARMY SERGEANTS MAJOR ACADEMY (WLC)

L238

JUNIOR LEADER BATTLEMIND PRINCIPLES

OCT 08

**Warrior Leader Course
600-WLC**



"I AM A WARRIOR AND A MEMBER OF A TEAM"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L238 version 4 / JUNIOR LEADER BATTLEMIND PRINCIPLES
Effective Date	01 Oct 2008
Supersedes TSP(s) / Lesson(s)	None
TSP Users	600-WLC, Warrior Leader Course 600-WLC (MOD), Warrior Leader Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8405 Telephone (DSN) 978-8405 e-mail: atss-dcd@conus.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

Task Number

Task Title

None

This TSP
Contains

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JUNIOR LEADER BATTLEMIND PRINCIPLES
L238 / Version 4
01 Oct 2008

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-WLC	4	Warrior Leader Course
	600-WLC (MOD)	4	Warrior Leader Course (Modified)

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	None	

Academic Hours	The academic hours required to teach this lesson are as follows:	
	<u>Resident Hours/Methods</u>	
	0 hr 40 mins / Small Group Instruction (SGI)	
	0 hr 10 mins / Practical Exercise (Performance)	
Test	0 hr	
Test Review	0 hr	
Total Hours: 1 hr 00 mins		

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	N/A _____

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

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

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

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
TSP	JUNIOR LEADER BATTLEMIND PRINCIPLES	15 Jul 2007	Academy of Health Sciences
FM 4-02.51	COMBAT OPERATIONAL STRESS CONTROL	6 Jul 2006	
FM 6-22	ARMY LEADERSHIP	12 Oct 2006	
AR 600-100	ARMY LEADERSHIP	8 Mar 2007	
	http://www.battlemind.org/docu ments/WRAIR_10 Tough Facts About Combat Brochure.pdf		SH-2

**Student Study
Assignments**

Before class--

- Read Student Handout 2.

During class--

- Participate in classroom discussion and practical exercises.

After class--

- Turn in recoverable references after this lesson.

**Instructor
Requirements**

1:8, SSG, PLDC/WLC Graduate, ITC, and SGITC qualified

**Additional
Support
Personnel
Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment
Required**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
4470-01-359-2799 COMPUTER, NOTEBOOK/LAPTOP	1:1	1:2	Yes		No
6730-00-577-4813 SCREEN, PROJECTION		1:2	No		No
6730-00-P53-8147 PROJECTOR, OVERHEAD or PROXIMA		1:2	No		No
7110-00-132-6651 CHALKBOARD		1:2	No		Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING		1:2	No		Yes
7530-00-619-8880 PAD, WRITING PAPER		1:2	No		Yes

* Before Id indicates a TADSS

**Materials
Required**

Instructor Materials:

- TSP.
- Any equipment required by the NCOA's SOP.

Student Materials:

- Student Handout 2.
 - Pen or pencil and writing paper.
 - Any materials required by the NCOA's SOP.
-

**Classroom,
Training Area,
and Range
Requirements**

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

**Ammunition
Requirements**

<u>ID</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

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

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.

NOTE: This lesson uses the Academy of Health Sciences Junior Leader Battlemind Principles TSP as the primary reference. The VGTs used in this lesson are found in the aforementioned reference. Therefore, the VGTs here have no reference listed. If you wish to view the proponent TSP, contact the Academy of Health Sciences at:

ACADEMY OF HEALTH SCIENCES
ATTN MCCS HPS FAST
3151 SCOTT RD STE 033B
FORT SAM HOUSTON TX 78234-6142

Telephone (Comm): (210) 221-6158
Telephone (DSN): 471-6158

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Kennedy, Alvin C	CONT	Training Specialist	
Wilson, Karen M.	GS11	Course Manager, WLC	
Stanford, Jack R.	SGM	Chief, WLC	
Rosen, Richard S.	SGM	Chief, CMDD	

SECTION II. INTRODUCTION

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

Motivator

SHOW VGT-1, SOLDIERS

Soldiers

“The capacity of Soldiers for absorbing punishments and enduring privations is almost inexhaustible so long as they believe they are getting a square deal, that their commanders are looking out for them, and that their own accomplishments are understood and appreciated.”

GEN Eisenhower, Supreme Allied Commander, 1944

L238/OCT 08/VGT-1

Your bond with your Soldiers and how much they perceive you are looking out for their well-being is a key contributor to their resilience and how they will respond in combat. This was the case in WWII and is the case now. It has always been and always will be this way between leaders and followers.

REMOVE VGT-1

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action	Identify Battlemind leadership principles.
Conditions	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.
Standards	Indicate your knowledge of Battlemind leadership principles by completing a quiz with 100 percent accuracy.

Safety Requirements

None

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

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

None

Evaluation

You will take a quiz as part of this lesson to evaluate your knowledge of junior leader Battlemind principles. You must pass this quiz with a score of 100 percent. This quiz will not affect your academic standing in the course. Its purpose is to allow you to evaluate your knowledge of junior leader Battlemind principles. Take good notes during this instruction. Your notes will be your reference to the material covered and you may use your notes when taking the quiz.

**Instructional
Lead-In**

In the story of *The Odyssey*, the hero Odysseus asked a man named Mentor to look after and teach his son while he was away fighting in the Trojan War. Today the word mentor refers to a trusted and experienced friend and teacher who takes a sincere interest in helping their students develop the tools necessary to succeed.

In today's Army, as trained leaders, there is the expectation to provide outstanding leadership to our Soldiers. Part of that expectation is that we understand the impact of our actions and how we influence our Soldiers. During this training you will learn the principles necessary to provide that outstanding leadership and to create a positive, stigma-free environment.

SECTION III. PRESENTATION

A. ENABLING LEARNING OBJECTIVE

ACTION:	Define Army leadership.
CONDITIONS:	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.
STANDARDS:	Select the correct definition of Army leadership.

1. Learning Step / Activity 1. Define the Term Battlemind

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-2

Soldiers in combat experience many hardships in many areas including physical, mental, financial, and family to name a few. In order to maintain peak performance and to survive, the Soldiers must possess a state of mind the Army refers to as "Battlemind." As a leader, it is your responsibility to understand the Battlemind mentality and develop it in your Soldiers.

NOTE: Read the definition of Battlemind to the students once you show VGT-2. Select a student to read the first bullet comment and explain it in their own words. Ask the group if anyone else has any input. Select a different student and use the same procedure for the second bullet.

SHOW VGT-2, BATTLEMIND

Battlemind

The Soldier's inner strength to face adversity, fear, and hardship during combat with confidence and resolution. It is the will to persevere and win.

Key components include the following:

- Self-confidence--taking calculated risks and handling challenges.
- Mental toughness--overcoming obstacles or setbacks and maintaining positive thoughts during times of adversity and challenge.

L238/OCT 08/VGT-2

Soldier's with the will and spirit to fight and win in combat are also more resilient to combat stress reactions. Leaders must understand that all Soldiers who experience combat

deployments have their mental well being affected to some degree. Developing a strong Battlemind in yourself and your Soldiers is a valuable tool in keeping the team effective and bringing them back home alive.

REMOVE VGT-2

While preparing and developing the Battlemind mentality in yourself and your Soldiers, you must take into account five facts of combat.

NOTE: Read each of facts of combat one at a time, soliciting student input and discussion for each.

1. Combat is sudden, intense, and life threatening.
2. It is the Soldiers' job to kill the enemy.
3. Combat often kills innocent women and children.
4. No Soldier knows how he/she will perform in combat until the moment arrives.
5. Exposure to combat affects all Soldiers.

Understanding and internalizing these facts before exposure to combat can lessen the stress experienced by the Soldier. Preparation, counseling, and mentorship are all key in helping the Soldier develop a Battlemind.

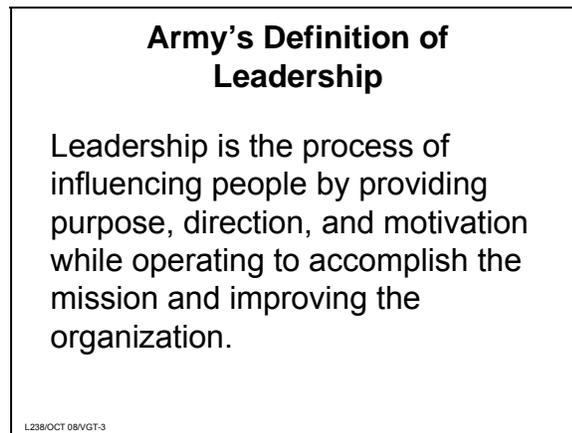
2. Learning Step / Activity 2. Define Army Leadership

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-3 thru VGT-7

Leaders in the Army vary greatly in their styles and methods. It is difficult to place an exact definition on what makes a good or bad leader. Even experts don't always agree on what makes a good leader. There is no magic formula for being a good leader. Leaders may be visionary, charismatic and charming, physically strong, or none of these things and still be effective.

However, the Army does have a definition of Army leadership. FM 6-22, page 1-2, defines leadership as shown in VGT-3.

SHOW VGT-3, ARMY'S DEFINITION OF LEADERSHIP



A more pragmatic definition might be, "Leaders get people to do things that they may not want to do in order to achieve something that they may not want to achieve."

You should recall the **BE, KNOW, DO** model from the Army Leadership lesson you had previously. Army leaders must **BE** a person of character and possess the Army values. Army leaders must also **KNOW** interpersonal, conceptual, tactical, and technical skills. Lastly, Army leaders must **DO**: influence, operate, and motivate their Soldiers and their organization.

Can you remember having a teacher, leader, coach, supervisor, or mentor who showed you exactly what right looked like and made you think, "One day, I am going to have the same impact that person has had on my career for someone else. I want to do it exactly the same way they did because they couldn't have helped me out more or shown me a better way than they did."

Now, try to recall another teacher, leader, coach, supervisor or mentor who provided a good example of what wrong looked like and made you think, "I really wish I was getting more out of this experience. The more I am with this person, the less motivated I am and the less confident I feel. If I am ever in this person's role, I will not do this the same way."

We all have had different experiences with leadership throughout our careers. Sometimes our experiences with leaders are positive ones. While other experiences with leaders may be negative. In the latter case, the biggest lesson we take away from the negative experience is what not to do.

REMOVE VGT-3

NOTE: After showing VGT-4, read the VGT to the group as a question. Allow students to answer the question and discuss their answers.

SHOW VGT-4, LEADERSHIP PARADOX

Leadership Paradox

If great leaders are born, then why does the Army spend so much time and money training leadership?

L238/OCT 08/VGT-4

So, can we develop great leaders or are great leaders born? That's what the nature-nurture debate attempts to resolve. Is it in the genes or can we all be great leaders? Being a good leader is probably a combination of many things that we haven't all figured out. The Army believes it can develop good leaders. Good leaders ensure mission success and ensure their Soldiers' success before, during, after mission accomplishment.

REMOVE VGT-4

There are two general approaches to leadership: the rigid/institutional approach and the flexible/pragmatic approach. Let's take a closer look at each approach.

SHOW VGT-5, RIGID INSTITUTIONAL APPROACH

Rigid Institutional Approach

- Authority from your rank/position
- Feedback discouraged
- Change only comes from above
- Leaders only do what they have to do
- Entitled to respect

L238/OCT 08/VGT-5

The first approach--the rigid, institutional approach-- is the one you are probably most familiar with. This approach bases itself on rank/position and followers do what they are told because the leader says so. Decisions are made by the one in charge and he/she alone. There is no open dialogue when making a decision. Your impression of your drill sergeant was a good example of this type of approach during the first few weeks of basic training.

NOTE: Allow the students to discuss/give examples of each of the bullet comments on VGT-5.

REMOVE VGT-5

SHOW VGT-6, FLEXIBLE PRAGMATIC APPROACH

Flexible Pragmatic Approach

- Authority stems from your position and actions
- Feedback from subordinates is encouraged
- Change comes from both below and above
- Leaders go the extra mile

L238/OCT 08/VGT-6

The second approach--the flexible/pragmatic approach--is one you are probably less familiar with but may want to see more of. While rank is leadership's foundation, it is also built on the respect earned by the actions of the leader to get the mission done while taking care of subordinates. Another distinction of the flexible, pragmatic leader is that they are more open to feedback from subordinates. They don't operate in a vacuum. They look at the bigger picture when completing a mission--not just getting it done at all costs--but by working smarter and not harder.

NOTE: Allow the students to discuss/give examples of each of the bullet comments on VGT-5.

REMOVE VGT-6

Let's compare these two approaches to leadership.

SHOW VGT-7, LEADERSHIP APPROACHES COMPARISON

Leadership Approaches Comparison

- Both agree on the importance of mission success.
- Both utilize the chain of command to instill discipline and build unit cohesion.
- Flexible pragmatic leaders achieve mission success more efficiently and effectively because of better relationships and Soldier morale.

LZ38/OCT 08/VGT-7

While both approaches focus on mission success and utilize the chain of command, they do so in very different ways. Rigid leaders think of the mission only and utilize a top-down; higher is always right chain of command. Flexible leaders, however, focus on the mission and their unit's plans and use the chain of command both up and down. Don't think that rigid institutional leaders are always bad leaders. They are not. Conversely, don't think that flexible pragmatic leaders are always good leaders. The situation and the abilities of your Soldiers will dictate which approach will work best. Regardless of the approach used, remember you're your actions as a leader affect the mission and the Soldier's well-being.

REMOVE VGT-7

CHECK ON LEARNING

QUESTION: What is the Army definition of Battlemind?

ANSWER: The Soldier's inner strength to face adversity, fear, and hardship during combat with confidence and resolution. It is the will to persevere and win.

Ref: Page 10, VGT-2

QUESTION: What is the Army definition of leadership?

ANSWER: Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

Ref: Page 12, VGT-3

QUESTION: What are two general approaches to leadership?

ANSWER: The rigid/institutional approach and the flexible/pragmatic approach.

Ref: Page 13, center

B. ENABLING LEARNING OBJECTIVE

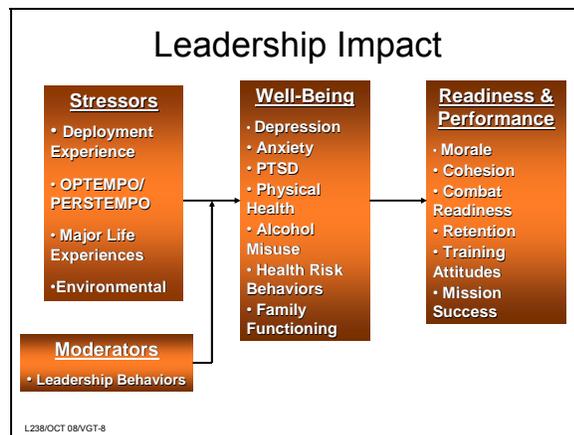
ACTION:	Describe how approaches to leadership impact Soldiers.
CONDITIONS:	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.
STANDARDS:	Select the correct leadership approach for a given situation.

1. Learning Step / Activity 1. Impact of Combat Leadership

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-8 thru VGT-14

Many things affect you as a leader. Meeting short suspenses, changing plans and missions, a harsh environment, and caring for your Soldiers are just a few examples. However, as a leader you affect many things, especially your Soldiers and the things that cause them stress. You play the critical role of ensuring that stressors don't lead to the poor well-being of your Soldiers and mission failure. A leader's actions can protect Soldiers from stress and enhance their well-being, their readiness, and their performance.

SHOW VGT-8, LEADERSHIP IMPACT



The model in the VGT shows how stressors affect Soldiers' well-being and performance as well as the role that leadership plays in protecting that well-being. The leader and the actions taken act as a moderator--or buffer--between the stressors and the Soldier.

There are many stressors or situations that require Soldiers to adapt. There are also many ways to talk to Soldiers about their health and well-being--physical and mental health as well as the home environment. Soldiers that are mentally healthy and stable are more likely to be ready for their mission and perform better.

NOTE: Ask students what they think is the key factor in the model. After two answers, point out that stressors will always occur. It is the moderator (the leader) that lessens or eliminates these stressors, thereby improving the quality of the of the Soldiers' well-being, readiness, and performance.

REMOVE VGT-8

SHOW VGT-9, THE NATURE OF COMBAT

The Nature of Combat

- Combat is sudden, intense, and life threatening.
- It is the job of the Soldier to kill the enemy.
- Innocent women and children often die in combat.
- No Soldier knows how he/she will perform in combat until the moment arrives.

L238/OCT 08/VGT-9

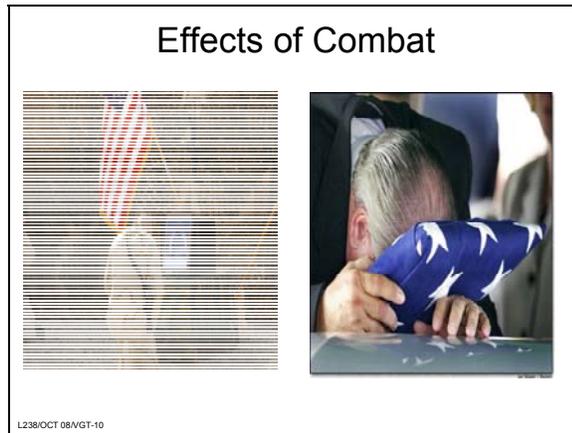
The very nature of combat exposes Soldiers to powerful stressors that may go against personal values, beliefs, and personal safety. Your Soldiers may experience internal conflict when dealing with these stressors.

NOTE: Allow the group to discuss/give examples of each of the bullet comments shown on the VGT.

REMOVE VGT-9

Because combat is such an intensely stressful environment, its effects on Soldiers are intense and profound as well. Be assured; combat affects everyone!

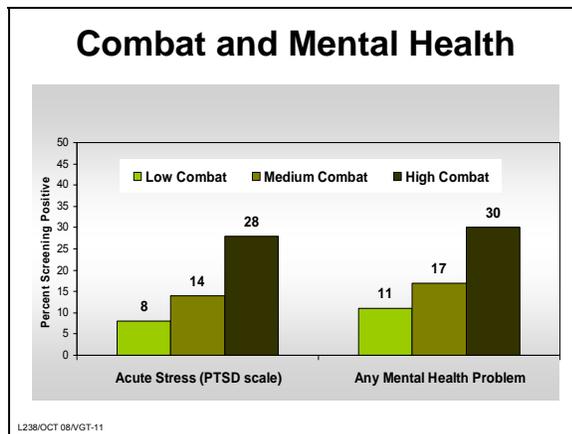
SHOW VGT-10, EFFECTS OF COMBAT



If you ask someone who has deployed to Iraq--as some of you have--they will know someone who received a serious injury or died. Memorials are frequent and common. Combat is demanding and all Soldiers feel the effects of it. Most Soldiers come through a deployment fine, but some may have difficulty. Often it is due to their exposure to combat.

REMOVE VGT-10

SHOW VGT-11, COMBAT AND MENTAL HEALTH



VGT-11 shows that the more combat exposure Soldiers receive, the more likely they are to have mental health issues. The VGT shows Soldiers divided into low, medium, and high combat based on the frequency of combat events during the deployment. Soldiers with higher levels of combat were more likely to screen positive for anxiety, depression, or acute stress (PTSD scale).

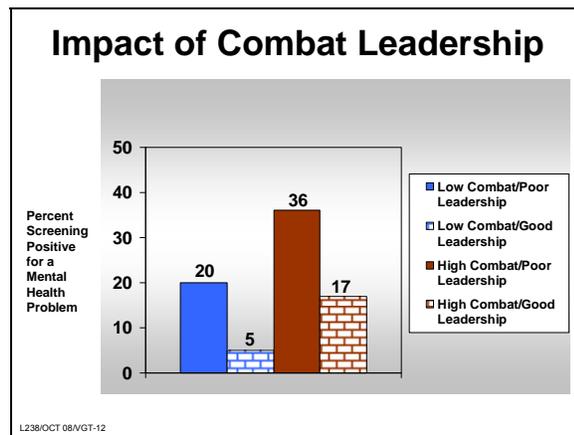
All Soldiers are NOT at the same level of risk for a mental health problem. From the graph, you can see that Soldiers high in combat exposure are approximately three times more likely to report a mental health problem.

Notice the low combat group (8 & 11%). These rates of mental health problems are similar to the rates of Soldiers who have never deployed.

REMOVE VGT-11

Do you think good leadership can change these rates or lessen the effects of combat on Soldiers mental health? Of course it can! Leadership does make a difference in a Soldier's mental health--especially in groups that experience high levels of combat.

SHOW VGT-12, IMPACT OF COMBAT LEADERSHIP



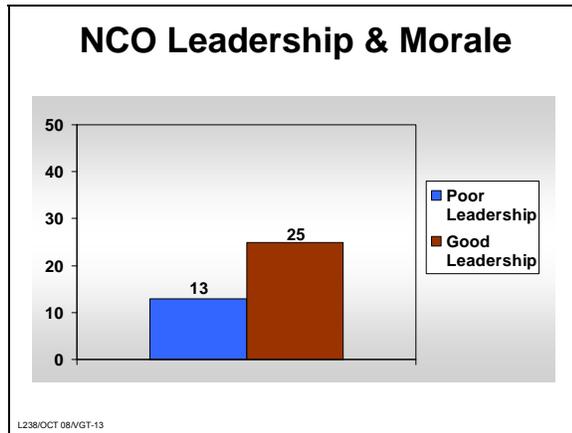
This VGT shows how good leadership relates with fewer Soldier mental problems. Higher exposure to combat results in higher rates of mental health problems. However, good leadership reduces the impact of combat exposure two- to three-fold.

REMOVE VGT-12

Good leadership also affects more than mental health issues. What other things do you think a good leader impacts?

NOTE: Allow students to answer the question before showing VGT-13.

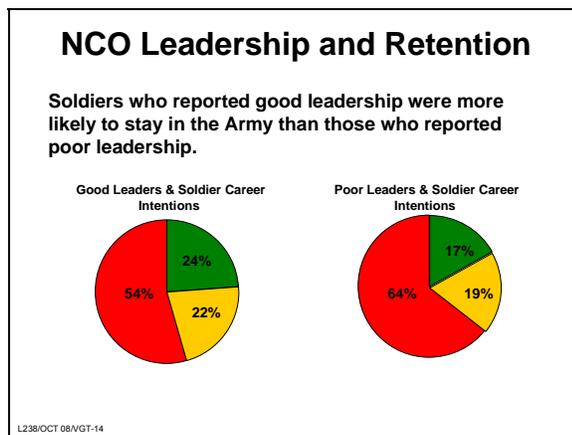
SHOW VGT-13, NCO LEADERSHIP & MORALE



Good leadership impacts morale dramatically. Soldiers who reported having good leadership also reported having high morale at nearly twice the rate of those who reported poor leadership in their unit. Good leaders provide morale boosters like availability of MWR resources, physical fitness facilities and equipment, education opportunities, and communications with family. All these resources allow Soldiers an outlet for stress relief in a high stress environment.

REMOVE VGT-13

SHOW VGT-14, NCO LEADERSHIP AND RETENTION



Good leadership also has a significant impact on retention. From the pie graphs you can see that leaders are a key factor in whether Soldiers choose to stay or leave the Army. Soldiers who report that they have poor leaders are more likely to leave military service.

REMOVE VGT-14

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify effective leader actions.
CONDITIONS:	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.
STANDARDS:	Identify effective leader actions by-- <ul style="list-style-type: none"> • Selecting five examples of what a leader should do. • Selecting three examples of what a leader should not do.

1. Learning Step / Activity 1. Effective Leader Actions

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 10 mins
 Media: Figures 15 thru 29

Now let's examine what leaders should do and should not do. Take a moment and study the 10 effective leader actions shown in VGT-15.

SHOW VGT-15, 10 EFFECTIVE LEADER ACTIONS

10 Effective Leader Actions

1. Be fair
2. Admit mistakes
3. Underwrite honest mistakes
4. Protect subordinates
5. Communicate
6. Visit your troops
7. Encourage involvement
8. Build the team
9. Instill discipline
10. Punish judiciously



L238/OCT 08/VGT-15

This list is not exhaustive. You can probably think of other effective leadership actions like being tactically and technically proficient. We aren't going to highlight those types of leadership skills. The focus is on the actions that may seem obvious, but these actions are not always done by leaders. Let's take a closer look at each of the 10 leader actions.

REMOVE VGT-15

SHOW VGT-16, 1. BE FAIR

1. Be Fair

- Treat unit members fairly
- Make sure they work towards the same objective
- Assume equal risks
- Reap equal rewards
- Be wary of double standards
- Think critically about your decisions

L238/OCT 08/VGT-16

Leaders must treat all members of the team fairly and justly. Even the perception of favoritism can destroy a team from within. It is also important to ensure that all members of the team are working toward the same goal. Yes, they may be performing different tasks, but the objective is the same. Assume equal risks when assigning task and missions, and then reward members who excel equally. Avoid double standards. Only 43 percent of recently deployed Soldiers felt their NCOs set the same standards for all unit members. Always think critically when making decisions and consider the possible second- and third-order effects of those decisions.

REMOVE VGT-16

SHOW VGT-17, 2. ADMIT MISTAKES

2. Admit Mistakes

- Accept blame if things go wrong
- Learn from your mistakes
- Assume responsibility for unit failures
- Attribute unit successes subordinates

L238/OCT 08/VGT-17

Nothing undermines your credibility more than not owning up to a mistake. If you make a mistake, accept the blame and learn from it. Unit failures are the responsibility of the leaders.

Many Soldiers report that they are blamed when things go wrong even when they were merely following orders; Soldiers detest this. Conversely, credit for unit successes belongs to the Soldiers. Make sure they understand they are the ones who succeeded.

REMOVE VGT-17

SHOW VGT-18, 3. UNDERWRITE HONEST MISTAKES

3. Underwrite Honest Mistakes

- Allowing honest mistakes lets Soldiers learn and improve more effectively
- Flying “high-cover” for your subordinates increases positive attitude, motivation, and initiative

L238/OCT 08/VGT-18

Soldiers learn best by doing and making honest mistakes is part of the learning process. However, do not allow mistakes when they are the result of a lack effort or negligence.

In interviews conducted with Soldiers, they commonly report that their leaders have a hard time “flying high-cover” (protection from others) for them. Take charge of your subordinates and allow them to accomplish tasks and missions without distractions and interference by others.

REMOVE VGT-18

SHOW VGT-19, 4. PROTECT SUBORDINATES

4. Protect Subordinates

- Preventing injustices, abuse, or harassment
- Insisting on due process and fair treatment
- Assuming too much risk
- Protecting Soldiers from unfair treatment should be more important than your career

L238/OCT 08/VGT-19

Protect your Soldiers from injustices, abuse, and harassment. Be aware that these can come from outside the unit and from outside of the service. All Soldiers should receive due process and fair treatment at all times. Again, avoid double standards. Never accept unnecessary risk. This endangers your Soldiers welfare and can cause mistrust and resentment thereby destroying your credibility. Lastly, as a leader, your Soldiers come before any personal gain on your part. All the Army Values demand you provide for the welfare of your Soldiers above your own. Do not tolerate any unfair treatment of your Soldiers, even if it would make you unpopular or go against someone else's opinion.

REMOVE VGT-19

SHOW VGT-20, 5. COMMUNICATE

5. Communicate

- Inform Soldiers of what's going on
- Communicate without yelling or screaming at your Soldiers
- Activate your "receive mode" as well as "send mode" when communicating

L238/OCT 08/VGT-20

Tell Soldiers what's going on. They understand your intent better and can accomplish tasks more effectively with good information. Avoid yelling at your Soldiers. This normally causes them to feel belittled and can also make them tune you out. A good way to ensure you are getting the best out of your subordinates is to listen to them (and make sure they know you are listening). This promotes understanding between you and your Soldiers as well as increasing cohesion and effectiveness of the team.

REMOVE VGT-20

SHOW VGT-21, 6. VISIT YOUR SOLDIERS



Spend time with your Soldiers. Some Soldiers believe their leaders are unwilling to make sacrifices (e.g., leaving their air conditioned office in Iraq) by visiting them on guard duty or before going on mission. This also aids in building team cohesion.

Using the chain of command by disseminating information to your squad/team leaders works, but being with your Soldiers allows you to carry your message to them first hand. This tells the Soldiers you care about them and are part of the team--not above it.

REMOVE VGT-21

SHOW VGT-22, 7. ENCOURAGE INVOLVEMENT

7. Encourage Involvement

- Involve Soldiers in problem solving
- Encourage innovation in your team
- Accept and give constructive feedback



L238/OCT 08/VGT-22

Involving Soldiers in problem solving instills confidence, adaptability, and encourages innovation. Involvement is also a type of mentorship--a way to ensure the grooming of confident and adaptable future leaders. Also, as mentioned before, activate your “receive mode” as well as your “send mode” to encourage open dialogue and involvement.

REMOVE VGT-22

SHOW VGT-23, 8. BUILD THE TEAM

8. Build the Team

- Crush “me first” movements in your unit.
- Ensure your Soldiers have access to MWR facilities.
- Recognize and reward your Soldiers.



L238/OCT 08/VGT-23

Be inclusive; do not exclude anyone in your unit. Eliminate the “me first” attitude and replace it with the “us” attitude. Conduct team building events and use MWR facilities to improve performance and enhance well-being whenever possible. Recognize and praise Soldiers for their accomplishments. Deployed Soldiers report that less than a third of their NCOs told them they had done a good job and even fewer felt that all deserving Soldiers were formerly recognized for their contribution and innovations.

REMOVE VGT-23

SHOW VGT-24, 9. INSTILL DISCIPLINE

9. Instill Discipline

- Focus on what’s important to maintaining discipline.
- Eliminate double-standards.
- Set your “discipline barometer” carefully.

L238/OCT 08/VGT-24

Remember to view discipline as the best means to ensure performance and personal responsibility. Soldiers must know there is an expectation for them to do the right thing every time. Ensure you discipline your Soldiers relative to the substandard behavior.

Do not tolerate double standards. You must follow the rules of your organization. Being unduly lax or too harsh will cause morale to suffer. "Dictatorship" is one of the most universally disliked leadership characteristics while being too lax is one of the easiest ways to lose the respect of your unit. You must use care and thought in establishing the right amount of discipline.

REMOVE VGT-24

SHOW VGT-25, 10. PUNISH JUDICIOUSLY

10. Punish Judiciously

- Use non-judicial punishment instead of UCMJ (when appropriate).
- Mass punishment:
 - ▶ Alienates performance.
 - ▶ Lowers moral.
 - ▶ Decreases the effect.
- Vindictive punishment is a "crime of leadership."

L238/OCT 08/VGT-25

Related to how you discipline is how you use punishment. Be very careful here. You are a leader and you have authority based on your rank (and your actions). Don't be vindictive or use mass punishment--it will come back on you in the long run.

Before doling out punishments, ask the questions, "What good will it achieve? What is its purpose?" If you can't come up with a good answer, then the punishment is not in order.

REMOVE VGT-25

We now have a basic understanding of some of the actions good leaders perform. However, there are also actions that leaders perform that are detrimental to the Soldier's Battlemind. What are some of the negatively impacting actions?

Remember back in the beginning of this lesson how it was easy to recall poor leaders you've had rather than the good leaders? Sometimes we learn what not to do from others.

SHOW VGT-26, POOR LEADERSHIP

Poor Leadership

- Sometimes we learn what not to do from others.
- Negative leader behaviors may serve as a better guide than positive behaviors because they are more vivid and memorable.

L238/OCT 08/VGT-26

Keep in mind there are many things poor leaders do that put the Soldiers' mental health and well-being at risk, but we'll look at three common things that poor leaders do.

There are three negative leader actions that are particularly harmful and demoralizing to Soldiers:

- Embarrassing subordinates publicly.
- Hiding behind rules and regulations.
- Abusing privileges.

Let's take a more detailed look at each of these actions that leaders should **NOT** do.

REMOVE VGT-26

Have you ever had one of your leaders embarrass you in front your peers? How did it make you feel? Did it improve your motivation or performance? How did you feel about that leader after he or she was out of sight?

SHOW VGT-27, 1. EMBARRASSING SUBORDINATES PUBLICLY

1. Embarrassing Subordinates Publicly

- Lowers the Soldier's self-worth and productivity
- Lowers your subordinate's level of respect toward you

Use this behavior in a calculated way if, and only if necessary.

L238/OCT 08/VGT-27

Generally, embarrassing your Soldiers is counter-productive. The Soldier may develop low self-esteem and withdraw from the team, causing the team to become less effective. You risk losing the respect of the Soldier and other subordinates. Embarrassing Soldiers publicly should be a rare form of discipline, used only as a last resort if someone has put another Soldier at risk.

REMOVE VGT-27

The second negative leader action is using rules and regulations as a shield to hide behind.

SHOW VGT-28, 2. HIDING BEHIND RULES AND REGULATIONS

2. Hiding Behind Rules and Regulations

When in doubt, instead of hiding behind rules and regulations, leaders should--

- Follow the spirit of the law vs. the letter of the law.
- Seek further guidance when the rules are unclear or ambiguous.
- Err on the side of interpreting rules and regulations in the Soldier's favor.

L238/OCT 08/VGT-28

Rules serve a purpose; they are not a license to mistreat subordinates. A good leader uses rules to guide and direct Soldiers and not to exert authority unnecessarily. When

enforcing rules, a good leader clearly defines the rules to the Soldiers. A good leader uses the rules to benefit the Soldier and not simply to follow a checklist.

REMOVE VGT-28

SHOW VGT-29, 3. ABUSING PRIVILEGES

3. Abusing Privileges

- Effective leaders use their rank to help their Soldiers--poor leaders use their rank for their own benefit.
- Take care of your Soldiers' needs **BEFORE** you take care of your own.

L238/OCT 08/VGT-29

The third negative action is abusing privileges granted to you by virtue of rank and/or position. Soldiers see these types of actions by leaders and immediately feel that the leader is not looking out for them. Abuse of privilege is very commonly a source of conflict between leaders and followers.

The NCO Creed states, "I will not use my grade or position to attain pleasure, profit, or personal safety." It also states, "I know my Soldiers and I will always place their needs above my own." Do not allow yourself to be guilty of violating these tenets! You don't want to make the mistake of losing your Soldiers confidence and respect in your ability as a leader.

REMOVE VGT-29

CHECK ON LEARNING:

QUESTION: What are the 10 effective leader actions?

- ANSWER:
- | | |
|--------------------------------|--------------------------|
| 1. Be fair. | 2. Admit mistakes. |
| 3. Underwrite honest mistakes. | 4. Protect subordinates. |
| 5. Communicate. | 6. Visit your troops. |
| 7. Encourage involvement. | 8. Build the team. |
| 9. Instill discipline. | 10. Punish judiciously. |

Ref: Page 21, VGT-15

QUESTION: What are the three leader actions a leader should not do?

ANSWER: 1. Embarrass subordinates publicly.
2. Hide behind rules and regulations.
3. Abuse privileges.

Ref: Pages 29 and 30, VGT-27 through VGT-29

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify reasons Soldiers fail to seek help for mental health care.
CONDITIONS:	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.
STANDARDS:	Identify how a Soldier's perception of leadership, stigma, and institutional barriers impact on the Soldier's desire and willingness to seek help for mental health issues.

1. Learning Step / Activity 1. Reasons Soldiers Fail to Seek Help for Mental Health Care

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction

Instructor to Student Ratio: 1:8

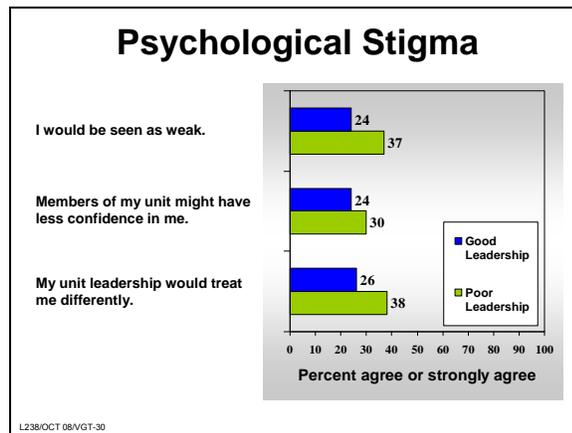
Time of Instruction: 5 mins

Media: VGT-30 and VGT-31

While leadership does a great deal to help Soldiers cope with combat, it doesn't completely eliminate mental health problems. After combat some of your Soldiers may struggle with mental health problems even if you provide outstanding leadership and support. What would keep your Soldiers from getting the mental health care they need?

One obstacle that keeps Soldiers from receiving mental health assistance is the stigma that sometimes associates itself with seeing a mental health professional. A stigma is a mark of disgrace; a stain or reproach as on one's reputation. A medical definition for stigma is a physical mark characteristic of a defect or disease. Figure 30 shows some of the common stigmas attached to seeking mental health care and how the quality of leadership affects the Soldier's perception.

SHOW VGT-30, PSYCHOLOGICAL STIGMA



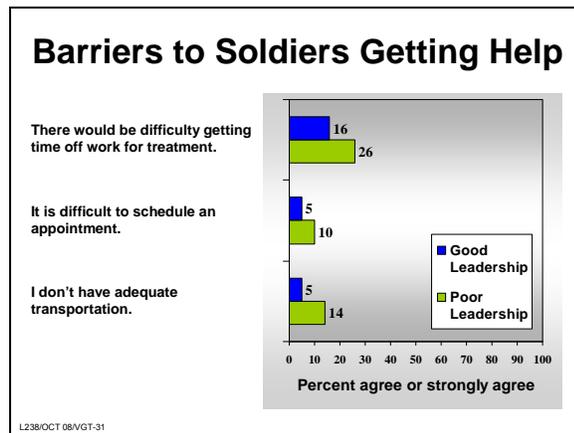
Soldiers can feel “marked” or “singled-out” if they seek mental health care. It is a leader’s job to ensure Soldiers understand that seeking help for a problem is NOT a sign of weakness nor shameful. Soldiers who experience mental health problems are not weaker than those who do not.

Some unit leaders may be distrustful of mental health services. Some leaders might think that Soldiers “use the system” or fake problems to get out of work. This is true in some cases but most clinicians can tell when that is the case. It is best to allow the behavioral health asset to determine if that Soldier requires assistance or if that Soldier may be a discipline problem.

REMOVE VGT-30

Are there other barriers that may keep Soldiers from getting the help they need? Units or organizations sometimes create barriers to seeking help without realizing it. Organizational barriers refer to institutional road blocks that keep Soldiers from accessing the mental health help they need. Soldiers who report having good leaders perceive less organizational barriers to getting help. VGT-31 shows some of the common barriers that Soldiers report keep them from seeking mental health assistance.

SHOW VGT-31, BARRIERS TO SOLDIERS GETTING HELP



Eliminating barriers is a leadership issue. Soldiers need to know that they have access to mental health services and that the unit leaders will support them in seeking help.

Most Soldiers will likely show some stress symptoms following combat and some may develop Post Traumatic Stress Disorder (PTSD). PTSD is a complicated diagnosis and it impacts on personal, occupational, and social relationships. If you suspect a Soldier is having difficulty staying mentally fit or displaying signs of PTSD, don't try to diagnose it yourself. Get them professional, qualified care. Mental health is essential for mission success and ensuring Soldiers are mentally fit for the mission is a leader responsibility.

Remember, Soldiers are more likely to talk to buddies and junior leaders about a problem than senior leaders or mental health personnel. Here are some ways you, as a leader, can help your Soldiers:

- Listen to Soldiers and be a sounding board.
- Talk and provide encouragement and perspective to Soldiers.
- Refer your Soldiers if you feel they need more help and support than you can provide.
- Follow up; stay engaged in their well-being.
- Clear roadblocks and barriers for your Soldiers.
- Honor the psychological contract you have with your Soldiers to take care of them.

- Create an atmosphere where getting mental health support is not a sign of weakness.

For more information and training on PTSD, you can visit the mild traumatic brain injury and post traumatic stress disorder page at <https://www.us.army.mil/suite/page/442200>. You will need to log into the site using your AKO username and password.

REMOVE VGT-31

2. Learning Step / Activity 2. Practical Exercise 1

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: None

NOTE: Complete Practical Exercise1 located in Appendix C.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction</u>
Instructor to Student Ratio is: <u>0:1</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

The practical exercise serves as the check on learning for this lesson.

Review / Summarize Lesson

This lesson provided you with the Army definition of leadership, how different approaches to leadership impact Soldiers, ten methods of effective leadership, and reasons Soldiers perceiving poor leadership fail to seek help.

Leaders must remain alert for combat stress reactions; encourage Soldiers to seek mental health care if they need it; promote buddy-aid; use of the chain of command, chaplain, and mental health staff assistance; and create a climate where there are no stigmas or barriers to seeking mental health care.

As a leader, it your duty and responsibility to care for your Soldiers. By providing outstanding leadership and creating a supportive command climate, you will uphold your duties and responsibilities to your Soldiers, their families, and the United States Army.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

There is no testing requirement for this lesson. However, the practical exercise serves as an evaluation of junior leader Battlemind principles.

**Feedback
Requirements**

Provide appropriate feedback on student performance to enhance the transfer of learning.

NOTE: Immediate feedback should only be provided for safety reasons. Delayed feedback allows learner to determine his/her own mistakes, thus enhancing transfer of learning.

Introduction

Motivator

VGT-1, Soldiers

Soldiers

“The capacity of Soldiers for absorbing punishments and enduring privations is almost inexhaustible so long as they believe they are getting a square deal, that their commanders are looking out for them, and that their own accomplishments are understood and appreciated.”

*GEN Eisenhower, Supreme Allied
Commander, 1944*

L238/OCT 08/VGT-1

Battlemind

The Soldier's inner strength to face adversity, fear, and hardship during combat with confidence and resolution. It is the will to persevere and win.

Key components include the following:

- Self-confidence--taking calculated risks and handling challenges.
- Mental toughness--overcoming obstacles or setbacks and maintaining positive thoughts during times of adversity and challenge.

Army's Definition of Leadership

Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

Leadership Paradox

If great leaders are born, then why does the Army spend so much time and money training leadership?

Rigid Institutional Approach

- Authority from your rank/position
- Feedback discouraged
- Change only comes from above
- Leaders only do what they have to do
- Entitled to respect

L238/OCT 08/VGT-5

Flexible Pragmatic Approach

- Authority stems from your position and actions
- Feedback from subordinates is encouraged
- Change comes from both below and above
- Leaders go the extra mile

L238/OCT 08/VGT-6

Leadership Approaches Comparison

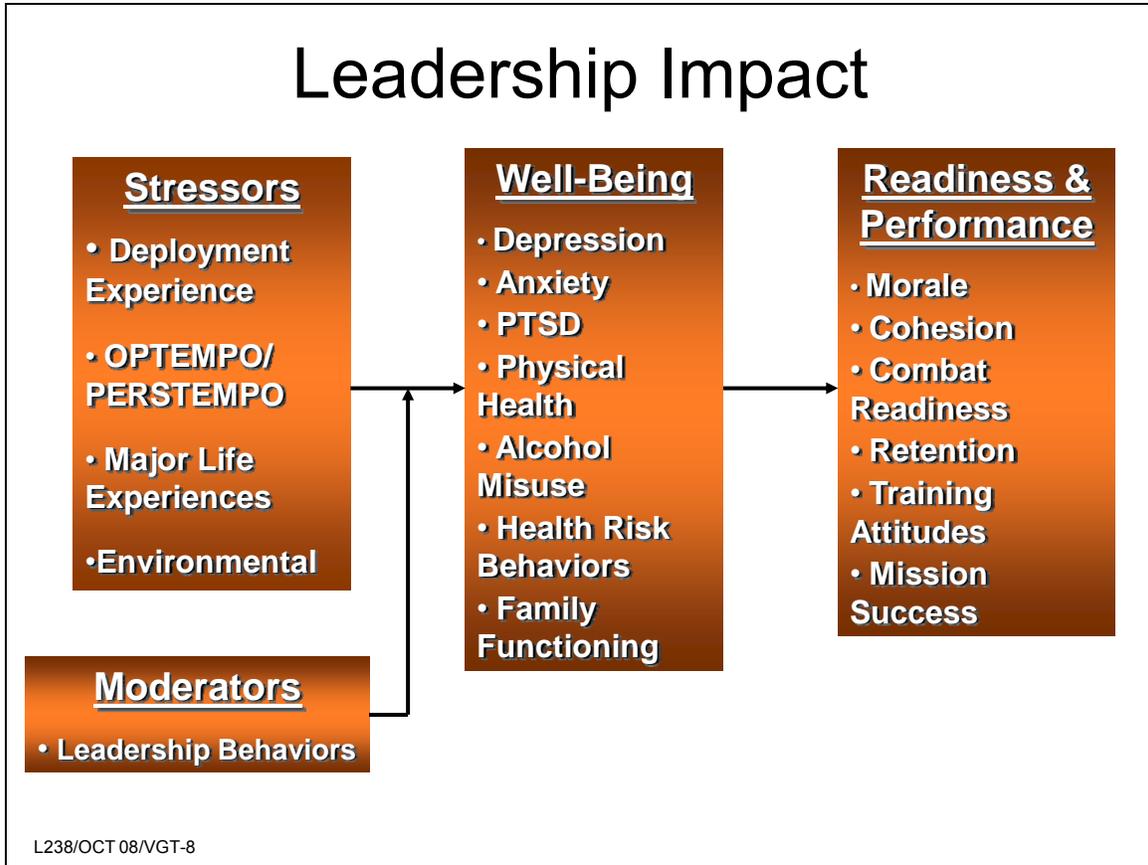
- Both agree on the importance of mission success.
- Both utilize the chain of command to instill discipline and build unit cohesion.
- Flexible pragmatic leaders achieve mission success more efficiently and effectively because of better relationships and Soldier morale.

L238/OCT 08/VGT-7

Enabling Learning Objective B

Learning Step 1

VGT-8, Leadership Impact



The Nature of Combat

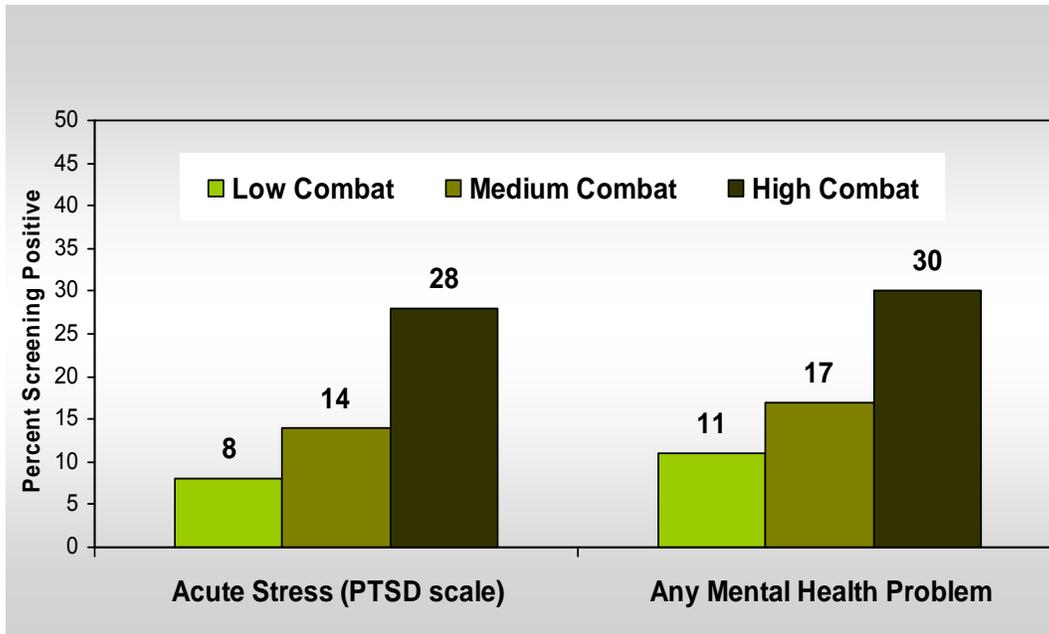
- Combat is sudden, intense, and life threatening.
- It is the job of the Soldier to kill the enemy.
- Innocent women and children often die in combat.
- No Soldier knows how he/she will perform in combat until the moment arrives.

Effects of Combat



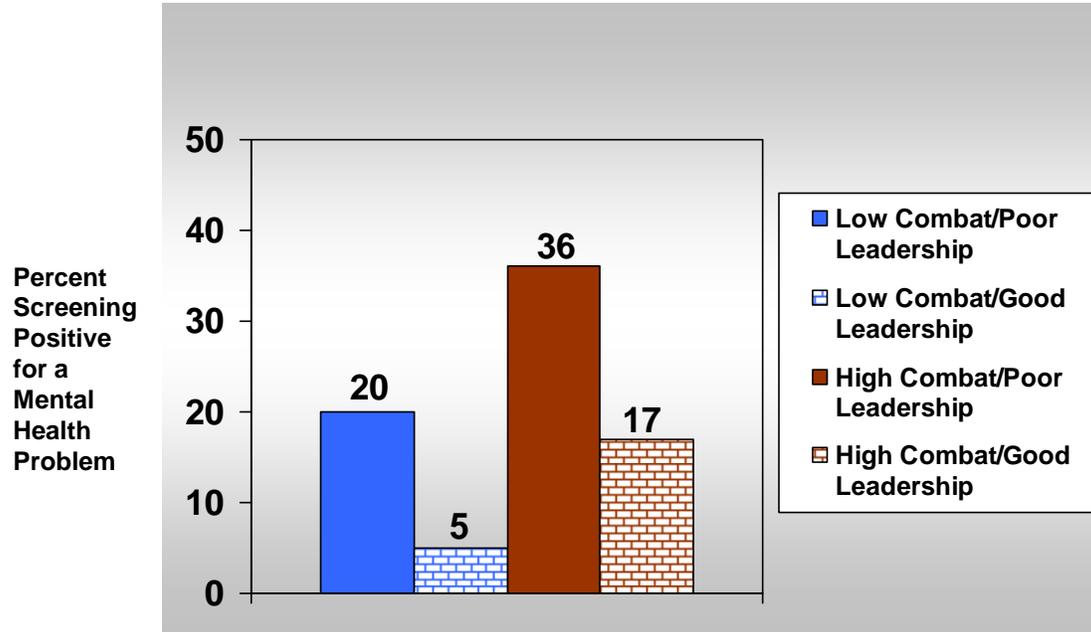
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Combat and Mental Health



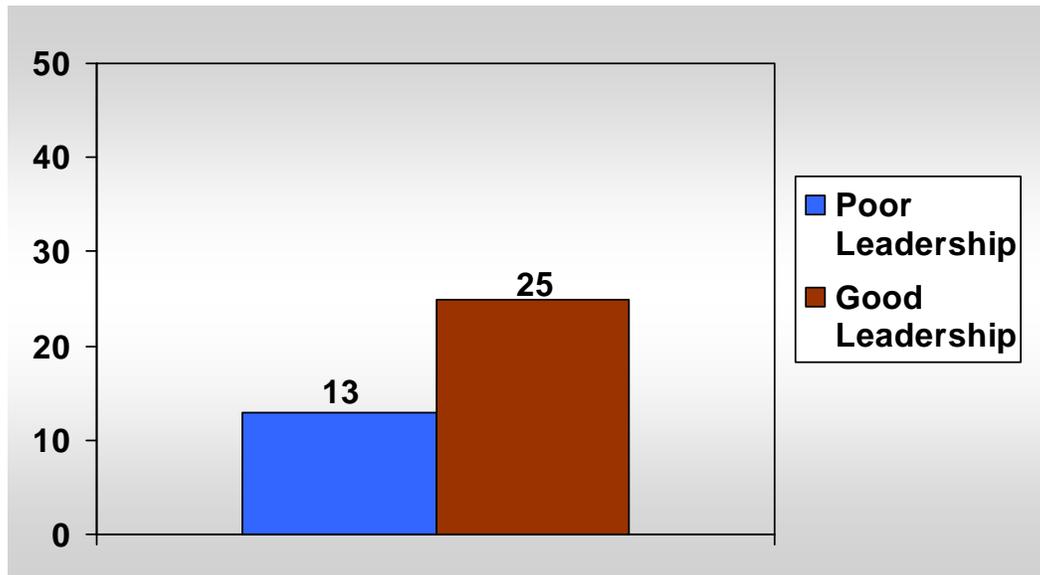
L238/OCT 08/VGT-11

Impact of Combat Leadership



L238/OCT 08/VGT-12

NCO Leadership & Morale

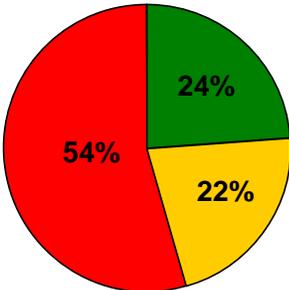


L238/OCT 08/VGT-13

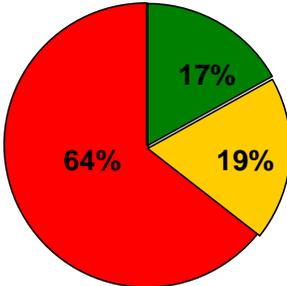
NCO Leadership and Retention

Soldiers who reported good leadership were more likely to stay in the Army than those who reported poor leadership.

Good Leaders & Soldier Career Intentions



Poor Leaders & Soldier Career Intentions



L238/OCT 08/VGT-14

10 Effective Leader Actions

1. Be fair
2. Admit mistakes
3. Underwrite honest mistakes
4. Protect subordinates
5. Communicate
6. Visit your troops
7. Encourage involvement
8. Build the team
9. Instill discipline
10. Punish judiciously



1. Be Fair

- Treat unit members fairly
- Make sure they work towards the same objective
- Assume equal risks
- Reap equal rewards
- Be wary of double standards
- Think critically about your decisions

2. Admit Mistakes

- Accept blame if things go wrong
- Learn from your mistakes
- Assume responsibility for unit failures
- Attribute unit successes subordinates

3. Underwrite Honest Mistakes

- Allowing honest mistakes lets Soldiers learn and improve more effectively
- Flying “high-cover” for your subordinates increases positive attitude, motivation, and initiative

L238/OCT 08/VGT-18

4. Protect Subordinates

- Preventing injustices, abuse, or harassment
- Insisting on due process and fair treatment
- Assuming too much risk
- Protecting Soldiers from unfair treatment should be more important than your career

L238/OCT 08/VGT-19

5. Communicate

- Inform Soldiers of what's going on
- Communicate without yelling or screaming at your Soldiers
- Activate your "receive mode" as well as "send mode" when communicating

L238/OCT 08/VGT-20

6. Visit Your Soldiers



L238/OCT 08/VGT-21

7. Encourage Involvement

- Involve Soldiers in problem solving
- Encourage innovation in your team
- Accept and give constructive feedback



8. Build the Team

- Crush “me first” movements in your unit.
- Ensure your Soldiers have access to MWR facilities.
- Recognize and reward your Soldiers.



L238/OCT 08/VGT-23

9. Instill Discipline

- Focus on what's important to maintaining discipline.
- Eliminate double-standards.
- Set your “discipline barometer” carefully.

10. Punish Judiciously

- Use non-judicial punishment instead of UCMJ (when appropriate).
- Mass punishment:
 - Alienates performance.
 - Lowers moral.
 - Decreases the effect.
- Vindictive punishment is a “crime of leadership.”

L238/OCT 08/VGT-25

Poor Leadership

- Sometimes we learn what not to do from others.
- Negative leader behaviors may serve as a better guide than positive behaviors because they are more vivid and memorable.

L238/OCT 08/VGT-26

1. Embarrassing Subordinates Publicly

- Lowers the Soldier's self-worth and productivity
- Lowers your subordinate's level of respect toward you

Use this behavior in a calculated way if, and only if necessary.

2. Hiding Behind Rules and Regulations

When in doubt, instead of hiding behind rules and regulations, leaders should--

- Follow the spirit of the law vs. the letter of the law.
- Seek further guidance when the rules are unclear or ambiguous.
- Err on the side of interpreting rules and regulations in the Soldier's favor.

L238/OCT 08/VGT-28

3. Abusing Privileges

- Effective leaders use their rank to help their Soldiers--poor leaders use their rank for their own benefit.
- Take care of your Soldiers' needs **BEFORE** you take care of your own.

Enabling Learning Objective D

Learning Step 1

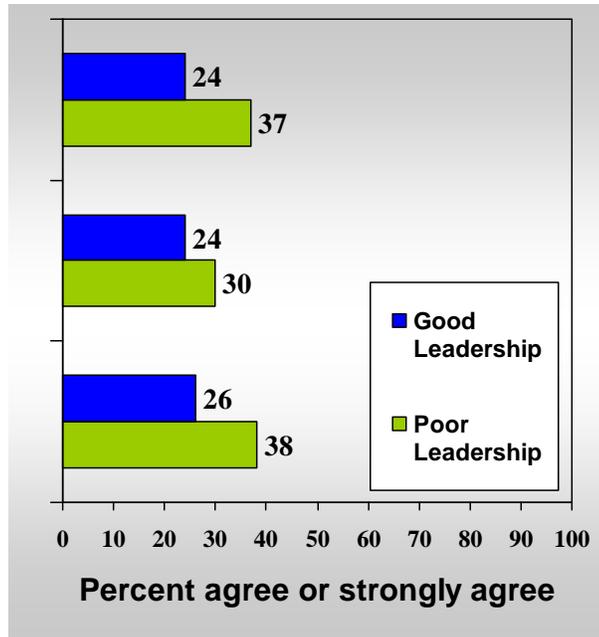
VGT-30, Psychological Stigma

Psychological Stigma

I would be seen as weak.

Members of my unit might have less confidence in me.

My unit leadership would treat me differently.



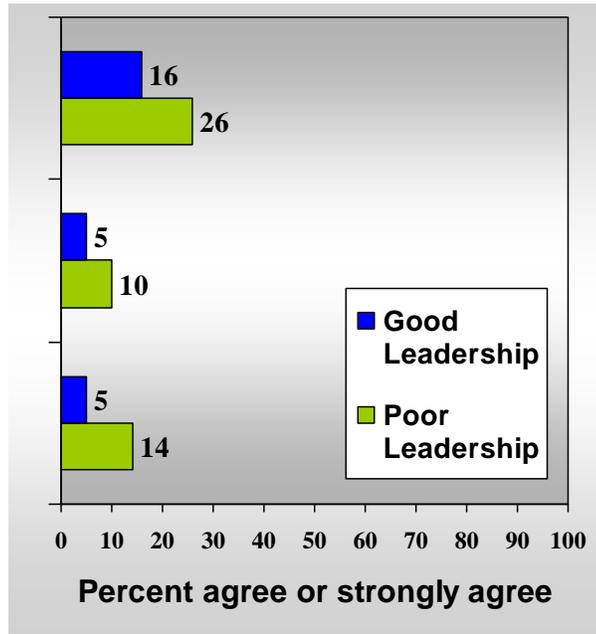
L238/OCT 08/VGT-30

Barriers to Soldiers Getting Help

There would be difficulty getting time off work for treatment.

It is difficult to schedule an appointment.

I don't have adequate transportation.



L238/OCT 08/VGT-31

Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercise(s) and Solution(s)

This appendix contains the items listed in this table--

Title/Synopsis	Pages
PE-1, Battlemind for Junior Leaders Test	C-2 thru C-4
Solution to PE 1	C-5

Disclaimer: The training developer transferred the following material directly from the Army Medical Department Center & School (AMEDDC&S) Training Support Package titled *Junior Leader Battlemind Principles*. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

PRACTICAL EXERCISE 1

Title	BATTELMIND FOR JUNIOR LEADERS TEST						
Lesson Number/Title	L238 version 4 / JUNIOR LEADER BATTELMIND PRINCIPLES						
Introduction	This practical exercise evaluates your knowledge of Battlemind principles for junior leaders.						
Motivator	As a leader and brother in arms, you must understand the Battlemind concept and anticipate possible Soldier reactions to your leader actions.						
Terminal Learning Objective	At the completion of this lesson, you will: <table border="1" data-bbox="391 695 1395 980"><tr><td>Action</td><td>Identify Battlemind leadership principles.</td></tr><tr><td>Conditions</td><td>In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.</td></tr><tr><td>Standards</td><td>Indicate your knowledge of Battlemind leadership principles by completing a quiz with 100 percent accuracy.</td></tr></table>	Action	Identify Battlemind leadership principles.	Conditions	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.	Standards	Indicate your knowledge of Battlemind leadership principles by completing a quiz with 100 percent accuracy.
Action	Identify Battlemind leadership principles.						
Conditions	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.						
Standards	Indicate your knowledge of Battlemind leadership principles by completing a quiz with 100 percent accuracy.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	The PE is a graded practical exercise. However, the results will not affect your course standing. You must score 100 percent to pass.						
Instructional Lead-In	These questions will aid you in determining your comprehension of the material covered in this lesson.						

Resource Requirements	Student Materials: Pen or pencil and writing paper.
Special Instructions	None
Procedures	Complete the practical exercise. Afterward, we'll compare your answers with the solution sheet to ensure you understand the junior leader Battlemind principles.
Feedback Requirements	Provide appropriate feedback on student performance to enhance the transfer of learning. NOTE: Immediate feedback should only be provided for safety reasons. Delayed feedback allows learner to determine his/her own mistakes, thus enhancing transfer of learning.

BATTLEMIND FOR JUNIOR LEADERS TEST

1. Which leadership approach discussed in this lesson achieves mission success more efficiently and effectively.

- a. Active Change Oriented
- b. Flexible Pragmatic
- c. Direct Restrictive
- d. Rigid Institutional

2. Which leadership behavior is not an action leaders should take?

- a. Admit mistakes
- b. Use regulations as justification
- c. Build the team
- d. Instill discipline
- e. Punish judiciously

3. Which leader roles help maintain morale and Soldier well-being (select all that apply).

- a. Recognize combat stress reactions
- b. Reduce stigma and barriers associated with seeking behavioral health help
- c. Encourage buddy-aid
- d. Worry about Soldiers' well-being after problems become apparent
- e. Utilize the chain of command, chaplain, and behavioral health resources

4. Is the following statement True or False?

To ensure mission success, good leaders will develop their Soldiers to succeed before, during, and after the mission. Part of what drives Soldiers' success is their well-being.

- a. True
- b. False

5. List the three negative leader behaviors that are particularly harmful and demoralizing to Soldiers.

1. _____

2. _____

3. _____

SOLUTION TO PRACTICAL EXERCISE 1

1. Which leadership approach discussed in this lesson achieves mission success more efficiently and effectively.

- a. Active Change Oriented
- b. Flexible Pragmatic
- c. Direct Restrictive
- d. Rigid Institutional

Correct Answer: b. Flexible Pragmatic Approach-higher levels of trust between Soldiers and leaders, higher morale; however, this approach does not guarantee that it is always the best approach to leadership in every situation.

2. Which leadership behavior is not an action leaders should take?

- a. Admit mistakes
- b. Use regulations as justification
- c. Build the team
- d. Instill discipline
- e. Punish judiciously

Correct Answer: b. A good leader uses rules to guide and direct Soldiers not to exert authority unnecessarily. When enforcing rules a good leader will clearly define the rules for their Soldiers. A good leader uses the rules to benefit the Soldier not simply to follow a checklist.

3. Which leader roles help maintain morale and Soldier well-being (select all that apply).

- a. Recognize combat stress reactions
- b. Reduce stigma and barriers associated with seeking behavioral health help
- c. Encourage buddy-aid
- d. Worry about Soldiers' well-being after problems become apparent
- e. Utilize the chain of command, chaplain, and behavioral health resources

Correct Answer:

- a. Recognize combat stress reactions
- b. Reduce stigma and barriers associated with seeking behavioral health help
- c. Encourage Buddy-aid
- e. Utilizing the Chain of Command, chaplain & behavioral health resources

4. Is the following statement True or False?

To ensure mission success, good leaders will develop their Soldiers to succeed before, during, and after the mission. Part of what drives Soldiers' success is their well-being.

- a. True
- b. False

Correct Answer: a. True. This is why the Army spends so much money on developing leaders.

5. List the three negative leader behaviors that are particularly harmful and demoralizing to Soldiers.

Correct Answer:

- 1. Embarrassing subordinates publicly
- 2. Hiding behind rules and regulations
- 3. Abusing privileges

HANDOUTS FOR LESSON 1: L238 version 4

This appendix contains the items listed in this table--

Title/Synopsis	Page(s)
SH-1, Advance Sheet	SH-1-1
SH-2, Extracted Material from 10 Tough Facts about Combat Brochure	SH-2-1 thru SH-2-3

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of 1 hour of small group instruction and practical exercise.

Overview In today's Army, as trained leaders, there is the expectation to provide outstanding leadership to our Soldiers. Part of that expectation is that we understand the impact of our actions and how we influence our Soldiers. During this training you will learn the principles necessary to provide that outstanding leadership and to create a positive, stigma-free environment.

Learning Objective Terminal Learning Objective (TLO).

Action:	Identify Battlemind leadership principles.
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a squad/team, and the instruction in this lesson.
Standards:	Indicate your knowledge of Battlemind leadership principles by completing a quiz with 100 percent accuracy.

ELO A Define Army leadership.

ELO B Describe how approaches to leadership impact Soldiers.

ELO C Identify effective leader actions.

ELO D Identify reasons Soldiers fail to seek help for mental health care.

Assignments The student assignments for this lesson are:

- Read Student Handout 2.
-

Additional Subject Area Resources None

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

- All reference material received.
 - Pencil or pen and writing paper.
 - Any items required by the NCOA SOP.
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Note to Students It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study and your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to discuss the information fully.

Student Handout 2

Extracted Material from 10 Tough Facts about Combat Brochure

This student handout contains two pages of downloaded material from the following website:

http://www.battlemind.org/documents/WRAIR_10_Tough_Facts_About_Combat_Brochure.pdf

Disclaimer: The training developer downloaded this brochure from the webpage shown above. The text may contain passive voice, misspelled words, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

Fact #8: DEPLOYMENTS PLACE A TREMENDOUS STRAIN UPON FAMILIES.

FINDINGS:

- Nearly 1/5 of all Soldiers deployed to OIF reported marital concerns or problems.
- Marital satisfaction declined after deploying to OIF.
- Soldiers generally report dissatisfaction with the FIG and rear detachment.

WHAT LEADERS CAN DO:

- Assess any reported problems in the FIG or rear detachment to ensure timely action.
- Do not allow family problems to go unmonitored. Assign at least one of your staff to serve as an ombudsman or expediter of family problems.
- Formally recognize all special family occasions such as births and graduations.

“WHEN A SOLDIER IS AT WAR, HIS/HER MIND SHOULD BE AT PEACE.” Lord Moran, 1945

Fact #9: THE COMBAT ENVIRONMENT IS HARSH AND DEMANDING.

FINDINGS:

- Soldier’s performance progressively deteriorates with less than 8 hours of sleep per day.
- The combat environment (e.g. physical strain, heat, noise, lack of privacy) takes a toll on all Soldiers.
- Soldiers are extremely sensitive to perceived inequalities in the distribution of MWR resources.

WHAT LEADERS CAN DO:

- Ensure adequate rest (≥8 hours of sleep), hydration and other force health protections.
- Insist on a fair distribution of MWR resources. Prevent double standards among officers, NCOs and Junior Enlisted Soldiers.
- Be aware of the physical condition and sleep patterns of your Soldiers and insist that physical conditioning is maintained throughout the deployment.

RECOGNIZE THE LIMITS OF YOUR SOLDIERS’ FORTITUDE.

Fact #10: COMBAT POSES MORAL AND ETHICAL CHALLENGES.

FINDINGS:

- Combat exposes the reality of death.
- Combat tests the character of Leaders and Soldiers.
- Reward and recognize Soldiers on a regular basis for their personal sacrifices. Tell them when they do a good job.
- Do not allow harassment or mistreatment of your Soldiers.
- Discuss the moral implications of Soldiers’ behavior in combat, and how individual sacrifice contributes to the enduring freedom of fighting for America.

EVERY SOLDIER NEEDS TO COME HOME WITH A WAR STORY THAT HE/SHE CAN LIVE WITH.

“The capacity of Soldiers for absorbing punishment and enduring privations is almost inexhaustible so long as they believe they are getting a square deal, that their commanders are looking out for them, and that their own accomplishments are understood and appreciated.”

GEN Dwight D. Eisenhower, 1944



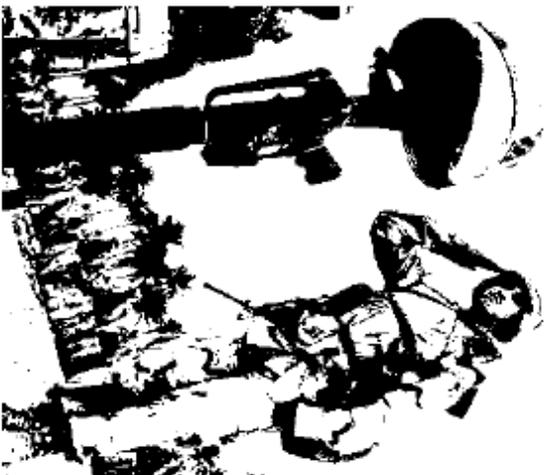
Walker Reed Army Institute of Research (WRAIR)
U.S. Army Medical Research and Materiel Command

WRAIR Land Combat Study Team

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This presentation contains a combination of research findings and recommendations, many of which are based on personal observations and experiences. Therefore, the opinions and views expressed here are those of the Land Combat Team, and should not be considered representing the U.S. Army or the Department of Defense. OIR/OEF casualty figures are as of 27 MAR 06. Updated 27 MAR 06.

**10
TOUGH
FACTS
ABOUT
COMBAT**



**AND WHAT
LEADERS CAN DO
TO MITIGATE
RISK AND BUILD
RESILIENCE**



Facts of Combat:

- Combat is sudden, intense, and life threatening.
- It is the Soldiers' job to kill the enemy.
- Innocent women and children are often killed in combat.
- No Soldier knows how he/she will perform in combat until the moment arrives.
- All Soldiers are affected.

Development of Battlemind:

What is Battlemind?

It is a Soldier's inner strength to face adversity, fear, and hardship during combat with confidence and resolution. It is the will to persevere and win.

Objectives of Battlemind:

To develop those factors (focusing on Leader behaviors) that contribute to the Soldier's will and spirit to fight and win in combat, thereby reducing combat stress reactions.

10 Facts and

Battlemind Concepts:

Fact # 1: FEAR IN COMBAT IS COMMON.

FINDINGS:

- Over 2/3 of silver star recipients reported increased fear as battle progressed.
- Common symptoms of fear: violent shaking/trembling, losing control of bladder, feeling weak, cold sweats, and vomiting.
- Fear and anxiety are reduced in combat when Soldiers engage in actions derived from training experiences.

WHAT LEADERS CAN DO:

- Drill and train Soldiers in specific actions to take under combat conditions- Tought training is the best preparation.
- Provide Soldiers sufficient physical and mental rest time.
- Admitting and joking about fear will reduce tension.
- Remember that fear is NOT a mental disorder.

EVEN HEROES FEEL FEAR.

Fact #2: UNIT MEMBERS WILL BE INJURED AND KILLED.

FINDINGS:

- Over 2,600 service members killed and over 17,900 wounded since OIF/OEF began.
- Soldiers were angry when Leaders failed to show they cared about combat experiences, especially those involving injuries or death.

WHAT LEADERS CAN DO:

- Ensure Soldiers don't assume unnecessary risks on missions.
- Conduct leader-led AAR's and/or mental health debriefings led by mental health professionals or chaplains. Soldiers report them to be helpful.
- Conduct memorial services with utmost respect and dignity.
- Talk to Soldiers personally about critical incidences.

EVERY SOLDIER IS ENTITLED TO GO INTO COMBAT WITH THE BEST CHANCE OF SURVIVAL A LEADER CAN PROVIDE.

Fact #3: THERE WILL BE COMMUNICATION AND INFORMATION BREAKDOWN.

FINDINGS:

- Soldiers report deployment policies are often inconsistently applied and they don't know the status of wounded Soldiers.
- Soldiers report to rumors if leaders don't give them facts.

WHAT LEADERS CAN DO:

- Keep your Soldiers informed: telling Soldiers you don't know is better than not telling them anything at all.
- Make sure that your policies and views on all matters are clearly expressed and made known.
- Let every Soldier know the status of wounded enroutees.
- Disseminate news of yours' and other units successes.

EFFECTIVE COMMUNICATION IS THE RESPONSIBILITY OF THE LEADER.

Fact #4: SOLDIERS FREQUENTLY PERCEIVE FAILURES IN LEADERSHIP.

FINDINGS:

- Good leadership is linked to higher Soldier morale and cohesion and to fewer mental health problems.
- Soldiers report that leaders frequently engage in actions to enhance their own career and personal well-being.
- Soldiers also report that leaders often fail to exhibit clear thinking and reasonable action when under stress.

WHAT LEADERS CAN DO:

- Allow subordinates to seek clarification of orders or policies without responding defensively or considering the Soldier disloyal.
- Remove, reassign or demote subordinates who fail to measure up. You owe this to assure the success and safety of your Soldiers in combat.

ALL MATTERS ARE THE MEASURE OF SOLDIER AND LEADER PERFORMANCE, NEVER PERSONAL GAIN.

Fact #5: COMBAT IMPACTS EVERY SOLDIER MENTALLY AND EMOTIONALLY.

FINDINGS:

- Combat stress reactions involve any symptom (physical, mental, behavioral) and occur when a Soldier becomes overwhelmed with the stresses of combat.
- Over 95% of Soldiers who receive forward mental health support are returned to duty.
- Treatment in rear areas can lead to evacuation syndrome.

WHAT LEADERS CAN DO:

- Ensure that Soldiers have access to mental health professionals as close to their unit as possible.
- Conduct Buddy-Aid mental health training so Soldiers can assist other Soldiers in coping with the stress of combat.

COMBAT STRESS REACTIONS SHOULD BE VIEWED AS COMBAT INJURIES.

Fact #6: COMBAT OFTEN LEADS TO LASTING ADVERSE MENTAL HEALTH EFFECTS.

FINDINGS:

- PTSD symptoms are common after combat (10-20% of Soldiers) and often lead to excessive alcohol use and aggression.
- Symptoms of PTSD include: feeling tense and angry, nightmares, flashbacks, and inability to express feelings about traumatic events.

WHAT LEADERS CAN DO:

- Don't view PTSD as a disease but rather a fairly common result of combat.
- Ensure that Soldier's get help as earlier treatment leads to faster recovery.

IT TAKES COURAGE TO ASK FOR MENTAL HEALTH SUPPORT.

Fact #7: SOLDIERS ARE AFRAID TO ADMIT THAT THEY HAVE A MENTAL HEALTH PROBLEM.

FINDINGS:

- Only 25-40% of Soldiers with mental health problems get help because they report numerous stigmatizing beliefs regarding their unit members and leadership.

WHAT LEADERS CAN DO:

- Establish a command climate where leaders acknowledge that Soldiers are under stress and that they might need help.
- Co-locate mental health assets at the battalion aid station/TMC.
- Insist that mental health outreach be provided to each battalion.

ADMITTING TO A MENTAL HEALTH PROBLEM IS NOT A CHARACTER FLAW.