

Training Guidance/Lesson Plan
US ARMY STANDARDIZED COMPANY COMMANDER/FIRST SERGEANT COURSE (CCFSC) v1.0
“Command Responsibilities to be Stewards of the Army Profession”

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1. Overview. This training package provides tools and guidance to help you assemble and conduct a Company Commander First Sergeant Course.
2. Training Package Contents.
 - *Facilitator Toolkit:* Additional videos and tips and techniques to help you become a more effective facilitator.
 - *Student read ahead :* Material to support course
 - *Army Profession Doctrine: ADRP-1, ADP-1*
 - *Army Profession Pamphlet:* Downloadable pdf on The Army Profession
 - *CAPE Public Website:* Link to website
3. What is a video vignette? A video vignette is a Soldier’s personal story combined with supplemental questions designed to guide a rich group discussion of the story and how it relates to a Soldiers understanding of the Army Values. Each video vignette includes two videos which are 2-3 minutes each. Part 1 contains an introduction and identifies a particular moral dilemma confronting the Soldier. Part 2 contains the actions taken by the Soldier and the conclusion. Remember...the learning occurs during **discussion**.
4. Conduct of Training/Lesson. To review or begin your training session, print the lesson plan and use it as a guide to your presentation. The lesson plan will direct you to a point where you “click” on the Army Profession video. Click on the play button in center of the image to launch the 8 minute video. After the video is complete, choose the “Next” button and the facilitator guide to socialize the concepts by using the integrated slide pack. Once the discussion concludes, click on the “Next” button to the “Speaking-up 1” video. This video is presented in two parts. By “clicking” on the video, the first part will provide an introduction. After the first part is complete, a pause is provided in order for discussion to take place (refer to the lesson plan for questions). Once the discussion is concluded, “click” to play the second part for the conclusion. Follow the same sequence for watching and discussing the next video.
5. Guidance: Prepare
 - Locate your training site and determine if it has internet capability. If there is no internet capability, you can download the training session to a DVD.
 - Review the material on the CAPE web site on how-to effectively facilitate a small group development session and reflective practice.
 - Review the lesson materials, video case studies, print and review lesson guide.
 - Rehearse your presentation as the facilitator.



1. SCOPE

The desired outcome of this lesson is for CO CDR/ISG course students to understand their responsibility to be Stewards of the Army Profession and instill the essential characteristics of the Army Profession in their organizations as part of their Command Plan. Stewards of the Army Profession are responsible and duty-bound to not just complete today's mission, but those of the future, ensuring that our Army Profession is capable of succeeding in whatever missions our Nation gives us.

2. LEARNING OBJECTIVES

ELO1:

Action: Describe the Army Profession and its Essential Characteristics.

Condition: In a facilitated small group environment, given pre-read references in section 3 below.

Standard: Participate in discussions on concepts of the Army Profession and its Essential Characteristics based on student readings.

ELO2:

Action: Describe operationalizing concepts of the Army Profession essential characteristics in command settings.

Condition: In a facilitated small group environment, given command scenarios (vignettes/case studies).

Standard: Develop and offer:

- Ideas about “factors that can better prepare leaders and Soldiers to serve in ambiguous environments with complex situations.”
- Ideas about how to apply models and tools, which can inform a Command Plan.

ELO3:

Action: As an Army Steward, apply concepts of the Army Profession's essential characteristics to command settings.

Condition: In a facilitated small group environment, given video case study depicting command settings.

Standard: Participate in facilitated group discussions which include:

- Vignette analysis of scenarios, recognizing concepts of the Army Profession's essential characteristics.
- Develop possible strategies for operationalizing concepts of the Army Profession's essential characteristics in the vignette scenarios as an Army Steward.

ELO4:

Action: Apply actions to operationalize concepts of the Army Profession's essential characteristics as Army Stewards in a company command team produced “Leader Plan of Action.”

Condition: Present in a setting as directed by course facilitators, a company command team “Leader Plan of Action” given the plan structure (FM 6-22).

Standard: Develop a company command team “Leader Plan of Action” that contains actions and/or processes to steward the Army Profession through integration of the essential characteristics into a Command Plan.

3. ASSIGNED STUDENT Pre- READINGS:

- ADRP-1, *The Army Profession*
- ADRP 6-22, *Army Leadership*, Chapters 1 and 7
- Profession of Arms Pamphlet Nov 2012
- ADP 1, *The Army*, Chapter 2

4. TRAINING AIDS

- CCFSC Training Support Package for “Command Responsibilities to be Stewards of the Army Profession” Webpage

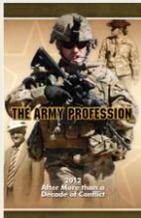


- A/V equipment/computer as required
- White board, poster board and markers to list ideas
- APPENDIX A: PowerPoint Slides “Command Responsibilities to be Stewards of the Army Profession”

5. CONDUCT OF LESSON

a. Lesson Timeline:

Min	Activity
03	Introduction/Objectives/Questions about assigned Readings
06	Army Profession Definition and “Army Profession” video
12	Facilitated discussion of the Army Profession Essential Characteristics
04	Operationalizing the Army Profession Essential Characteristics – Leader Requirements Model
20	Facilitated discussion of "Binding Wounds" (Intro = 1:58; Conclusion = 3:48)
20	Facilitated discussion of "Speaking Up" (Intro = 1:26; Conclusion = 1:20)
20	Facilitated discussion of "Huntley" (Intro = 1:48; Conclusion = 3:03)
05	Summary/Conclusion
90	Total Minutes

<p>Slide #1</p> <p><i>Title Page</i></p>	 <p>Command Responsibilities to be Stewards of the Army Profession</p>
<p>Slide #2</p> <p>Slide talking points:</p> <p>Motivator:</p> <p>The Army has a dual nature—it is both a Military Department (a government occupation) and a unique military profession comprised of Army professionals called to service and sacrifice on behalf of the Nation. The Army functions as a military profession when its leaders, and all who support it, uphold the essential characteristics that establish and maintain the Army as a unique military profession.</p> <p><i>The facilitator can call attention to the parts of the definition and have students react to them (see underlined portions below):</i></p> <p><i>A unique <u>vocation of experts</u> certified in the design, generations, support, and <u>ethical application of landpower</u>, serving under <u>civilian authority</u> and <u>entrusted to defend the Constitution and the rights and interests of the American people</u>.</i> (Refer to ADRP 1, <i>The Army Profession?</i> and/or pg 2 of the <i>Profession Pamphlet</i>)</p>	 <p>America's Army – Our Profession</p> <p>Profession of Arms (Professional Members) (Army Occupation)</p> <p>Army Civilian Corps (Non-Service Members) (Job Career)</p> <p>Army Profession: A unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.</p>



Facilitator ACTION: Play “The Army Profession” video

Facilitator ACTION: When “Army Profession” video is complete, lead a facilitated discussion about the Army Profession’s Essential Characteristics.

Slide #3

Slide talking points:

The Army is a Profession not because The Army says so, but because its client, “The American People,” say so.

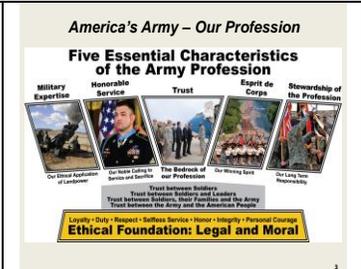
As shown in the video, the Army’s status as a Profession is based on the presence and preservation of essential characteristics.

The Army ensures the concepts of these essential characteristics are embedded in its structure and processes, and relies on leaders to operationalize them within their commands.

Question- Why is it important for leaders to promote concepts of these essential characteristics?

Answer: When the Army establishes and maintains the essential characteristics, the American people extend TRUST and AUTONOMY to the Army as a Profession that Serves the Nation.

Additional knowledge of the Army as a Profession and its essential characteristics strengthen Soldiers’ Professional Identity as a member of “something larger” than themselves – the Army as a Profession that Serves the Nation.



Facilitator ACTION: As a “Check on Knowledge” ask the students to describe each essential characteristic and define to ensure all have a firm grasp on the initial definition.

Slide #4

Facilitator Action:

As a ‘Check on Learning’: Prior to showing the slide solicit ideas from the group ;

Question-

- **What is the Army professional certification process?**
- **What are the three essential characteristics that are used to certify Army professionals?**

Slide talking points:

1. **Competence** – An Army professional’s demonstrated ability to successfully perform their duties and to accomplish the mission with discipline and to standard.

How do you certify competence in your organization?

How is it evaluated on an NCOER/OER?

2. **Character** - An Army professional’s dedication and adherence to the Army values, virtues, purpose, identity, ethics, and morals as



consistently and faithfully demonstrated in decisions and actions. (Honorable Service).

How do you certify character in your organization?

How is it evaluated on an NCOER/OER?

3. **Commitment-** The resolve of Army professionals to contribute Honorable Service to the Nation, to perform their duties with discipline and to standards, and to strive to successfully and ethically accomplish the mission despite adversity, obstacles, and challenge.

How do you measure ones commitment in your organization?

Are the standards annotated in policy and procedures?

Slide # 5

Question- What tools can command teams use to develop Army professionals?

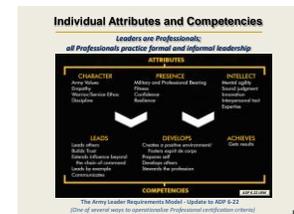
Slide talking points:

Answers: Command climate surveys, assessment surveys, counseling forms, observations during daily activities, e.g.

ADP 6-22 Leader Requirements Model (LRM) is one of the many available mechanisms the Army uses to develop and certify its members.

The individual attributes and competencies of the Army Professional must reflect, enable, and sustain the essential characteristics of the Army Profession. Building on the sound doctrine it has had for decades for leader development, the LRM in ADP 6-22 contains the attributes for individual Army leaders and professionals. This modified LRM is to be inspirational and aspirational to all members of the Army profession, while at the same time stating the Army's expectations of its leaders and professionals. It is understood that members of the profession, both military and Civilian, are not necessarily required to meet these attributes and competencies comprehensively, maximally, and outright. Attainment is commensurate with position and responsibility, but all members must possess a personal desire to continuously develop and ultimately meet the requirements of these attributes and competencies. (Army Profession Pamphlet)

Question - Through the LRM, how can a Command Team incorporate the attributes and competencies in the command philosophy and climate?



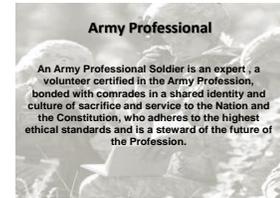
Slide # 6

Question- What is an Army professional?

Slide talking points: An Army professional Soldier is an expert, a volunteer certified in the Army Profession, bonded with comrades in a shared identity and culture of sacrifice and service to the Nation and the Constitution, who adheres to the highest ethical standards and is a steward of the future of the Army Profession.

Question- How are Army professionals developed?

Answer: Professional Development programs (self-development, PME and PD); counseling and mentoring; when members are in a command climate with leadership that promotes development.



Slide # 7

Facilitator Action:

As a 'Check on Learning': Prior to showing the slide solicit ideas from the group:

Question- How do we develop a moral climate in your organization?

Slide talking points:

- This unique workspace involves our subordination to the larger moral responsibilities of the profession—specifically, to be the stewards of the sacred trust with the American people that is maintained by our military effectiveness. And with the responsibility of office comes accountability. In practical terms, our public accounting as a profession occurs when our nation calls upon us: the Army must always be prepared to fight and to win, what S.L.A. Marshall described as the “exceptional and unremitting responsibility.” Thus, to always be ready for the first battle of the next war is the essence of stewardship of the profession.

Facilitated discussion of "Speaking Up" video vignette

- (Intro = 1:26; Conclusion = 1:20)



20 minutes	<i>Facilitated discussion of "Speaking Up" video vignette</i> (Intro = 1:26; Conclusion = 1:20)
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Facilitator ACTION: Prepare for discussion of Introduction video - "Speaking Up".

Facilitator opening statement for Introduction video - "Speaking Up":	Company Command Teams not only shape command climates and processes in operational environments, they also provide structure for garrison and training situations. They set the conditions which allow Soldiers to grow professionally and develop into cohesive teams. As we watch the video in addition to analyzing the scenario think about the second and third level effects of possible courses of action up and down the chain of command and to external audiences, i.e. the American public.
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****FOR FACILITATOR USE ONLY**:** Video synopsis – Don't read to class

SPC Hyde is a mechanic attached to an Engineer Battalion and assigned to one of the Companies. She is the only female Soldier in her platoon and one of six female Soldiers in her company of 122 Soldiers. SPC Hyde had been in the Army for a couple of years and describes a situation that she encountered in her unit.

Facilitator ACTION: Play Introduction video - "Speaking Up"

Facilitator ACTION: When Introduction video is completed lead a facilitated discussion with the questions below.

Facilitator Questions - Use examples or create your own.	<ol style="list-style-type: none"> 1. What level of responsibility does SPC Hyde have for this treatment if she was tolerating the stories and jokes early on? 2. What was the thinking that took place after the issue was discussed by the first level of leadership? 3. Were the leader responses appropriate in terms of severity and seriousness? 4. How does harassment affect unit cohesion? 5. Are there any potential unintended negative consequences as a direct or indirect result of the decisions made in this situation? 6. What controls can a Command Team put in place to mitigate the risks and potential outcomes of this situation?
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Facilitator ACTION: Prepare for discussion of Conclusion video - "Speaking Up"

Facilitator opening statement for Conclusion video - "Speaking Up":	Stewards are pro-active in creating positive command climates and environments that are aligned with the Army Profession's essential characteristics. As we watch the video in addition to analyzing the scenario: <ol style="list-style-type: none"> 1. Identify elements of the Army Profession's essential characteristics that are in the situation; 2. Consider how you as a company command team can create the type of positive command climate and professional development programs that ensure Soldiers respect and trust one another.
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Facilitator ACTION: Play Conclusion video - "Speaking Up"

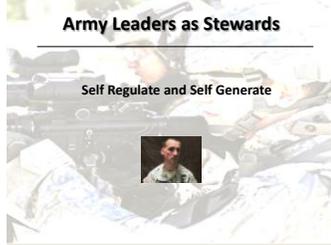


Facilitator ACTION: When Conclusion video is completed lead a facilitated discussion with the questions below.

<p>Facilitator Questions -</p> <p>Use examples or create your own.</p>	<ol style="list-style-type: none"> 1 How does a company member know how much to take or allow? Is there a line? How do you know when joking has gone too far? Who / what is the judge? 2. How will SPC Hyde perform in her next unit? How will she act differently as a team leader or squad leader because of this situation? 3. What can this type of interaction do to <i>Esprit de Corps</i> if not addressed and corrected? 4. How can the actions of SPC Hyde’s first line supervisors affect Soldier/unit Trust? 5. How can you as a company command team create the type of positive command climate and professional development programs that mitigate both the problems Soldiers may face and ensure proper actions of supervisors in addressing them?
<p>Additional Questions to further develop the topic – TIME PERMITTING</p>	<ol style="list-style-type: none"> 6. Is SPC Hyde’s first sergeant acting as a Steward of the Profession? 7. In what ways are the platoon members demonstrating a lack of Honorable Service? 8. What examples of Military Expertise (expert knowledge) were evident in the situation? 9. Fast forward 12 months for this unit –a new female mechanic has recently been assigned to the unit – how might she be received? Why?

Facilitator ACTION: Vignette Summary/Conclusion:

Conclusion: Leaders create and maintain the organizational climates within the Army in which trust and respect are the core organizing principles. They develop civilian and military professionals. Members in turn form units and organizations that hold *trust* relations between Soldiers, Army units, between units and the institutional Army, with JIIM and coalition partners, and within all of the Army’s civil-military relations.

<p>Slide #8</p> <p>Facilitator Action: As a ‘Check on Learning’: Prior to showing the slide solicit ideas from the group.</p> <p>Question-</p> <ul style="list-style-type: none"> • How do we develop our own expert knowledge in our organization? • How do we apply the Army Ethic to our every day actions and interactions with Soldiers? <p>Slide talking points:</p> <p>– All true professions self-regulate and self-generate—they create their own expert knowledge, practical expertise, and ethic, all of which they continually adapt to future needs. The Army is over two centuries old, but it has been a military profession by today’s standards for only half of that time. It will only maintain its status as a profession with the American people if its military and civilian leaders act as stewards of all resources, including priceless human resources.</p>	
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<i>20 minutes</i>	<i>Facilitated discussion of “SSG Huntley: Integrity” video vignette</i> (Intro = 1:48; Conclusion = 3:02)
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Facilitator ACTION: Prepare for discussion of Introduction video - “SSG Huntley: Integrity”

Facilitator opening statement for Introduction video - “SSG Huntley: Integrity”:	Leaders are often required to place their Soldiers in stressful, complex situations where the possibility for ethical error is high. company command teams recognize the need to prepare Soldiers to effectively and ethically adapt to and deal with situations. As we watch the video in addition to analyzing the scenario think about how leaders prepare Soldiers for moral and ethical ambiguous situations by developing Soldiers of Character within the Army Profession.
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****FOR FACILITATOR USE ONLY**:** Video synopsis – Don’t read to class

SSG Huntley describes losing his platoon leader to a sniper in Iraq. The platoon later finds out where the sniper is living, and plans a deliberate raid to kill or capture him. SSG Huntley talks about his desire for vengeance and his doubt whether the Iraqi justice system would punish the sniper. He discusses the possibility of killing the sniper in his house—regardless of whether or not he tries to surrender:

Facilitator ACTION: Play Introduction video - “SSG Huntley: Integrity”

Facilitator ACTION: When Introduction video is completed lead a facilitated discussion with the questions below.

Facilitator Questions - Use examples or create your own.	<ol style="list-style-type: none"> 1. What factors might make it hard for SSG Huntley to come to a decision? 2. How does losing a buddy or a leader in a situation like this make acting with Honor more difficult? 3. What impact do you think SSG Huntley’s team’s actions had on other teams in their unit? On the local Iraqi population? 4. How can you as a company command team create the type of positive command climate and professional development program that mitigates both the problems Soldiers may face and the actions of supervisors in addressing them?
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Facilitator ACTION: Prepare for discussion of Conclusion video - “SSG Huntley: Integrity”

Facilitator opening statement for Conclusion video - “SSG Huntley: Integrity”:	Stewards are pro-active in creating positive command climates and environments that are aligned with the Army Profession’s essential characteristics. As we watch the video in addition to analyzing the scenario: <ol style="list-style-type: none"> 1. Identify elements of the Army Profession’s essential characteristics that are in the situation; 2. Consider how you as a company command team would create the type of positive command climate and professional development programs that ensure Soldiers respect and trust one another.
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Facilitator ACTION: Play Conclusion video - “SSG Huntley: Integrity”

Facilitator ACTION: When Conclusion video is completed lead a facilitated discussion with the questions below.



<p>Facilitator Questions -</p> <p>Use examples or create your own.</p>	<ol style="list-style-type: none"> 1. Why is it important for Soldiers to maintain their own and their team’s Integrity? 2. How can the results of SSG Huntley’s decision affect Trust/Trustworthiness? 3. How was SSG Huntley’s commander acting as a Steward of the Profession? 4. In what ways did SSG Huntley and his squad demonstrate Honorable Service? 5. How can you as a company command team create the type of positive command climate and professional development program that aid SSG Huntley and his Soldiers in complex situations?
<p>Additional Questions to further develop the topic – TIME PERMITTING</p>	<ol style="list-style-type: none"> 6. What motivated SSG Huntley to act as he did? 7. How can situations like this affect <i>Esprit de Corps</i>? 8. What impact do you think SSG Huntley’s decision and actions had on everyone involved? How can an experience like this change our attitudes? 9. What examples of Military Expertise (expert knowledge) were evident in the scenario? 10. Were any of the Army Values in conflict in this scenario? What about personal feelings?

Facilitator ACTION: Vignette Summary/Conclusion:

Conclusion: Leaders create and maintain the organizational climates within their units which allow civilians and military professional to develop the Character which becomes a foundation for both their ethical decision-making and the resilience that aids them in highly stressful situations. This foundation becomes stronger when leaders integrate the principles of the Army Profession into their commands; thus, allowing Soldiers to realize their membership in something larger than themselves: in the US Army, a profession in service to the Nation.

<p>Slide #9</p> <p>Facilitator Action: As a ‘Check on Learning’: Prior to showing the slide solicit ideas from the group.</p> <p>Question- What does your command team have in place to Steward the Army Profession?</p> <p>Slide talking points: According to FM 6-22, Army professionals are “responsible for developing and improving the organization for the short and long term.” Army leaders serve as responsible stewards of the profession’s future and maintain the other essential characteristic of the profession by:</p> <ul style="list-style-type: none"> • Overseeing professional education and training activities essential to organizational learning to include production of military expertise related to the design, generation, support, and ethical application of landpower. • Using expertise to develop and certify individual professionals and units. This develops future leaders and ensures the effectiveness of Army units and commands. • Ensuring their organizations accomplish missions, executing their duties effectively through honorable service. • Enforcing standards and moral obligations without external 	<p style="text-align: center;">Army Leaders as Stewards</p> <hr/> <p style="text-align: center;">“responsible for developing and improving the organization for the short and long term.”</p> 
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<p>regulation to enhance the profession’s autonomy.</p> <ul style="list-style-type: none"> • Being stewards of esprit de corps by their presence, example, and actions. • Inspiring martial excellence and the fortitude to never quit while building cohesion and pride through the use of historical customs and traditions. <p>Leaders develop these essential characteristics to ensure that the Army earns and maintains its external trust with the American people. Senior Army leaders in particular have a direct impact through their engagement in the Army’s civil-military relations.</p>	
<p>20 minutes</p>	<p><i>Facilitated discussion of "Binding Wounds" video vignette (Intro = 1:58; Conclusion = 3:48)</i></p>

Facilitator ACTION: Prepare for discussion of Introduction video - “Binding Wounds”

<p>Facilitator opening statement for Introduction video - “Binding Wounds”:</p>	<p>Mission Command often results in units operating beyond direct higher command supervision. Company command teams must recognize the need to prepare Soldiers to effectively and ethically adapt to and deal with complex situations. As we watch the video in addition to analyzing the scenario think about the second and third order effects of possible courses of action up and down the chain of command and to external audiences - i.e., Iraqi government and the American people.</p>
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****FOR FACILITATOR USE ONLY**:** Video synopsis – Don’t read to class

LT Ben Melton found his platoon in a difficult position. During an engagement with insurgents, one of the members of his platoon engaged a local national that was fleeing the area. It appeared to the Soldier taking the shot that the local national had a pistol slipped in his belt. The platoon moved up to find that the local national did not have a weapon and was severely wounded in his shoulder. Despite the risk to his platoon and the medical assets, LT Melton made the decision to immediately provide medical care. While making this decision, LT Melton was fully aware that there would be an investigation resulting from this incident.

Facilitator ACTION: Play Introduction video - “Binding Wounds”

Facilitator ACTION: When Introduction video is completed lead a facilitated discussion with the questions below.

<p>Facilitator Questions -</p> <p>Use examples or create your own.</p>	<ol style="list-style-type: none"> 1. How many different feasible and possible solutions or alternatives can you come up with for this situation? 2. What level of supervision was LT Melton under in making this decision? Should that play a role as the decision is made? 3. What different outcomes could result from the various courses of action in this situation? 4. Are there any potential unintended negative consequences as a direct or indirect result of the decisions that could be made in this situation? 5. What controls can a command team put in place to mitigate the risks and potential outcomes of this situation?
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Facilitator ACTION: Prepare for discussion of Conclusion video - “Binding Wounds”

<p>Facilitator opening statement for Conclusion video - “Binding Wounds”:</p>	<p>Stewards are proactive in creating positive command climates and environments that are aligned with the Army Profession’s essential characteristics. As we watch the video in addition to analyzing the scenario:</p> <ol style="list-style-type: none"> 1. Identify elements of the Army Profession’s essential characteristics that are in the situation; 2. Consider how you as a company command team would have created the type of positive command climate and professional development program that aid Soldiers in complex situations.
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Facilitator ACTION: Play Conclusion video - “Binding Wounds”

Facilitator ACTION: When Conclusion video is completed lead a facilitated discussion with the questions below.

<p>Facilitator Questions -</p> <p>Use examples or create your own.</p>	<ol style="list-style-type: none"> 1. What examples of Military Expertise (expert knowledge) were evident in LT Melton’s and his Soldier’s descriptions and actions during this situation? 2. How is LT Melton acting as a Steward of the Profession? Toward his Soldiers? Toward his higher command? To the US Army? 3. How can you as a company command team create the type of positive command climate and professional development programs that would aid LT Melton and his Soldiers in these types of complex situations?
<p>Additional Questions to further develop audience.</p>	<ol style="list-style-type: none"> 4. How can situations like this affect the unit’s <i>Esprit de Corps</i>? 5. How can the results of LT Melton’s decision affect Trust/Trustworthiness within his Platoon? Within the Company? How his platoon is seen by external audiences (US public via media coverage)? 6. In what ways is LT Melton demonstrating Honorable Service?

Facilitator ACTION: Vignette Summary/Conclusion:

Conclusion: Leaders create and maintain the organizational climates for their units that steward their Soldiers and subordinate leaders. They develop civilian and military professionals and organizations that uphold the trust given by the American people by promoting the Army Profession’s essential characteristics. It is these essential characteristics that displays the Army as a Profession and worthy of the autonomy it is granted in the performance of its service to the Nation.

Facilitator Action:

Read the following quote as a lead in to the question below:

“ We need to re-focus, making sure that we are building the bench of leaders that we need for the next 20 years. That’s really our investment.... The Soldiers we assess today, we’ve got to plan to get them to be sergeants major. The development of those individuals has come in not only operational assignments, but also institutional, educational and self development. We’ve got to focus on their futures.”

*Raymond F. Chandler III
Sergeant Major of the Army*



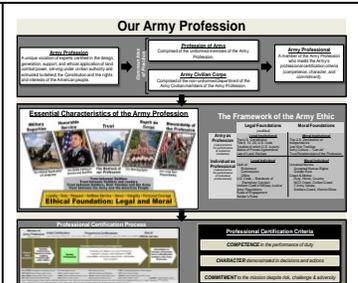
Slide # 10

Facilitator Action:

Show slide and discuss as an overview of what has been covered.

Question- How can you include the essential characteristics of the Army Profession in your command philosophy?

Discussion: Company command teams operate at a dynamic point bridging direct and indirect leadership. Direct leadership deals with the attributes and competencies of the Leader Requirements Model (LRM) to develop professional Soldiers. Indirect leadership is about defining institutional structures and processes that promote Soldier growth by setting the conditions and environment. The competencies dealing with positive environment, self-improvement and developing others are the competencies related to stewardship. Stewardship is the group of strategies, policies, principles and beliefs that pertain to the purposeful management and sustainment of the resources, expertise and time-honored traditions and customs that make up the profession. Leaders serving as good stewards have concern for the lasting effects of their decisions about all of the resources they use and manage. Stewardship requires prioritization and sacrifice. All leaders will have choices that require some capability or effective subordinate from their unit for the greater benefit of the Army. Stewardship is about the development and support of members of the Army team.



Slide #11

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<http://CAPE.army.mil>



Lesson Summary/Conclusions

Facilitator ACTION: Check on Learning and Promoting Reflection:

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Learning	Q - What did you learn from listening to the reactions and reflections of other leaders? Q - What are the future implications of this decision and or experience?
Reflection	Q - How do you feel / what do you think about what you learned? Q - What will you do with your new information? Q – How can you integrate new learnings into your Company Command team philosophy and command structures and climate?

Facilitator ACTION:

Additional training vignettes have been made available, proceed to **facilitator tool kit** or go to **CAPE.army.mil**

