

CRM LESSON PLAN REPORT

WARRIOR ETHOS
158-BCT0003 / 1 ©

Approved
24 Nov 2020

Effective Date: 24 Nov 2020

SCOPE:

In this lesson, students will be introduced to the doctrinal concepts of the Warrior Ethos. The class begins with a brief introduction of Army leadership and addresses purpose, motivation, and direction. The lesson covers the importance of discipline, esprit de corps, and the inculcation of the Army Values and Army culture.

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - This training product has been reviewed by the training developers in coordination with the Ft. Leavenworth, KS (CAPL) foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

SECTION I. ADMINISTRATIVE DATA

All Course Masters/POIs Including This Lesson

Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

POIs

<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
K25097	Moral Self Discipline	Yes	Yes
K26801	Warrior Ethos	Yes	Yes
K26802	Service Ethos	Yes	Yes

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
S5163	Instill Discipline	Yes	Yes

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	1 hr	20 mins	ELM - Generalize New Information
Yes	0 hrs	15 mins	ELM - Concrete Experience
Yes	0 hrs	5 mins	Practical Exercise (Hands-On/Written)
Yes	0 hrs	10 mins	ELM - Apply
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Total Hours(50 min):	2 hrs	0 mins	

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>		
<hr/>		
Total Hours (60 min):	0 hrs	0 mins

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Prerequisite Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Foreign Disclosure Restrictions

FD1. This training product has been reviewed by the training developers in coordination with the Ft. Leavenworth, KS (CAPL) foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
ADP 6-0	Mission Command http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adp6_0_new.pdf	31 Jul 2019
ADP 6-22	Army Leadership And The Profession, Change 1 - 25 Nov 2019	31 Jul 2019
FM 6-22	Leader Development	30 Jun 2015
TC 7-21.13	Soldier's Guide	30 Nov 2015
TRADOC PAM 600-4	The Soldiers Blue Book	01 Aug 2019

Student Study Assignment

Students do not have assigned readings while they are assigned to the Reception Battalion and during Basic Combat Training (BCT). Students will receive a Blue Book (TP 600-4) during Week 0 at the Reception Battalion. The Blue Book provides all administrative and instructional information for the trainees.

Instructor Requirements

Drill Sergeant

Support Personnel Requirements

All lesson plans material must be reviewed a minimum of one day prior to instruction. Assistant Facilitators (AFs) will be alert to the needs of the learners and assist as necessary. AFs must be prepared to take over class in the event of an interruption or emergency.

Additional Support Personnel Requirements

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

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

**Materials
Required**

Instructor Materials:

Cadre should be familiar with the following doctrinal references.

- ADP 6-0, *Mission Command: Command and Control of Army Forces* (July 2019)
- ADP 6-22, *Army Leadership and the Profession* (Change 1, 25 November 2019)
- FM 6-22, *Leader Development* (June 2015)
- Training Circular (TC) 7-21.13, *Soldier's Manual* (November 2015)
- TRADOC PAM 600-4, *The Soldiers Blue Book*

- Computer and projection with audio / video capabilities for presenting PowerPoint Presentation, Music and Video.

Computer must have the ability to play Windows Media Audio/Video Playlist (WMV) MP3 and MP4 files.

Note:

It is highly recommended to download the files to the desktop prior to class to prevent any interruption while playing the audio / video files.

- White Board with dry erase markers and eraser, and/or butcher block paper and markers.

Each primary facilitator should possess a lesson plan, slide deck, course handouts, and a summary sheet containing the above noted references.

Student Materials:

Learners should possess all required printed reference material, course handouts, a summary sheet containing the above noted references and standard classroom supplies.

Note:

All required printed reference material and technical manuals will be provided.

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

None

**Ammunition
Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional Guidance/
Conduct of Lesson**

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

CONDUCT OF LESSON

Lesson timeline with Learning Step Activities (LSAs):

09 minutes - Concrete Experience (CE): Standards Video

06 minutes - Publish and Process (P&P)

35 minutes - LSA 1: Generalize New Information (GNI) Discuss Army leadership, Soldier's Creed, Warrior Ethos, and discipline.

10 minutes - Break

35 minutes - LSA 2: (GNI) Discuss esprit de corps, tradition and history, risk, fear, facing adversity, and overcoming setbacks.

5 minutes - LSA 3: (Develop) / (Practical Exercise) Army Song

10 minutes - TLO Check on Learning / Summary (Apply)

Throughout this lesson, solicit from learners the challenges they experienced in the current operational environment (OE) and what they did to resolve them. Encourage learners to apply at least 1 of the 8 critical variables: physical environment, political stability of the state, sociological demographics, infrastructure, military capabilities, information, time, and economics.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
susanne.eisenbarth	Not available	Approver	24 Nov 2020

SECTION II. INTRODUCTION

Method of Instruction: ELM - Concrete Experience
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH (1:60) (Drill Sergeant)
Time of Instruction: 15 mins

Motivator

Facilitator Action:

Show slide 1, LP Title Slide - Warrior Ethos.

Facilitator Talking Points:

Briefly introduce the topic.

Note:

Critical teaching points are highlighted in bold.

These are critical points that instructors can expound upon during classroom discussions.

Facilitator Action:

Show slide 2, The Terminal Learning Objective (TLO).

Facilitator Talking Points:

Briefly discuss the TLO with the students, emphasizing the standards for the instruction. Drill sergeants/instructors will reiterate the importance of the Warrior Ethos throughout BCT, Advanced Individual Training (AIT), and One Station Unit Training (OSUT).

Facilitator Action:

Show slide 3 - Standards and Discipline video

The video is ~ 9 minutes.

Concrete Experience:

Standards Video.

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 the key components of the Warrior Ethos.
Conditions:	During Basic Combat Training (BCT), given experiential learning activities and basic Soldier skills, discussion with peers and Drill Sergeant feedback, and reflection.
Standards:	Define Army Leadership. Identify the components of leadership (purpose, motivation, and direction). Embrace Warrior Ethos.

	Define discipline. Review the Soldier's Creed. Identify uncertainty (risk and fear) during BCT. Overcome setbacks (adversity and challenges) during BCT. Instill Army culture.
Learning Domain - Level:	Cognitive - Remembering
No JPME Learning Areas Supported:	None

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with DA PAM 385-30, Risk Management. Leaders will complete a DD Form 2977 DELIBERATE RISK ASSESSMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the work/rest cycles and water replacement guidelines IAW TRADOC Regulation 350-29.

Risk Assessment Level

Low - Electrical Shock, Fire, Slippery Floors, Physical Injure/Strain, Tripping Tight Spaces in Classroom, and Influenza.

Assessment: Low

Controls: Primary Facilitator (PF) will ensure: All electrical cords are properly stored under desks, liquid containers have lids on them and all spills are immediately cleaned and mopped and allowed to completely dry before allowing students/personnel to walk on them. All chairs are ergonomically designed, adjust to individual preference and that all students are awake and paying attention in class. All cables/cords are properly plugged in, sheathed, and secured along tables, walls, and ceilings. No damaged or frayed cords/cables will be used. PI will brief proper hand washing techniques, the use of hand sanitizer, and evacuation procedures. All trash will be removed daily.

Leader Actions: Detailed in-brief covering all aspects of safety to include daily classroom inspections, spills cleaned immediately, emergency exit plans, leader checks, hygiene procedures, and weekly safety briefings.

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to ATP 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Instructional Lead-in

Publish and Process:

Faciliator Action:

Ask the students the following questions to get them engaged in peer-to-peer discussion.

- **What is a standard?**
- **What is discipline?**
- **How do you hold yourself accountable?**

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Discuss Army leadership, Soldier's Creed, Warrior Ethos, and discipline.

Method of Instruction: ELM - Generalize New Information

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:50)* (Drill Sergeant)

Time of Instruction: 35 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Facilitator Action:

Show Slide 4 – Leadership

Reference: ADP 6-22 para. 1-73 through 1-74

Facilitator Notes:

The Army experience over more than two centuries is that most people have leadership potential and can learn to be effective leaders. The ability to influence others is a central component of leadership. As a result, leader development has long been an Army priority (see FM 6-22 for more information regarding leader development). This development begins with education, training, and experience, and requires understanding about what Army leaders do and why.

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

Leadership as an element of combat power, coupled with information, unifies the warranting functions (movement and maneuver, intelligence, fires, sustainment, protection and command and control). Leadership focuses and synchronizes organizations.

Leaders inspire people to become energized and motivated to achieve desired outcomes.

An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

Discussion Question:

Do you feel like a leader since beginning BCT?

Answer:

Responses will vary.

Trainees will have opportunities for leadership roles and positions as they complete

their initial entry training (IET) and AIT. By completing their oath of enlistment, the trainees have already taken their first steps towards becoming an Army leader.

Facilitator Action:

Show Slide 5 – Purpose

Reference: ADP 6-22 para. 1-76 and 7-2

Facilitator Notes:

Leaders provide clear purpose for their subordinates. Purpose gives subordinates a reason to achieve a desired outcome.

Leaders convey purpose through direct means such as requests, directives, or orders. Leaders inspire subordinates to do their best by instilling a higher purpose that rises above self-interest.

They explain why something should or must be done and provide context whenever possible.

Subordinates who understand why they are doing something difficult and discern the higher purpose are more likely to do the right thing when leaders are not present to direct their every action (para 1-76).

PURPOSE

A leader's primary purpose is to accomplish the mission.

Leadership builds and guides the effective organizations necessary to do so. Leaders require a focus on the future that views building and maintaining effective organizations as critical to mission accomplishment. Building effective Army organizations serves the larger purpose of mission accomplishment.

Mission accomplishment takes priority over everything else, especially in combat where their unit may be at risk of destruction (para 7-2).

Final thoughts - leaders will give the purpose whenever possible. Subordinates must understand they will have to execute many tasks without the purpose. Subordinates may not learn the context until much later.

Facilitator Action:

Show Slide 6 – Direction

Reference: ADP 6-22 para. 1-77 through 1-78

Facilitator Notes:

Direction is telling others what to do.

Providing effective direction requires that leaders communicate the desired end state for the direction they provide.

To accomplish a mission, leaders-

- Prioritize tasks
- Assign responsibility
- Supervise
- Ensure subordinates perform to standard

They [leaders] ensure subordinates clearly understand their guidance, while allowing subordinates the opportunity to demonstrate initiative within the overall commander's intent. Providing clear direction allows subordinate initiative to adapt their tasks within the commander's intent when circumstances change.

The Army requires leaders who provide direction and subordinates who can execute without the need for continuous guidance.

The Army needs leaders who understand, train, and employ mission command during the course of their duties.

Mission command is the Army's approach to command and control that empowers subordinate decision making and decentralized execution appropriate to the situation (ADP 6-0). Mission command recognizes that no single person in an organization or unit can make every important decision at every critical moment, nor can a single person keep up with the number of simultaneous decisions organizations require during combat or other time-constrained environments.

Note:

See ADP 6-0 for further discussion about mission command.

Facilitator Action:

Show Slide 7 – Motivation

Reference: ADP 6-22 para. 1-79 through 1-81

Facilitator Notes:

Motivation is the will and initiative to do what is necessary to accomplish a mission. While motivation comes from within, others' actions and words affect it.

A leader's role in motivation is at times to:

- Understand others' needs and desires
- Align and elevate individual desires into team goals
- Inspire others to accomplish those larger goals, even if it means risking their lives.

At other times, such as time constrained or dangerous situations, the leader gets subordinates to do things quickly and explain the reasons why later. Indirect approaches to motivation can be as successful as direct approaches.

Setting a personal example can sustain the drive in others. This becomes apparent when leaders share hardship and risk with subordinates.

Leaders who personally share hardship and risk demonstrate to subordinates that they are invested in the outcome and willing and able to do what they ask subordinates to do. Indirect approaches such as these build confidence about the judgment, commitment, and attitude of the leader.

How leaders motivate others matters. There are practices that are always positive, while others are good or bad depending on the context of the situation. There are those who can inspire others to act because they respect the leader's judgment, respect that the leader earned. Earning this type of personal respect takes time, so leaders may need to motivate others initially based upon the authorities and respect inherent in their duty position. In either case, leaders should be judicious about using pressure or threat of punishment when motivating others, because doing so too often or when unnecessary breeds resentment and low morale. Aspiring leaders observe many different methods others use to motivate subordinates, and should remember and practice those that were most effective while avoiding those that negatively affected an organization.

Facilitator Action:

Conduct a intermediate Check on Learning for this LSA.

Note:

There are additional Check on Learning Questions found in the LSA Check on Learning Section for this Lesson Plan.

Facilitator Notes:

Lets review what we have learned so far...

Question:

What is Army leadership according to doctrine?

Answer:

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. [ADP 6-22 para 1-74]

Question:

What is purpose?

Answer:

Purpose gives subordinates a reason to achieve a desired outcome. Leaders convey purpose through direct means such as requests, directives, or orders. [ADP 6-22 para 1-76]

Question:

What is direction?

Answer:

Direction is telling others what to do. Providing effective direction requires that leaders communicate the desired end state for the direction they provide. [ADP 6-22 para 1-77]

Question:

What is motivation?

Answer:

Motivation is the will and initiative to do what is necessary to accomplish a mission. While motivation comes from within, others' actions and words affect it. [ADP 6-22 para 1-79]

Facilitator Action:

Show Slide 8 - The Soldier's Creed

Reference:

ADP 6-22 para. 2-26

TC 7-21.13 para 3-7

Facilitator Notes:

The Warrior Ethos, [is] contained within the Soldier's Creed ..., represents the professional attitudes and beliefs that characterize the American Soldier. It reflects a Soldier's selfless commitment to the Nation, mission, unit, and fellow Soldiers. DA Civilians, while not Soldiers, embody the principles of the Warrior Ethos through a service ethos embedded within the Army Civilian Corps Creed that shapes their conduct with the same commitment.

Leaders develop and sustain the Warrior Ethos through discipline, commitment to the Army Values, and pride in the Army's heritage.

Embodied by Soldiers and supported by DA Civilians, the Warrior Ethos is the foundation for the esprit de corps that permeates the Army (para 2-26).

General Eric Shinseki, the 34th Army Chief of Staff, authorized the Warrior Ethos program to establish a core set of principles applicable to our personal or professional life in a signed memorandum back in May of 2003.

The next Army Chief of Staff, General Peter Schoomaker on 13 November 2003, approved the Soldier's Creed. On 22 December 2003, the Infantry magazine first published the Soldier's Creed (para 3-7).

Facilitator Action:

Show Slide 9 - Warrior Ethos

Reference: ADP 6-22 para. 2-27 and 2-28

Facilitator Notes:

The Warrior Ethos requires unrelenting resolve to do what is right regardless of the mission. Understanding what is right requires respect for everyone involved in complex missions, such as stability or defense support of civil authorities (DSCA) operations. Ambiguous situations, such as when to use lethal or nonlethal force, are a test of the leader's judgment and discipline. The Warrior Ethos creates a collective commitment to succeed with honor.

The Warrior Ethos connects Soldiers of today with those whose sacrifices have sustained America's existence. The Warrior Ethos is crucial but Soldier commitment may be perishable. Consequently, the Army must continually affirm, develop, and sustain its Warrior Ethos.

The key to the Warrior Ethos is a mindset developed through purposeful mental preparation.

Growth in character, confidence, composure, mental agility, and resilience are outcomes of internalizing the Warrior Ethos, as well as the service ethos of DA Civilians.

Facilitator Action:

Show Slide 10 - Discipline

Reference: ADP 6-22

Para 2-29 and 2-30

Para 5-37

Facilitator Notes:

Discipline is essential to character, just as it is to an organization.

All leaders must demonstrate self-discipline— the ability to control one's own behavior—to do the harder right over the easier wrong.

Doing tasks to the established Army standard without deviation reflects discipline.

Individual discipline supports the unit or an organization. At the unit level, leaders

maintain discipline by enforcing standards impartially and consistently. Often this involves attending to mundane details, which may seem less urgent than an organization's key tasks, but are necessary to ensure success.

Examples include:

- Preventive maintenance checks and services (PMCS)
- Pre-combat checks and inspections
- Command supply discipline program (CSDP)
- Organizational inspection program (OIP)
- Training management (TM)

When enforcing standards, Soldiers expect their leaders to do so in an impartial, transparent, just, and consistent manner.

Facilitator Action:

Show Slide 11 - Instilling Discipline

Reference:

ADP 6-22 para 5-39 and 5-40

TC 7-21.13 para 4-7 and 5-5

Facilitator Notes:

Instilling Discipline

Leaders who consistently enforce standards instill discipline that will pay off in critical situations.

True discipline demands habitual and reasoned obedience.

An effective leader instills discipline by:

- Training to standard
- Using rewards and corrective actions judiciously
- Instilling confidence
- Building trust among team members
- Ensuring they have the necessary technical and tactical expertise to perform their job.

Some may associate discipline only with regulations and the consequences for errors in judgment and conduct. However, it is important to understand that discipline is fundamentally about the manner in which leaders practice their profession. Discipline is the means by which leaders advance the standards that are the hallmark of good Army units and organizations.

Soldier Conduct

Department of the Army professionals must place loyalty to country, ethical principles, and law above private gain and other personal interests. The performance of their duties should be in keeping with the highest tradition of the military service to the U.S. Government. AR 600-20 and DOD 5500.7-R are the regulatory documents that affect Army standards of conduct.

Discipline

Discipline is the glue that holds units together in order to accomplish assigned missions and is the culmination of the genuine acceptance of the Army Values. This results in self-discipline, without which there cannot be military discipline. Discipline, then, is an individual quality that allows you to see that despite your own preferences, you must accomplish assigned jobs well to ensure the team can execute its tasks.

Discipline is based on pride in the profession of arms, on meticulous attention to details, and on mutual respect and confidence. Discipline must be a habit so engrained that it is stronger than the excitement of battle or the fear of death.

~ General George S. Patton, Jr

Discipline is not blindly following orders or imposing punishment for infractions but is something leaders and Soldiers build together. It is the desire to do what is right even if it is difficult or dangerous. It does not matter if the "boss" is not watching; the task will be executed properly. It is the desire to accomplish the task well, not because of fear of punishment, but because of pride in one's unit and oneself. Discipline means putting the task of the unit-the team ahead of personal desires. Discipline is based on pride in the Army Profession, on meticulous attention to details, and on mutual respect and confidence.

Discipline in the Army is one of the most basic elements of warfighting. Its purpose is to train you so you can execute orders quickly and intelligently under the most difficult conditions. Insistence on performing tasks properly enhances military discipline.

For example, it means ensuring you wear your uniform properly, march well or repeating tasks until you perform them correctly. This is not harassment or punishment. Proper and prompt execution of orders will save lives in combat. This in no way means you should not exercise initiative to solve a problem or to ensure the job is done correctly.

Discipline is essential when urgent orders are received. Success or failure often depends on the immediate, correct execution of tasks that may result in the deaths of the Soldiers carrying them out. However, these successes are made possible through good training that breeds confidence within units. Confidence in self, fellow Soldiers,

and leaders, all reinforce the discipline to finish the job, regardless of the difficulty of the task.

Discipline in routine conduct such as saluting, police call, and physical training, can make discipline much easier to achieve when responding to more difficult conduct such as advancing under fire, refusing an illegal order, or moving a wounded Soldier to safety. That is why the Army insists on training to standard. It starts with self-discipline but grows with pride in the unit and confidence in your leaders and other Soldiers' abilities. A disciplined unit is made up of Soldiers who trust each other and know they can accomplish any mission they are given. A disciplined unit is made up of Soldiers who will not let each other down nor even consider failure. They do not walk pass a deficiency; they do something about it.

Check on Learning:

Question:

What is the Warrior Ethos?

Answer:

The Warrior Ethos represents the professional attitudes and beliefs that characterize the American Soldier. It reflects a Soldier's selfless commitment to the Nation, mission, unit, and fellow Soldiers. [ADP 6-22 para 2-26]

Question:

Why is discipline important to a unit?

Answer:

Discipline is the means by which leaders advance the standards that are the hallmark of good Army units and organizations. [ADP 6-22 para 5-37]

Discussion Question:

What is meant by, 'the harder right over the easier wrong?'

Answer:

Responses will vary.

Discipline is critical to the success of any Army unit. The harder right often refers to not taking shortcuts or cutting corners; enforcing the standards and maintaining the standards; completing a task even though it may require additional time and personal energy.

The harder right is a conscious decision.

Review Summary:

We have discussed Army leadership, Soldier's Creed, Warrior Ethos, and discipline.

Are there any questions?

Note:

Allow students to take a ten-minute break.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Discuss esprit de corps, tradition and history, risk, fear, facing adversity, and overcoming setbacks.

Method of Instruction: ELM - Generalize New Information

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:50)* (Drill Sergeant)

Time of Instruction: 35 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Faciliator Action:

Show Slide 12 Esprit De Corps

Reference: ADP 6-22 para 1-38 through 1-43

TC 7-21.13 para 4-5

Ask the students to define the following terms in their own words.

- Camaraderie
- Mutual trust
- Cohesive teamwork

Facilitator Notes:

Esprit de corps denotes the Army's winning spirit—a collective ethos of camaraderie, mutual trust, and cohesive teamwork. Successfully accomplishing missions requires spirited and dedicated Soldiers and Army civilians who strive for standards of excellence. Army forces embrace shared intent and situational understanding, accept prudent risk, and exercise disciplined initiative.

These guiding principles, in harmony with the Army Ethic, strengthen the Army's identity, resilience, and courage—a never-quit resolve—enabling Army forces to persevere and accomplish the mission in the presence of risk, uncertainty, and fear.

Soldiers and Army civilians are led, trained, and equipped to accomplish a variety of missions. However, these preparations alone are not enough. The challenges of warfare wear on the morale of even the most experienced leaders. To persevere and

prevail in these conditions require both commitment and resilience. Esprit de corps reflects the Army's collective perseverance to accomplish the toughest missions, ethically, as a team of teams.

Esprit de corps is embedded in the Army culture, professional organizational climates, and shared identity. Esprit de corps is reflected in the customs, courtesies, and traditions of the Army. Discipline and standards are intrinsic to the Army Profession. Armed forces conduct operations with the discipline required by military art and science. Discipline allows Army professionals to choose the harder right over the easier wrong in the face of temptation, obstacles, and adversity. Standards establish acceptable levels of performance and achievement; Army professionals strive for excellence in performance of duty.

For Soldiers and Army Civilians, esprit de corps is reflected in—

- Shared understanding of their professional identity, reasons why they serve, and ways they serve the American people.
- Motivation, discipline, striving for excellence, and good morale.
- A sense of accomplishment: "Duty Well-Performed!"
- Pride in honorable service defending the American people.
- Belonging to a cause greater than oneself: love of country, the Army Family, and preserving the peace.
- Living by the Army Ethic.

Within a unit, command, or organization, esprit de corps is evident in—

- A shared sense of purpose and mission.
- Pride in the teamwork that makes its members willing to sacrifice for one another.
- Perseverance through adversity and challenge.
- A professional organizational climate—upholding the Army Ethic.
- Honoring organizational customs, courtesies, and traditions and legacies.
- Pride in the organization and its accomplishment.
- The sense of teamwork that makes its members willing to sacrifice for one another.

The Army Profession strengthens esprit de corps through—

- Shared understanding that "America's Army" is one indivisible team.
- Willing obedience to civilian authority as a trusted member of the joint force.
- Professional and leader development that prepares and certifies Soldiers and Army Civilians.
- Demanding training that ensures readiness to accomplish the mission.
- Programs and systems that are trusted to be ethical, effective, and efficient.

The success of the U.S. Army is related directly to the quality of the professional relationships between its Soldiers, NCOs, and officers.

The relationship between an individual Soldier, team, squad, and platoon with their NCO/officer is the cornerstone of our Army. When that bond forms, it can have the single most important impact on unit effectiveness and efficiency. Conversely, if that bond is broken, it can have a devastating impact on morale, esprit de corps, readiness, and mission accomplishment (para 4-5).

Faciliator Action:

Show Slide 13 - Tradition and History

Reference:

TC 7-21.13 para 3-8

ADP 6-22 para 6-38 through 6-41

Facilitator Notes:

Army Customs, Courtesies, and Traditions

The Army is an organization that instills pride in its members because of its history, mission, capabilities, and the respect it has earned in the service of the Nation. A reflection of that pride is visible in the customs, courtesies, and traditions the Army acculturated. Adherence to them connects you to other Soldiers throughout America's history (para 3-8).

History and Tradition

Historians describing great armies often focus on weapons, equipment, and training. They may mention advantages in numbers or other factors easily analyzed, measured, and compared.

However, many historians place great emphasis on two factors not easily measured: esprit de corps and morale.

Esprit de corps is a traditional military expression that denotes the collective camaraderie and cohesion within a unit. Morale is associated with an individual's sense of well-being—mental, spiritual, and physical.

Esprit de corps and individual morale are critical factors affecting mutual trust, cohesive teamwork, and the commitment to persevere through adversity, challenges, and setbacks.

Focus on customs, courtesies, traditions, and reflection on the organization's history and accomplishments strengthen esprit de corps. Whether engaging enemy forces, establishing security for a lasting peace, or rebuilding a community devastated by natural disaster, esprit de corps helps organizations overcome adversity and challenges. Leaders who demonstrate genuine concern for the welfare of their subordinates strengthen morale. However, leaders breed cynicism, compromise mutual trust, and degrade morale if they allow disconnects between their words and deeds to occur.

Leaders who foster tradition and an awareness of history build camaraderie and unit cohesion, becoming esprit de corps. Army members draw strength from knowing they are part of long-standing tradition. Many of the Army's everyday customs and traditions remind Soldiers they are the latest addition to a long line of Soldiers. The uniforms, official ceremonies, music, salutes, military titles, organizational history, and the Army Values are reminders of tradition. This sense of belonging lives in many veterans long after they have left service. For many, service to the Nation remains the single most significant experience of their lives.

Unit names such as the Big Red One, All American, Keystone Division, and Rainbow Division carry extensive histories and traditions. To sustain tradition, leaders pass on the history that surrounds unit crests, awards, decorations, and badges.

Upholding traditions ensures the Army's culture becomes integral to every member of the Army team.

Facilitator Action:

Show Slide 14 - Risk

Reference:

ADP 6-0 para 1-66 through 1-69

ADP 6-22 para 5-41 through 5-43

Facilitator Notes:

In general terms, risk is the exposure of someone or something valued to danger, harm, or loss. Because risk is part of every operation, it cannot be avoided. Commanders analyze risk in collaboration with subordinates to help determine what level of risk exists and how to mitigate it.

When considering how much risk to accept with a course of action, commanders consider risk to the force and risk to the mission against the perceived benefit. They apply judgment with regard to the importance of an objective, time available, and anticipated cost. Commanders need to balance the tension between protecting the force and accepting and managing risks that must be taken to accomplish their mission.

The greatest opportunity may come from the course of action with the most risk. An example of this would be committing significant forces to a potentially costly frontal attack to fix the bulk of enemy forces in place to set the conditions for their envelopment by other forces. Another would be taking a difficult but unexpected route in order to achieve surprise.

While each situation is different, commanders avoid undue caution or commitment of

resources to guard against every perceived threat. An unrealistic expectation of avoiding all risk is detrimental to mission accomplishment. Waiting for perfect intelligence and synchronization may increase risk or close a window of opportunity. Mission command requires that commanders and subordinates manage accepted risk, exercise initiative, and act decisively, even when the outcome is uncertain.

Reasonably estimating and intentionally accepting risk is not gambling. Gambling is making a decision in which the commander risks the force without a reasonable level of information about the outcome. Therefore, commanders avoid gambles. Commanders carefully determine risks, analyze and minimize as many hazards as possible, and then accept risk to accomplish the mission.

**Identifying High Risk Behavior
(ADP 6-22 para 5-41 through 5-43)**

Leaders identify subordinates who exhibit high-risk behavior and take action to reduce it whenever possible. High-risk behavior is a behavioral pattern that intentionally or unintentionally increases an individual's probability of negative consequences. Examples include driving under the influence, failing to wear proper protective equipment, criminal activity, or illegal use of drugs. Studies also suggest a direct link between increased life stressors and increased high-risk behavior, so knowing subordinates well enough to understand when they are under increased stress is important.

The Army regulates order and discipline through enforcement of statutes (such as the Uniform Code of Military Justice) and policy. Misconduct represents a conscious decision to accept both the risk associated with a prohibited activity (such as riding a motorcycle without a helmet) and the risk of being caught while violating the standard (the Army's helmet policy).

A commander's primary responsibility is to ensure the readiness, health, morale, welfare, and discipline of the unit. Every leader and follower has a role in supporting that responsibility. Leaders must identify at-risk subordinates and intervene to help them.

Facilitator Action:

Conduct an intermediate Check on Learning for this LSA.

Note:

There are additional Check on Learning Questions found in the LSA Check on Learning Section for this Lesson Plan.

Facilitator Notes:

Lets review what we have learned so far...

Question:

Why is esprit de corps important to a unit?

Answer:

Esprit de corps and individual morale are critical factors affecting mutual trust, cohesive teamwork, and the commitment to persevere through adversity, challenges, and setbacks. [ADP 6-22 para 6-39]

Question:

What is risk?

Answer:

Risk is the exposure of someone or something valued to danger, harm, or loss. [ADP 6-0 para 1-66]

Faciliator Action:

Show Slide 15 - Fear

Reference: ADP 6-22: Para 1-62, Para 2-12, Para 4-14, Para 8-3 and 8-4.

Facilitator Notes:

Leadership demands courage, a character attribute and an Army Value. The mission, duty, and life itself require Army professionals to reject cowardice—they accept risk and overcome adversity and their fears. They realize that they risk personal harm in performing their duty and accomplishing missions. The harm may be physical, emotional, or spiritual.

Nonetheless, **Army professionals communicate with candor and tact, seek shared understanding, and demonstrate courage by doing what is ethical, effective, and efficient despite risk, uncertainty, and fear (para 1-62).**

PERSONAL COURAGE:

FACE FEAR, DANGER, OR ADVERSITY (PHYSICAL AND MORAL).

Personal courage is not the absence of fear; it is the ability to put fear aside and do what is necessary or right. Personal courage takes two forms: physical and moral.

Effective leaders demonstrate both. Physical courage requires overcoming fears of bodily harm and doing one's duty. It triggers bravery that allows a Soldier to take risks in combat in spite of the fear of injury or death. For leaders, mission accomplishment may demand risking their own lives or those of Soldiers and justly taking the lives of enemies (para 2-12).

A leader's emotional state influences subordinates' emotions. Balancing the right level and mix of emotions for a situation provides confidence. Extreme, rash displays of emotion can threaten subordinate confidence in a leader's judgment. Displaying panic or no emotion at all are opposite extremes. A sense of calm encourages feedback from subordinates, improving communication while contributing to shared understanding.

Self-control in combat is especially important—emotions like rage, panic, or fear can be contagious. Leaders who lose their composure cannot expect subordinates to maintain theirs.

Practicing composure in garrison and training events provides the experience a leader can draw upon during crisis (para 4-14).

LEADERS AND COURAGE

Army leaders accept the responsibility to develop and lead others to achieve results. All members of the Army swear an oath to support and defend the Constitution of the United States against all enemies, foreign and domestic. This oath subordinates the military leader to the laws of the Nation and its elected and appointed leaders, creating a distinct civil-military relationship. Fulfilling that oath, leaders will face—and have to overcome—fear, danger, and physical and moral adversity while caring for those they lead and protecting the organization entrusted to them.

Taking the initiative to make something happen requires more personal courage rather than standing by or withdrawing and hoping events will turn out well.

Leaders require personal courage in many conditions:

- Confronting problems of discipline or disorderly conduct
- Leading Soldiers in harm's way
- Needing innovation or adaptation to do something never done before
- Being candid with a superior about a risky or improper course of action
- Deferring to a more technically competent subordinate
- Freeing units and personnel to solve problems

Leaders must have the courage to make tough calls, to discipline or demand better when required. Consistent and fair leaders will earn the respect of their followers.

Faciliator Action:

Discussion Question:

When have you lost trust or faith in someone because that person acted in panic, rage, or fear?

Answer:

Responses will vary.

Displaying emotion is normal and human. However, you should not allow your emotional response to be disruptive or erratic. Behaving erratically like having outbursts of rage or panic can degrade credibility and trustworthiness.

Faciliator Action:

Show Slide 16 - Facing Adversity and Challenges

Reference:

ADP 6-22 para 3-11 and para 5-63 through 5-68

Ask the students to define the terms in their own words.

Facilitator Notes:

RESILIENCE

Resilience enables leaders and their organizations to endure and ultimately prevail over hardship.

Resilience and commitment to accomplish the mission is critical to overcoming adversity.

Resilient Soldiers can recover quickly from setbacks, shock, and injuries while maintaining focus on their jobs and the mission. Resilient leaders learn and grow from experiencing difficult situations.

Leaders instill resilience and a winning spirit in subordinates through personal example and tough, realistic training (para 3-11).

Leading with Confidence in Adverse Conditions

A leader who projects confidence is an inspiration to others. Subordinates will follow leaders who are competent and comfortable with their own abilities. Leaders who understand their own abilities can gain greater respect from their subordinates for their honesty, even as they seek to improve.

Displaying confidence and composure when situations are not going well can be a challenge for anyone, but is important for the leader trying to lead others through challenging, stressful, and ambiguous situations.

Calm determination reflects confidence and is a key component of leader presence.

A leader who shows hesitation or panic in the face of setbacks can trigger a chain reaction among others. A leader who is over-confident in difficult situations may lack the proper degree of care or concern, and risks being viewed as not understanding the

seriousness of the problems at hand.

Leading with confidence requires a heightened self-awareness and ability to master one's emotions.

Regardless of the situation, developing the ability to remain confident involves—

- Having prior opportunities to experience one's reactions to adverse, high-pressure situations.
- Maintaining a positive outlook when a situation becomes confusing or changes.
- Remaining decisive after making or realizing mistakes.
- Encouraging others when they show signs of weakness.

Displaying Courage

Projecting confidence in combat and other dangerous situations requires physical and moral courage. While physical courage allows Soldiers to face mortal risks to life and limb, moral courage empowers leaders to stand firm on values, principles, and convictions.

Leaders who take responsibility for their decisions and actions display moral courage.

Morally courageous leaders critically look at themselves, consider new ideas, and implement change when needed.

Moral courage in daily operations is as important as physical courage in combat.

Consider a DA Civilian test board director who has the responsibility to determine whether a new piece of military equipment performs to established specifications. Knowing that a failed test may cause the possibility of personal pressure and command resistance from the program management office, a morally courageous tester will be prepared to endure that pressure and remain objective and fair in test procedures and conclusions. Moral courage is fundamental to living the Army Values of integrity and honor, for all civilian or military members.

DEMONSTRATING COMPETENCE

Having the appropriate levels of expertise is vital to competent leaders who display confidence through their attitudes, actions, and words. Subordinates become suspicious of leaders who act confident but do not demonstrate the competence to justify their confidence.

Faciliator Action:

Show Slide 17 - Overcoming Setbacks

Reference: ADP 6-22

Para 1-61

Para 8-38 through 8-44

Facilitator Notes:

The Army Values of duty and service require Army professionals to contribute their best efforts to accomplish the mission as members of a team. They consider the welfare and needs of others above their own and in performing their duty. They make ethical, effective, and efficient decisions and take appropriate actions to the best of their ability in all aspects of life. This does not mean that they will always succeed or avoid all mistakes.

Setbacks and errors will occur in any human endeavor.

Army professionals learn from experience—both good and bad—develop good judgment and leadership, and strive for continuous improvement (para 1-61).

OPERATIONAL STRESS

Stress in response to threatening or uncertain situations occurs across the range of military operations (ROMO) as well as at home, in garrison, and during training exercises. Military experiences expose Soldiers to various operational stresses throughout their careers. Operational stress control does not minimize the experiences faced while engaged in such operations, but provides mechanisms to mitigate reactions to those experiences so Soldiers remain combat effective and maintain the quality of life to which they are entitled (see ATP 6-22.5).

Leaders must understand stress and anticipate Soldiers' reactions. Overcoming obstacles, such as Soldiers becoming wounded or dying, or the enemy attacking unexpectedly, takes mental discipline and resilience. Off-site leaders cannot discount the fear Soldiers may experience. A leader who does not share the same risks could easily fall into the trap of making a decision that could prove unworkable given the Soldiers' psychological state. Army leaders with responsibility over a distributed team should ask for detailed input from the Soldiers or subordinate commanders who are closer to the action and can provide the most accurate information about the situation.

When preparing for sustained operations, leaders must thoroughly condition their Soldiers to address operational stress during all phases of force projection—mobilization, deployment, employment, sustainment, and redeployment. Positive action to reduce operational stress empowers Army members to cope with typical, everyday situations and enhance adaptive stress reactions.

When possible, Soldiers should have access to operational stress control team/behavioral health personnel, medical personnel, and chaplains to continue their

physical and psychological recovery to ensure successful reintegration. Experts treating the psychologically wounded must work hand-in-hand with the unit chain of command to stress the importance of maintaining order and discipline. Leaders must not tolerate aggressive or criminal behavior as compensation for negative operational experiences.

The Army has implemented a comprehensive recovery plan for all returning Soldiers to counter operational stress. Sound leadership, unit cohesion, and close camaraderie are essential to assure expeditious psychological recovery from combat experiences.

Leaders need to understand that danger and fear will always be a part of their duties. Fear is a natural, human reaction to danger. Courage does not mean absence of fear—courage is overcoming fear to accomplish the mission. Battling fear means recognizing fear and effectively dealing with it.

Understanding the situation and acting with foresight and purpose overcomes fear. Fear of the unknown can be terrifying; fear can paralyze a Soldier. Soldiers who see friends killed or wounded become aware of their own mortality. Army leaders must expect fear to take hold when setbacks occur, the unit fails to complete a mission, or the unit takes casualties.

Preparation, planning, and rigorous training carry Soldiers through the challenges of operating under hazardous conditions. Leaders must add unanticipated elements to training to create demanding learning conditions.

Realistic training developed around critical warrior tasks and battle drills is a primary source for the resilience and confidence to succeed along with the ability to demonstrate grit in tough situations. Leader competence, confidence, agility, courage, and resilience enable units to persevere and find workable solutions to tough problems.

Living the Army Values and the Army Ethic along with the Warrior Ethos and resilience mobilize the ability to forge success out of chaos to overcome fear, hunger, deprivation, and fatigue to accomplish the mission.

Taking Care of Subordinates

Taking care of subordinates is a solemn responsibility.

The Army's purpose demands individuals perform their duties even at risk to their lives.

Preparing subordinates for combat is the most important leader duty.

Preparation entails creating disciplined conditions for learning and growth and enforcing standards in training. Training must be rigorous and simulate mission conditions as much as possible while keeping safety in mind. Leaders use risk management to balance risk cost with mission benefits during training and operations (see ATP 5-19). Effective leaders also recognize the need to provide reasonable comforts to bolster morale and maintain long-term operational effectiveness.

Many leaders connect at a personal level with their subordinates, which helps leaders to anticipate and understand individual circumstances and needs. Leaders who take an interest in Soldier and DA Civilian development show they care about their subordinates. It ranges from ensuring a subordinate is given time away from the unit to attend Army schools to finding out about a person's personal interests. Leaders should provide an adequate family support and readiness network to help families, while at home station or deployed, whether military or civilian.

Check on Learning:

What is personal courage?

Personal courage is not the absence of fear; it is the ability to put fear aside and do what is necessary or right.

Question:

What are the two forms of personal courage?

Answer:

Personal courage takes two forms: physical and moral. Effective leaders demonstrate both. Physical courage requires overcoming fears of bodily harm and doing one's duty. It triggers bravery that allows a Soldier to take risks in combat in spite of the fear of injury or death. For leaders, mission accomplishment may demand risking their own lives or those of Soldiers and justly taking the lives of enemies (para 2-12).

Review Summary:

We have discussed esprit de corps, tradition and history, risk, fear, facing adversity, and overcoming setbacks.

Are there any questions?

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. The Army Song (Practical Exercise)

Method of Instruction: Practical Exercise (Hands-On/Written)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:50)* (Drill Sergeant)

Time of Instruction: 5 mins

Media Type: Computer Assisted Instruction / Oral Presentation / Practical Exercise / PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Faciliator Action:

Show Slide 18 - The Army Song

Reference: TC 7-21.13 page vii and <https://www.bands.army.mil/music/armysong/>

The music is available for download in an mp3 format.

Facilitator Notes:

The song was originally written by field artillery First Lieutenant [later Brigadier General] Edmund L. Gruber, while stationed in the Philippines in 1908 as the "Caisson Song."

The original lyrics reflect routine activities in a horse-drawn field artillery battery. The song was transformed into a march by John Philip Sousa in 1917 and renamed "The Field Artillery Song."

It was adopted in 1956 as the official song of the Army and retitled, "The Army Goes Rolling Along." The current lyrics tell the story of our past, our present, and our future. The "Army Goes Rolling Along" is played at the conclusion of every U.S. Army ceremony and all Soldiers are expected to stand and sing.

The song should be performed with a short introduction to permit all to stand, followed by the Verse, the Chorus, and the Refrain.

When performed as part of a medley of Service songs, the following Department of Defense guidance applies.

The order of performance for Service songs is:

Army: "The Army Goes Rolling Along"

Marine Corps: "The Marine's Hymn"

Navy: "Anchors Aweigh"

Air Force: "Official U.S. Air Force Song"

Coast Guard: "Semper Paratus"

The normal method of performing Service songs will be in the above order. However, certain occasions may call for the order to be reversed, such as in a medley featuring "The Army Goes Rolling Along" as the finale.

This is authorized as long as the relative order of songs is maintained.

Only medleys containing the service songs in an approved order of precedence will be

performed by Army bands.

Civilian music organizations are encouraged to follow the same order of preference. When performed as part of a Service song medley, the Army Song will normally include only the Chorus and the Refrain.

Check on Learning:

What is the first song in the order of performance for Service songs?

"The Army Goes Rolling Along"

Review Summary:

We have completed the Army Song Practical Exercise.

Are there any questions?

SECTION IV. SUMMARY

Method of Instruction:	ELM - Apply
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - ICH (1:60) (Drill Sergeant)
Time of Instruction:	10 mins

Check on Learning

True or False.

Question: Setbacks and errors will occur in any human endeavor.

Answer:

True.

Army professionals learn from experience—both good and bad—develop good judgment and leadership, and strive for continuous improvement. [ADP 6-22 para 1-61]

Question:

Preparing subordinates for combat is the most important leader duty.

Answer:

True.

Taking care of subordinates is a solemn responsibility. The Army's purpose demands individuals perform their duties even at risk to their lives. [ADP 6-22 para 5-39]

Review/ Summary

Facilitator Notes:

War is a lethal clash of wills and an inherently human endeavor that requires perseverance, sacrifice, and tenacity. The United States Army's primary reason for existence is to deploy, fight, and win the Nation's wars by providing ready, prompt, and sustained land dominance by Army forces across the range of military operations (ROMO) as part of the joint force. Enduring the physical hardship, danger, and uncertainty of combat requires an Army that is professionally committed and guided by an ethic that motivates and guides its forces in the conduct of missions, performance of duty, and all aspects of life.

The Army mission to "fight and win our Nation's wars" requires Army forces equipped, trained, and ready to engage in operations across multiple domains and the range of military operations. They defend the basic human rights of Americans. The right to life includes the National responsibility of self-defense. Army forces protect the legitimate interests of the American people when threatened or attacked. Army operations may require the use of armed force against legitimate threats, consistent with the Army Ethic and the law of armed conflict (LOAC). Employing force puts one's self and others at risk. In the fog of war, uncertainty compromises situational understanding. Regardless, to the best of their ability, they [Army leaders] must make decisions and take actions that are **ethical, effective, and efficient.**

Facilitator Action:

Show Slide 19: CAPL website and resources available.

End the class by showing the CAPL website and resources available.

The website does not require a common access card (CAC).

Facilitator Notes:

We want to highlight the vast resources that the Center for the Army Profession and Leadership (CAPL) provides the Army. CAPL is the proponent for the Army Profession, leadership, and leader development. CAPL's vision is to strengthen America's Army as a military profession that inspires trusted Army professionals to honorably fulfill their oaths of service. We do this by providing Army profession, leadership and leader development studies, doctrine, products and services and by integrating personnel lifecycle functions in order to reinforce the Army profession and enhance leader and unit performance at all echelons.

Encourage participants to visit the website on their own time to explore the resources there. Mention video case studies as a training tool they can use.

SECTION V. STUDENT EVALUATION

Testing Requirements

There is a quiz/test that instructors can use as an alternative assessment. Course managers may use the test as a formal assessment [part of the individual student assessment plan (ISAP)] or informal assessment (check on learning).

Feedback Requirements

Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Appendix A - Viewgraph Masters

Warrior Ethos 158-BCT0003 / Version 1 ©

Sequence	Media Name	Media Type
0	The Army Song 2013 Band and Chorus	MP3

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 158-BCT0003 Version 1 ©

Appendix D - Student Handouts

**Warrior Ethos
158-BCT0003 / Version 1 ©**

Sequence	Media Name	Media Type
0	Test Answer Key (Instructor)	DOCX
0	158-BCT0003 Test Questions	DOCX
0	GTA 22-06-004 Soldier's Creed and Army Values	PDF
0	158-BCT0003 Warrior Ethos Lesson Plan	DOCX