

NONRECOVERABLE PUBLICATION

PRIMARY LEADERSHIP DEVELOPMENT COURSE (400-00-PLDC), June 2001



Preresident

Instruction

Student's Name: _____

Unit of Assignment: _____

SGL: _____

Class #: _____

Student # _____

The Army Training System (TATS) Courseware

This Preresident Instruction booklet replaces the preresident instruction booklet dated July 2000 and incorporates change 1 dated October 2000.

Prepared by
The United States Army Sergeants Major Academy
Fort Bliss, Texas 79918-8002

**FOR THE ARMY SCHOOL SYSTEM (TASS)
INSTITUTIONS**

FIELDING DATE: Oct 01

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STUDENTS: Do not take the contents of this preresident course read-ahead lightly. You **MUST** bring this book with you to the resident phase of PLDC. **You will need the information in it to successfully complete the resident phase. You may use this booklet during your examinations as a reference in the resident portion of training.**

Students MUST COMPLETE this booklet prior to attending the resident portion of training.

IAW The Total Army Training System Course Managers Guide (PLDC), JUN 2001

By agreement the United States Army Training Support Center (ATSC), will print and distribute bulk quantities of the PLDC preresident instruction package to the orders publishing authority for USAR soldiers and the state command sergeant major for national guard soldiers. The student load annotated during the Structure Management Decision Review (SMDR) process determines the quantities of packets required. Distribution responsibilities are as follows:

National Guard. The respective State Command Sergeant Major will forward the preresident instruction package to all National Guard soldiers selected for PLDC-RC a minimum of **45 working days** before the reporting date.

United States Army Reserve. The respective orders publishing authority will ensure USAR soldiers selected for PLDC-RC receive a copy of the preresident instruction package a minimum of **45 working days** before the reporting date. Normally, the publishing authority will forward the preresident instruction package with the orders.

Commanders may download this Preresident Instruction booklet for issue to soldiers from the Internet at www.adtdl.army.mil/atdls.htm or the USASMA homepage at <http://usasma.bliss.army.mil/>, Directorate of Training and Doctrine (DOTD).

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 - Click on "Enter the Library."
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 - Click on "Student Links."
 - Click on "PLDC Preresident Instruction."

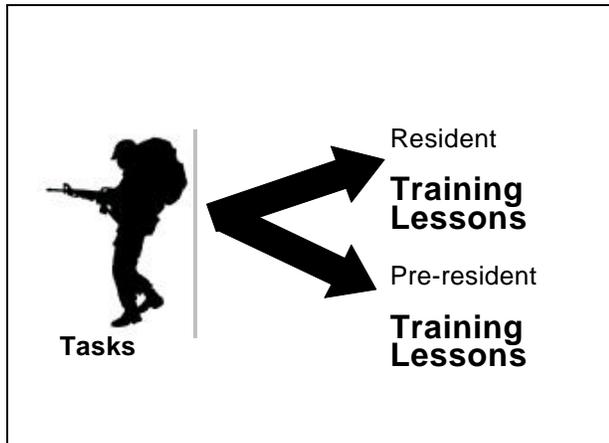
Regional NCOAs may place this packet onto their web page to allow students who did not receive their packets, to download this preresident package.

Purpose of This Instruction These three preresident instruction modules “set the stage” for your two weeks of resident instruction. The material contained in these modules will help you to prepare for group discussions and continued learning while in the resident phase.

You will not receive additional instruction in the resident phase on some of the lessons provided in these modules. The next two pages provide you a quick reference of where you will cover each lesson contained in this preresident package.

Course Subject Areas The total (preresident and resident) course consists of these subject areas:

- Military Studies
- Leadership
- Communication Skills
- Supply/Maintenance
- Professional Skills
- Training



Preresident Materials There are three preresident modules.

1. The NCO.
2. Leading Soldiers.
3. Maintaining Your Team

**Module 1,
The NCO**

The module titled “The NCO” contains three lessons. You will receive instruction on these lessons in the preresident phase or resident phase, or a combination of both, as shown below.

Lesson Title	Preresident	Resident
Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps. (P205)	✓	
Duties, Responsibilities, and Authority of the NCO (L202)	✓	✓
Maintain Discipline (P206)	✓	

**Module 2,
Leading
Soldiers**

The module title “Leading Soldiers” contains five lessons. You will receive instruction on these lessons in the preresident phase or resident phase, or a combination of both, as shown below.

Lesson Title	Preresident	Resident
Introduction to Army Leadership (L201)	✓	✓
What a Leader Must BE-KNOW-DO (L203)	✓	✓
Effective Communications (C202)	✓	
Conduct Developmental Counseling (L204)	✓	✓
Soldier Team Development (L207)	✓	

**Module 3,
Maintaining
Your Team**

The module titled “Maintain Your Team” contains two lessons. You will receive instruction on these lessons in the preresident phase or resident phase, or a combination of both, as shown below.

Lesson Title	Preresident	Resident
Supervise PMCS (R202)	✓	✓
Supply Procedures (R201)	✓	

This Material is Testable

During the resident phase of your training, you will receive two written examinations on material contained in these modules. To succeed in this course, you must devote time to studying this material and completing the “Check Your Learning” tests provided at the end of each lesson and module.

The examinations are open book, and **you may use this book as a reference.**

Do not take the contents of this preresident course read-ahead lightly. You **MUST** bring this book with you to the resident phase of PLDC. You will need the information in it to successfully complete the resident phase.

How to Complete this Training

Follow these guidelines as you begin work on this material.

Step	Action						
1	Inventory your materials. You should have three modules. You should check the contents of each module against the table of contents to ensure that all pages are present in the package. <table border="1" data-bbox="558 997 1414 1249"> <thead> <tr> <th data-bbox="558 997 954 1066">IF:</th> <th data-bbox="954 997 1414 1066">THEN:</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 1066 954 1121">all pages are present</td> <td data-bbox="954 1066 1414 1121">continue to step 2.</td> </tr> <tr> <td data-bbox="558 1121 954 1249">pages are missing</td> <td data-bbox="954 1121 1414 1249">Contact the NCOA you will attend (see page v for contact numbers).</td> </tr> </tbody> </table>	IF:	THEN:	all pages are present	continue to step 2.	pages are missing	Contact the NCOA you will attend (see page v for contact numbers).
IF:	THEN:						
all pages are present	continue to step 2.						
pages are missing	Contact the NCOA you will attend (see page v for contact numbers).						
2	Read each lesson in detail.						
3	Complete the check your learning test at the end of each lesson.						
4	Review your answers using the answer key and feedback sheet provided. If you do not understand why you chose an incorrect response, call the Noncommissioned Officer Academy (NCOA) that you will attend for assistance (see page v for contact numbers).						
5	Review each module after completing the last lesson in the module.						
6	Complete the check your learning test at the end of each module.						

How to Complete This Training, continued

Step	Action
7	Review your answers using the answer key and feedback sheet provided. If you do not understand why you chose an incorrect response, see step 4.
8	Complete each module using steps 2 through 7.
9	Review all material the week prior to attending the resident phase.
10	Take this material with you to the resident phase.
11	Review this material prior to taking the two open book written tests during the resident phase. You may use this book as a reference during the examinations.

References

There are no additional study references for this preresident course.

Content Inquires

If you have questions about the lesson content, administrative issues, or missing material, contact the NCOA you will attend.

Region A: NCOA BN, Ft. Dix, NJ. CML: (609) 562-3002 or DSN: 944-3002.

Region B: NCOA BN, Anneville, PA. CML: (717) 861-8863 or DSN: 491-8863/8876.

Region B: 3747th USARF School, Grafenwoehr, Germany, Overseas: 011-49-9641-83-6032/8027, Worldwide DSN: (314) 475-6032/8027.

Region C: NCOA BN, Eastover, SC. CML: (803) 806-2351 or DSN: 583-2351

Region C: 201st MFB, Puerto Rico, CML: (787) 837-4118/7193 (No DSN).

Region D: NCOA BN, Camp Shelby, MS. CML: (601) 558-2753/2234 or DSN: 921-2753/2234.

Region E: NCOA BN, Ft. McCoy, WI. CML: (608) 388-3744 or DSN: 280-3744.

Region F: NCOA BN, Camp Cook, LA. CML: (318) 640-2850, (No DSN).

Region F: NCOA BN, Camp Ashland, NE. CML: (402) 944-2479/7209 or DSN: 946-7209/2479.

Region G: NCOA BN, Ft. Lewis, WA. CML: (253) 967-5571 or DSN: 357-5571.

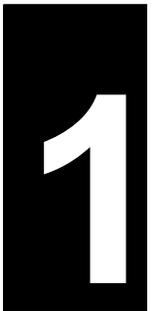
Region G: NCOA BN, Camp Williams, UT, CML: (801) 253-5747/5748, DSN: 766-5747.

Region G: 207th MFB, Ft. Richardson, AK, CML: (907) 428-6862.

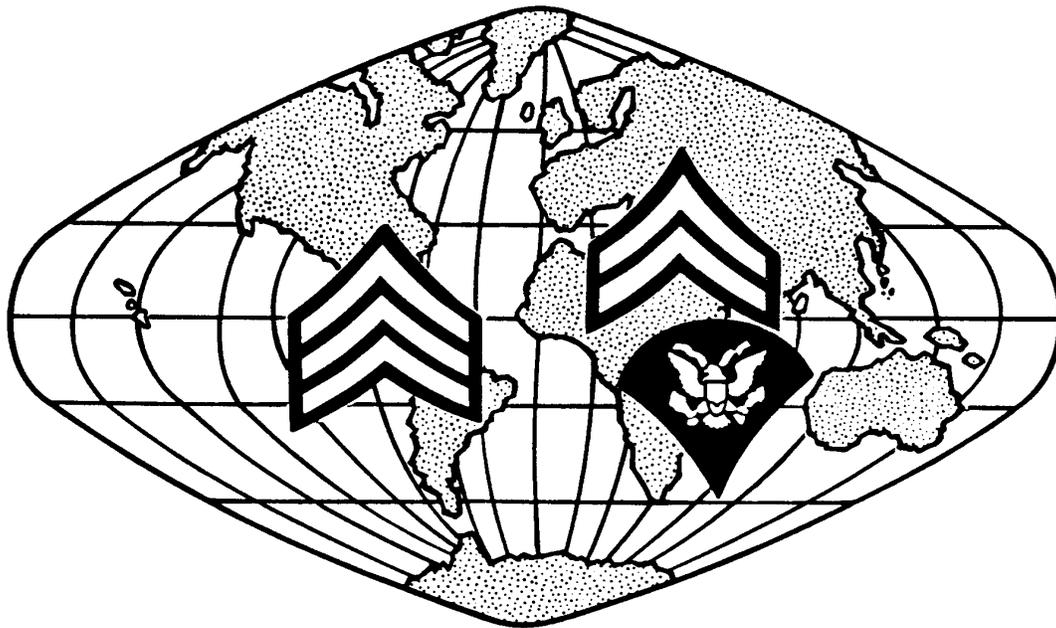
Region G: 298th MFB, Waimanalo, HI, CML: (808) 259-0473/0475.

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MODULE-1
PRIMARY LEADERSHIP DEVELOPMENT COURSE



THE NCO



June 1, 2001
Preresident Training Support Package

U.S. ARMY SERGEANTS MAJOR ACADEMY
FORT BLISS, TEXAS 79918-8002

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Module 1 Lesson 1

Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps. (P205)

1-1. Lesson Overview:

Lesson Presentation This lesson presents the historical progression and significant contributions of the NCO Corps from the Pre-Revolutionary days to the present.

Lesson Content, Terminal Learning Objective, (TLO) and, Enabling Learning Objectives (ELOs)

Topic	Page
TLO: Identify the historical progression and significant contributions of the noncommissioned officer corps.	NA
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References

The following table lists the references for this lesson.

Number	Title	Date
FM 22-100	Army Leadership	Aug 99
Photos and Images	Center for Military History, The story of the noncommissioned officer corps. http://www.army.mil/cmh	2000

1-1-1. Introduction

Purpose

The historical evolution of the NCO is full of pride and tradition. It is your responsibility to know this history and to pass it on to future generations of enlisted soldiers.

This lesson provides you with an understanding of the role and historical development of the NCO.

NOTE: This prereзидент package provides material that you will not cover in the resident phase of training.

Introduction

Although NCOs today receive better training and are more professional than ever, the achievements of your predecessors contributed much to your career. Get to know them. You will see that the NCOs of the past are as much your comrades in arms as the men and women you train with in the Primary Leadership Development Course (PLDC). You will become the NCO the Army looks upon to train, test, judge, reward, and discipline soldiers of today, as well as in the future.

The historical evolution of the NCO is one full of pride and tradition. The opening line of the NCO Creed, "No one is more professional than I," is not only a promise and a pledge to yourself and the people of the United States of America, it is also a pledge to all those NCOs who came before you that their service and sacrifice was not in vain. Their commitment to the high ideals of this country—our constitution and the defense of freedom and America—is the history of the U. S. Army. You are following in the footsteps of those great NCOs who prepared the way for you. You can honor them by getting to know their history.

1-1-2. Identify the Role of the NCO Existing in the Pre-Revolutionary War Period

Lineage of the NCO

We can trace the lineage of the NCO back to the Roman Legions. In the Roman Legions, exceptional legionnaires commanded ten soldiers and assisted commanders of one hundred men. These legionnaires supervised training and performed administrative and logistical support tasks. In the French army, senior NCO's were "corporals" or "lance corporals."

1-1-2. Identify the Role of the NCO Existing in the Pre-Revolutionary War Period, cont

Lineage of the NCO, continued

European noncommissioned officers were the enforcers of camp discipline and the only authority figures in constant contact with the troops. These noncommissioned officers merely brow beat the soldiers to stand fast in the line of battle, despite horrific casualties.

Colonial America blended the traditions of the French and Prussian armies along with the British traditions into a unique American institution. This process of selective modeling became apparent when the colonists created militia forces to protect themselves, and it applied to their use of noncommissioned officers as well. The first fighting between the colonists and British troops in the American Revolution involved militia units.

1-1-3. Identify the Role of the NCO During the Revolutionary War

Revolutionary Regiments

By 1776 a typical infantry regiment had a regimental staff and eight companies. The staff consisted of:

- Three field officers.
- Six staff officers.
- Four staff NCOs.
 - A sergeant major
 - A quartermaster sergeant
 - Two lead musicians

The sergeant major served as the regiment's ranking NCO and provided administrative assistance to the regimental adjutant. The quartermaster sergeant provided logistical support to quartermasters in the field. The two senior musicians trained the company fifers and drummers and were responsible for signal functions on the battlefield. When at full strength a typical infantry company consisted of ninety members. Each company had:

- Four officers.
 - Four sergeants.
 - Two musicians (a fifer and a drummer).
 - Eighty "rank and file" soldiers.
 - Four corporals
 - Seventy-six privates.
-

1-1-3. Identify the Role of the NCO During the Revolutionary War, cont

Revolutionary Regiments, continued

Rank and file refers to those men who stood in the line of battle, (ranks parallel to the line, files perpendicular) carrying muskets. The fifer and drummer, (classified as NCOs) were in charge of battlefield communications.

Each infantry company, for administrative purposes, contained four squads. These men formed into two ranks of ten files each, with the corporal serving as the file closer in the rear of the formation and the sergeant performing the same function on the flank.

In 1778 a Prussian volunteer, Baron Frederick William Von Steuben, arrived at General George Washington's camp at Valley Forge. Steuben possessed considerable military skills. Published at Washington's direction, Steuben's *Regulations for the Order and Discipline of the Troops of the United States* (1779), established the principle that the company commander select the NCOs and they be responsible to the company commander, subject to the approval of the battalion or regimental commander. Due to this process, it was not until World War II that an NCO could transfer from the regiment that had accepted his enlistment to another and retain his grade.

Popularly known as the Blue Book, because of the color of the first edition, this manual covered all aspects of infantry service. It stressed NCO responsibilities for the care, discipline, and training of the men, both in garrison and in the field. These were areas that Steuben had found weak in the Continental Army. The book also directed the company's senior, or first sergeant to keep a Company Descriptive Book. This book listed the name, age, height, place of birth, and prior occupation of every enlisted man in the unit. The Blue Book introduced a new emphasis on the NCO's battlefield role that enhanced his status and further distinguished him from his British counterpart.

1-1-4. Identify the Role of the NCO During the War of 1812

War of 1812

During the War of 1812, the need for the Army's discipline to equal its European rivals became apparent. The NCOs played a key role in the vigorous training required to turn civilians into soldiers capable of maintaining the linear formations and volley fire tactics typical of warfare in that period. In 1815, Brigadier General Winfield Scott published his *Rules and Regulations for the Field Exercise and Maneuvers of Infantry*--later

1-1-4. Identify the Role of the NCO During the War of 1812, cont

War of 1812, continued

revised at the direction of Secretary of War John C. Calhoun)--which replaced Steuben's earlier regulations. Scott's book put particular stress on the importance of swift movement from the column of march to linear formation on the battlefield. In executing this maneuver, the color guard, led by the color sergeant, played the key role in maintaining the proper alignment and cadence that enabled the men to hold their ranks.

The color sergeant, with his guard of from five to eight corporals, became the focal point on which the men dressed, wheeled, and advanced into battle. The emergence of the color sergeant, who replaced the commissioned ensign in carrying the flag, clearly and significantly enhanced the NCO's role in combat.

1-1-5. Identify the Role of the NCO During the Civil War

Civil War

The Civil War marked a radical change in American warfare. It brought in the total war concept. During this war, NCOs led the skirmishers that preceded and followed each major unit. NCOs carried the flags and regimental colors of their units. To serve as the color bearers--the major target of every enemy marksman--was a badge of special bravery in the nineteenth century Army.

During the Civil War both regular and volunteer full-strength regiments consisted of ten companies, although volunteer units varied considerably in other respects from state to state. The regular regimental NCO staff consisted of:

- A sergeant major.
- A quartermaster sergeant.
- A commissary sergeant.
- A hospital steward.
- Two musicians

Major General Silas Casey foresaw the heavy battlefield losses and published a third manual, *U.S. Army Infantry Tactics for the Instructions, Exercises, and Maneuvers of the Soldier, a Company, a Line of Skirmishers, Battalion, Brigade, or Corps D' Armee*. His book soon superseded the earlier books although they prescribed a similar role for the NCO. Casey's manual envisioned situations in which senior sergeants would have to take command

1-1-5. Identify the Role of the NCO During the Civil War, cont

Civil War,
continued

of units on the spot when all officers became casualties. He insisted that all NCOs receive training in giving commands, based on the fact, that the linear formations in use were designed for men carrying smoothbore muskets.

With soldiers now armed with rifled muskets, which had much greater accuracy, casualties were certain to be horrendous unless tactics changed. The gradual elimination of linear tactics after the Civil War redefined the NCO's combat leadership role.

1-1-6. Identify the Role of the NCO During World War I

World War I

World War I provided many opportunities for NCOs to prove their skills both as technicians and as leaders on the modern battlefield. As the war dragged on, the Army discovered that allowing able-bodied NCOs to step in and replace the fallen junior officers solved the problem of heavy losses among officers. At the same time, technical units proliferated, as more NCOs demonstrated their skills. When the first American divisions arrived in France, some French and British officers noted with distaste that American NCOs seemed to exercise little authority over their men. The French concluded the reason for this was because of the American practice of throwing all the ranks together in garrison.

From such comments, many Americans came to realize the relatively low status of the U.S. NCOs compared to those in other armies. General John J. ("Black Jack") Pershing, commander of the American Expeditionary Forces, recommended upgrading NCO leadership training at once, and provided NCOs with separate mess facilities. The Army implemented his recommendations within a month. During the last months of the war, strong performances by hundreds of NCOs demonstrated the success of the program. General Pershing summed up his view on the importance of NCOs as small unit leaders in a message to Major General Duncan, Commanding General of the 82d Division; the message read:

NCOs must love initiative and hold what ground they gained to the utmost. It often happens that a sergeant or even a corporal may decide a battle by the boldness with which he seizes a bit of ground and holds it.

1-1-6. Identify the Role of the NCO During World War I, cont

World War I, continued

The most important tactical lessons to emerge from the battles on the Western Front were the significance of small unit actions and avoiding mass formations. Small fire teams of infantrymen, usually led by NCOs, learned to take advantage of mist along riverbanks and every fold of ground, while providing covering fire for other groups nearby. As weapons and tactics continued to evolve in twentieth century warfare, the role of the NCO would continue to grow.

1-1-7, Identify the Role of the NCO During World War II

World War II

World War II made more demands on NCOs and had a greater impact upon the NCO's role and status than any previous conflict in American history.

The great mobilization not only increased the numbers of NCOs, it also led to inflation in the grade structure. As the eight-man infantry squad increased to twelve, the squad leader became a sergeant. The corporal, once the squad leader, became a second in command and a fire-team leader. By the end of the war, 23,328 infantry squads in 288 active infantry regiments had two NCOs instead of one. Along with the need for more small unit leaders, the Army required thousands of new technical specialists to handle the sophisticated weaponry of the war. The main problem with proliferation of technicians/specialist was that it became so great, it overwhelmed most units. Because these specialists received NCO status, a typical rifle company soon had only one private first class and seventeen privates. Everyone else was an NCO. This placed the burden of work details and guard duty on a shrinking number of soldiers.

In late 1943, the Army decided that technicians/specialists appointed after 1 December 1943 would share the duties of privates, while wearing the letter T under their NCO chevrons and drawing the pay of enlisted grades 3, 4, 5. Thus the "techs" came into existence, the target of some joking at the time, but an absolute essential element in the winning of the war.

1-1-8. Identify the Role of the NCO During the Korean Conflict

Korean Conflict

During the late 1940s practical training suffered neglect, although the onset of the Cold War in 1947-1948 should have warned all soldiers--in fact, all

1-1-8. Identify the Role of the NCO During the Korean Conflict, cont

Korean Conflict, continued

Americans--that the price of freedom was as high as ever. The neglect became fully apparent in 1950, when war broke out in Korea.

In the first few months after the desperate fighting broke out, instances of poor combat leadership and discipline often led to panic in battle. Veterans of earlier wars, who had not forgotten what they learned, stood out during the shock of battle and the confusion of retreat. As survivors toughened and the Army brought in rigorous training once again, NCOs began to demonstrate a renewed spirit and their leadership skills, never more important, began to reemerge.

Much of the fighting took the form of small unit combat actions, and as in earlier wars, capable NCOs took command when officers became casualties.

Combat studies of the Korean Conflict show that NCOs participated significantly in every outstanding performance by an infantry company. Korean Conflict NCOs became recognized as leaders in battle even more so than in previous wars.

No doubt some of you have heard the phrase "No More Task Force Smiths" which refers to a task force sent into combat in Korea that was ill equipped, lacked experience, and whose soldiers and cadre were poorly trained. They paid the ultimate price. Of the 406 Task Force Smith soldiers who started the battle, only 185 were mustered a week later after reaching friendly lines. You must be a part of never allowing this to happen again.

1-1-9, Identify the Role of the NCO During the Vietnam Conflict

Vietnam Conflict

When America went to war again, it was in another poor and divided nation of the Third World. The nature of the Vietnam Conflict would differ considerably from the fighting in Korea. Once again the NCO would fill the traditional roles of skilled trainer and small unit leader.

The first American forces arrived in the Republic of Vietnam as military advisers to a non-Communist government under siege by both domestic insurgents and infiltrators from North Vietnam across the so-called Demilitarized Zone (DMZ). Beginning in 1965, the American commitment in Southeast Asia began to change as American soldiers took on a major

1-1-9, Identify the Role of the NCO During the Vietnam Conflict, cont

Vietnam Conflict, continued

combat role. The character of the war became apparent, more so than in any military involvement in American history. Battlefield success in Vietnam depended on effective small unit leadership. Vietnam would be the war of the platoon sergeant, squad, patrol, and fire-team leader. The NCO role in Vietnam would be much more pervasive, reflecting the enemy's own increasing emphasis on small unit tactics and the diversity of the terrain. NCOs demonstrated their competence, judgment, and fighting skills in isolated actions ranging from rice paddies to deep jungles. Their success in often forgotten day-to-day engagements proved critical to the total American military effort.

U.S. Army commanders in Vietnam knew that a favorite communist tactic was to infiltrate troops into a particular area until they outnumbered the RVN defenders. They would then strike, overwhelming the government forces before reinforcements could arrive, and fade back into the peasant population. The Americans hoped to counter this tactic by making the maximum use of airmobility--moving troops quickly by helicopter. If there was one item of military equipment that symbolized American warfighting in Vietnam, it was the helicopter.

For thousands of NCOs the war brought on an identity crisis. Because of a chronic shortage of experienced NCOs, company grade officers got used to dealing directly with the men. This resulted in bypassing those NCOs who were available, and their proper role as small unit leaders eroded. The morale of the NCO declined at the very time the nature of the tactics employed by the Vietnamese required the NCO small unit tactics more than ever before.

Combat operations were often intense and resulted in large numbers of killed and wounded. Combat casualties, taken together with noncombat losses, and the one-year rotation system, soon stretched the Army in Vietnam thin at the mid-level NCO grades. This allowed promotions to come much sooner than previously. The Army came to depend heavily on the "shake and bake" NCOs produced as a hasty wartime expedient to fill the voids in the NCO ranks.

As the American forces withdrew from Vietnam, the Army Chief of Staff recognized that raising the esteem of the NCO Corps was the first critical step toward rebuilding the Army. The President and Congress ended the

1-1-9, Identify the Role of the NCO During the Vietnam Conflict, cont

Vietnam Conflict, continued

selective service draft and began to build a truly professional Modern Volunteer Army (MVA). This Army would build upon the most modern principles of personnel management, leadership, motivation, and training.

After two hundred years of NCO evolution and development as trainers, technical specialists, and small unit leaders, the Army prepared to fully recognize, encourage, and reward NCO professionalism.

1-1-10, Identify the Role of the NCO as it Exists Today

NCO Education System

In 1947, an NCO Academy opened in occupied Germany. This one-month course emphasized leadership skills, such as map reading and methods of small unit training. This would be the prelude to the Noncommissioned Officer Education System (NCOES).

Although NCOES improved the competence of the NCO Corps, it did not provide clear patterns of career development and promotion potential. In 1975, the Army introduced the Enlisted Personnel Management System (EPMS) to regulate career development. It expanded professional opportunities and eliminated dead-end career fields. It grouped related specialties that opened career paths for all enlisted soldiers while requiring them to remain eligible for promotion. They did this by demonstrating their abilities at required levels through the Skill Qualification Test (SQT) and the Self-Development Test (SDT). The Army does not use these tests any more.

Another professional development system, the Noncommissioned Officer Development Program (NCODP), relating to career management, evolved in 1980. This system consisted of formal NCO leadership training and concentrated on "doing" rather than "testing" experience. NCODP enabled NCOs to apply the training and skills learned in NCOES in their units. Since these inceptions, the status of NCOs as professionals has become abundantly clear to officers and soldiers.

In 1986 the Primary Leadership Development Course became the first course in the NCOES system to actually become a mandatory prerequisite for promotion to the next higher grade.

The goal of the NCOES and NCO training is to prepare NCOs to lead and train soldiers who work and fight under their supervision and assist their

1-1-10, Identify the Role of the NCO as it Exists Today, cont

NCO Education System, continued

leaders to execute unit missions. The NCOES provides NCOs with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and mission they will perform in operational units after graduation. Training builds on existing skills, knowledge, attitudes, and experiences. The NCOES includes the following mandatory training for soldiers selected for promotion:

- **Primary Leadership Development Course (PLDC):** Provides basic, branch immaterial leadership training for soldiers selected for promotion to Sergeant.
- **Basic Noncommissioned Officer Course (BNCOC):** Provides skill level three training and basic branch specific squad level training for soldiers selected for promotion to Staff Sergeant.
- **Advanced Noncommissioned Officer Course (ANCOC):** Provides skill level four training and basic branch specific platoon level training for soldiers selected for promotion to Sergeant First Class.
- **Sergeants Major Course (SMC):** Provides branch immaterial, task-based, performance oriented, scenario-driven instruction, that includes instruction in leadership, combat operations, and sustainment operations for soldiers selected for promotion to Sergeant Major.

NCOES also has three functional courses providing instruction in three vital areas where NCOs play key roles. The courses are:

- **Battle Staff Noncommissioned Officer Course (BSNCOC):** Provides advanced, branch immaterial, staff training for Staff Sergeants through Sergeants Majors selected for staff assignments.
 - **First Sergeant Course (FSC):** Provides branch immaterial training to prepare selected soldiers for their initial assignment as First Sergeants.
 - **Command Sergeants Major Course (CSMC):** Provides branch immaterial training for CSM designees.
-

1-1-10, Identify the Role of the NCO as it Exists Today, cont

Current Rank Structure

Now let's take a look (fig 1-1-1) at the current six levels of the NCO rank structure within the Army, from the Sergeant Major of the Army (E-9) to Corporal E-4.



Figure 1-1-1, Current NCO Rank Structure.

- **Sergeant Major, E-9:**
 - **Sergeant Major of the Army (SMA):** This is the senior sergeant major rank, and senior NCO position in the Army. The SMA serves as the senior enlisted advisor and consultant to the Chief of Staff of the Army.
 - **Command Sergeant Major (CSM):** CSMs are the Senior NCOs at the battalion and higher-level headquarters. They carry out policies and enforce standards related to enlisted personnel performance, training, appearance, and conduct. They also advise and make recommendations to the commander and staff on matters pertaining to enlisted personnel. CSMs direct the activities of the NCO support channel and administer the NCODP.
 - **Sergeant Major (SGM):** SGMs are generally the key enlisted member of staff elements at levels higher than battalion. The sergeant major's experience and ability equal that of the command sergeant major, but leadership responsibility remains generally limited to those directly under his supervision.

1-1-10, Identify the Role of the NCO as it Exists Today, cont

Current Rank Structure, continued

- **First Sergeant (1SG, E-8)/Master Sergeant (MSG, E-8):**

1SG: This position is similar to that of the CSM in importance, responsibility, and prestige. The senior NCO in companies, batteries, and troops who maintains daily contact with soldiers. The 1SG is responsible for the training, health and welfare of all the soldiers and their families.

MSG: Usually serves as the principal NCO in staff elements at battalion and higher. The Army expects the MSG to dispatch leadership and other duties with the same professionalism and to achieve the same results as the first sergeant.

- **Sergeant First Class (SFC, E-7):** Serves at the platoon level or equivalent and is also a key position in the command structure of the Army. When the platoon leader is present, the SFC is the primary assistant and advisor. In the absence of the platoon leader, the SFC takes charge of the platoon. SFCs teach collective and individual tasks to soldiers in their organic squads, crews, or equivalent small units. This is the first level at which the term senior NCO applies.
 - **Staff Sergeant (SSG, E-6), Sergeant (SGT, E-5), and Corporal (CPL, E-4):** They are normally section, squad, and team leaders and are a critical link in the NCO Support Channel. These NCOs are responsible for their soldiers' health, welfare, and safety on a daily basis. They ensure their soldiers meet standards in personal appearance, and teach them to maintain and account for their individual and unit equipment and property. They enforce standards, develop leadership skills, and train soldiers daily in their Military Occupational Specialties, skills, and unit missions.
-

1-1-11, Lesson Review

Review

As you can see from what you've read, the role of the NCO has continued to evolve from the pre-Revolutionary period to their role, as it exists today. NCOs continue to carry out their historical functions as:

- Small unit leaders.
 - Trainers.
 - Guardians of standards.
-

1-1-11. Lesson Review, cont

What you have learned in your readings concerning the evolution of the NCO Corps is but the tip of the iceberg. There are volumes upon volumes of heroic actions and exemplary leadership demonstrated by NCOs available for you to review.

Take it upon yourself to attain and maintain the highest of military standards and be that part of the "Backbone" of the Army. In so doing, you will become a part of the legacy that those before you have built.

You are part of an historical Corps.

Lets review and see what some of those small unit leader operations have been in the past and will continue to be in the future. Small unit leader operations include:

- Combat defensive
- Combat offensive
- Foreign internal defense
- Missile defense
- Rescue
- Civil affairs
- Logistical
- Peacekeeping
- Humanitarian
- Security
- Observation
- Drug interdiction
- Disaster relief
- Evacuation
- Environmental

As the NCOES continues to grow, as an NCO of today, you must combine history and tradition with your skills and abilities to prepare for combat. You retain the duties and responsibilities given to you by your predecessors, and these you must build upon to train the soldiers of tomorrow.

The Army can never be caught unprepared for an armed conflict at any time-anywhere in the world. Timely, effective, realistic, and relevant training is the key element that ensures this will never happen! There must never be another Task Force Smith!

Let no soldier's soul cry out

“Had I the Training”

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1-1-12. Check Your Learning

Directions

This is a self-graded exercise. Circle the letter of the correct response or fill in the blank with the correct response. Upon completion, compare your responses to the correct responses in the answer key and feedback sheet.

Question 1

Colonial America blended the tradition of the _____, _____, and _____ Armies into a unique American institution.

Question 2

Who wrote the "Blue Book" concerning the "Regulations for the Order and Discipline of the Troops of the United States (1779)?"

Question 3

Who wrote the "Rules and Regulations for the Field Exercise and maneuvers of Infantry?"

Question 4

What did MG Silas Casey's manual, "U.S. Army Infantry Tactics for the Instructions, Exercises, and Maneuvers of the Soldier, a Company, a Line of Skirmishers, Battalion, Brigade, or Corps D' Armee" envision for the senior NCO?

Question 5

How did the Army, during World War I, solve the problem of filling the combat losses of junior officers?

Question 6

What was the main cause for the inflation in grade structure during WWII?

Question 7

What did combat studies of the Korean Conflict show about NCO participation?

Question 8

What was the primary role of the first American forces in Vietnam?

Question 9

What kind of leadership did success on the battlefield in Vietnam depend on?

1-1-12. Check Your Learning, cont

Question 10 What were the three causes that stretched the Army in Vietnam thin at the mid-level NCO grades, that led to the "Shake and Bake" NCO?

Question 11 What program did the Army introduce in 1980 that concentrated on "doing" rather than "testing" and enabled NCOs to apply the training and skills learned in NCOES in their units?

Question 12 What is the goal of NCOES and NCO training?

1-1-13. Answer Key and Feedback

-
- Question 1** Correct response is: French, Prussian, and British, Ref: page 1-1-4, para 1-1-2.
-
- Question 2** Correct response is: Baron Frederick William Von Steuben, Ref: page 1-1-5, para 1-1-3.
-
- Question 3** Correct response is: Brigadier General Winfield Scott, Ref: page 1-1-5, para 1-1-4.
-
- Question 4** Correct response is: Situations in which senior sergeants would have to take command of units on the spot when all officer became casualties, Ref: pages 1-1-6 thru 1-1-7, para 1-1-5.
-
- Question 5** Correct response is: Allowing able-bodied NCOs to step in and replace the fallen officers, Ref: page 1-1-7, para 1-1-6.
-
- Question 6** Correct response is: The introduction of the "technical specialist," Ref: page 1-1-8, para 1-1-7.
-
- Question 7** Correct response is: NCOs participated significantly in every outstanding performance by an infantry company, Ref: page 1-1-9, para 1-1-8.
-
- Question 8** Correct response is: Military advisers, Ref: page 1-1-9, para 1-1-9.
-
- Question 9** Correct response is: Effective small unit leadership, page 1-1-10, para 1-1-9.
-
- Question 10** Correct response is: 1. Combat Killed and Wounded, 2, Noncombat Losses, and 3. the one year rotation system, Ref: page 1-1-10, para 1-1-9.
-

1-1-13 . Answer Key and Feedback, cont

Question 11 Correct response is: NCO Development Program (NCODP). Ref: pages 1-1-11, para 1-1-10.

Question 12 Correct response is: To prepare NCOs to lead and train soldiers who work and fight under their supervision and assist their leaders to execute the unit's mission, Ref: pages 1-1-11 thru 1-1-12, para 1-1-10.

Module 1 Lesson 2

Duties, Responsibilities, and Authority of NCOs (L202)

1-2. Lesson Overview

**Lesson
Presentation**

This lesson describes the duties, responsibilities, and authority of NCO.

**Lesson Content,
Terminal
Learning
Objective
(TLO) and
Enabling
Learning
Objective,
(ELOs)**

Topic	Page
TLO: Determine your duties, responsibilities, and authority as an NCO.	NA
Introduction	1-2-2
ELO 1: Identify the three channels of communication and their functions (RESIDENT INSTRUCTION).	NA
ELO 2: Identify the difference between command authority and general military authority.	1-2-2
ELO 3: Identify specified and implied missions.	1-2-5
ELO 4: Identify the difference between individual and command responsibility.	1-2-6
ELO 5: Identify noncommissioned officer responsibilities and associated duties (RESIDENT INSTRUCTION).	NA
ELO 6: Identify command relationships desired between officers, NCOs, and their subordinates (RESIDENT INSTRUCTION).	NA
ELO 7: Identify policy, goal, and the objectives of the Noncommissioned Officer Development Program (NCODP).	1-2-7
Lesson Review	1-2-12
Check Your Learning	1-2-13
Answer Key and Feedback	1-2-15

References

The following table lists the references for this lesson:

Number	Title	Date	Para No.
AR 350-17	Noncommissioned Officer Development Program (NCODP)	May 91	Para 4 thru 6
AR 600-20	Army Command Policy	Jul 99	Chap 4, Para 4-8
FM 22-100	Army Leadership	Aug 99	Para 1-56, Para 5-42, and App A

1-2-1. Introduction**Purpose**

This lesson provides information that will help you successfully lead your soldiers on a day-to-day basis and prepare you to be a successful leader on the next battlefield. It discusses the difference between command authority and general military authority, specified and implied missions of a noncommissioned officer, and the difference between individual and command responsibility. This lesson also explains the policy, goal, and objectives of the Noncommissioned Officer Development Program (NCODP).

You will receive additional instruction on this material during the resident phase of lesson L202. This material supports the resident lesson and is necessary for you to participate in the resident discussion of this topic.

1-2-2. Identify The Difference Between Command Authority And General Military Authority**Introduction**

You are beginning a very important step in your professional development. PLDC is the first step in the Noncommissioned Officer Education System (NCOES). As a noncommissioned officer, you must know what duties, responsibilities, and authority you have and where it comes from.

1-2-2. Identify The Difference Between Command Authority And General Military Authority, cont

Definition of Authority

Authority is the legitimate power of leaders to direct subordinates or to take action within the scope of their positions. Military authority begins with the Constitution, which divides it between Congress and the president. Congress has the authority to make laws that govern the Army. The president, as commander in chief, commands the armed forces, including the Army. There are two types of military authority--"command" and "general military."

Command Authority

Command authority is the authority leaders have when they are in a command-designated position that requires direction and control of other soldiers.

Command is the authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment. Command includes the authority and responsibility for effectively using available resources to organize, direct, coordinate, employ, and control military forces so that they accomplish assigned missions. It also includes responsibility for the health, welfare, morale, and discipline of assigned personnel.

Command authority originates with the president and may be supplemented by law or regulation. It is the authority that a commander lawfully exercises over subordinates by virtue of rank or assignment. Only commissioned and warrant officers may command Army units and installations. DA civilians may exercise general supervision over an Army installation or activity; however, they act under the authority of a military supervisor. DA civilians do not command.

Army leaders are granted command authority when they fill command-designated positions. These normally involve the direction and control of other soldiers and DA civilians. Leaders in command-designated positions have the inherent authority to issue orders, carry out the unit mission, and care for both military members and DA civilians within the leader's scope of responsibility.

General Military Authority

General military authority originates in oaths of office, law, rank structure, traditions, and regulations. This broad-based authority also allows leaders to take appropriate corrective actions whenever a member of any armed service,

1-2-2. Identify The Difference Between Command Authority And General Military Authority, cont

General Military Authority

anywhere, commits an act involving a breach of good order or discipline. AR 600-20, paragraph 4-5, states this specifically, giving commissioned, warrant, and noncommissioned officers authority to "quell all quarrels, frays, and disorders among persons subject to military law"--in other words, to maintain good order and discipline. An example of this is when an NCO makes an on the spot correction of a soldier from another unit

All enlisted leaders have general military authority. For example, dining facility managers, platoon sergeants, squad leaders, and tank commanders all use general military authority when they issue orders to direct and control their subordinates. Army leaders may exercise general military authority over soldiers from different units.

For NCOs, another source of general military authority stems from the combination of the chain of command and the NCO support channel. The chain of command passes orders and policies through the NCO support channel to provide authority for NCOs to do their job.

As a noncommissioned officer, you have both general military authority and the duty to enforce policies and regulations. Failure to exercise your general military authority is neglecting your duty for which you can be held accountable.

Another source of authority for NCOs stems from the combination of the chain of command and the NCO support channel. The chain of command passes orders and policies through the NCO support channel to provide authority for NCOs to do their job.

Delegation of Authority

Just as Congress and the president cannot participate in every aspect of armed forces operations, most leaders cannot handle every action directly. To meet the organization's goals, officers delegate authority to NCOs and, when appropriate, to DA civilians. These leaders, in turn, may further delegate that authority; leaders may delegate authority in whole or in part, unless limited by law.

1-2-3. Identify Specified and Implied Missions

Description of Duty

As a noncommissioned officer, you have duties and responsibilities. As you review this material, keep in mind that your ultimate objective is to understand how duties and responsibilities interrelate.

Duty begins with everything required of you by law, regulation, and orders; but it includes much more than that. You must commit yourself to excellence in all aspects of your professional responsibility. That way, when you have accomplished the mission, you can look back and say, "I couldn't have given any more." You as a leader must take the initiative, figuring out what needs to be done before being told what to do.

As a leader you should never shade the truth, but follow your higher duty to the Army and the nation. It is your duty as a leader to take charge, even in unfamiliar circumstances.

In extremely rare cases, you may receive an illegal order. Duty requires you to refuse to obey it. As a good leader you execute the boss's decisions and orders with energy and enthusiasm, the exception to this principle is your duty to disobey illegal orders. This is not a privilege you can conveniently claim, but a duty you must perform. If you think an order is illegal, first be sure that you understand both the details of the order and its original intent. First, you should seek clarification from the person issuing the order. If time permits seek legal counsel, if not, make the best judgment possible.

Definition of Duty

Duties fall into two separate mission categories

- Specified missions
 - Implied missions
-

Specified Missions

Specified missions come from your boss or higher headquarters and or specifically charged to an individual in official publications or orders.

Implied Missions

Implied missions are those duties covering all aspects of an individual's job that are not spelled out, yet are vital to mission accomplishment. They

1-2-3. Identify Specified and Implied Missions, cont

Implied Missions,
continued

include the multitude of implied tasks involved in leadership and motivation which not only get the job done, but done better causing the unit to function at an optimum level.

In most cases, the accomplishment of implied missions depend upon individual initiative. For example, while in the motor pool, fuel becomes available to top off your unit's vehicles. You ensure all the drivers in your unit top off all the vehicles. Your initiative assists in mission accomplishment.

This is another example. During the duty day, you recognize free time is available from regular duties. You decide to provide additional training during this free time. This training assists in unit and Army mission accomplishment.

A soldier may or may not have someone tell him to accomplish implied missions. He normally just does them or fails to do them. Implied missions are usually people oriented and concern every aspect of safe mission accomplishment. Often you will complete implied missions to identify mission hazards.

1-2-4. Identify The Difference Between Individual And Command Responsibility

Introduction

No definitive lines separate officer, NCO, and DA civilian responsibilities. Officers, NCOs, and DA civilians lead other officers, NCOs, and DA civilians and help them carry out their responsibilities. Commanders set overall policies and standards, but all leaders must provide the guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. Similarly, subordinates must assist and advise their leaders. Mission accomplishment demands that officers, NCOs, and DA civilians' work together to advise, assist, and learn from each other. Responsibilities fall into two categories--"command" and "individual."

1-2-4. Identify The Difference Between Individual And Command Responsibility, cont

Individual Responsibility

All soldiers and DA civilians must account for their personal conduct. Commissioned officers, warrant officers, and DA civilians assume personal responsibility when they take their oath. DA civilians take the same oath as commissioned officers. Soldiers take their initial oath of enlistment. Members of the Army account for their actions to their fellow soldiers or coworkers, the appointed leader, their unit or organization, the Army, and the American people.

Here is an example. An Army member must have sufficient funds in his account when he writes a check. If the bank returns a member's check for lack of funds, he is responsible, not the superior. In other words, the individual is responsible for what he does, not his leader.

Command Responsibility

Command responsibility refers to collective or organizational accountability and includes how well units perform their missions. For example, a company commander is responsible for all the tasks and missions assigned to his company; his leaders hold him accountable for completing them. Military and DA civilian leaders have responsibility for what their sections, units, or organizations do or fail to do.

Role of the NCO

NCOs, the backbone of the Army, train, lead, and take care of enlisted soldiers. They receive their authority from their oaths of office, law, rank structure, traditions, and regulations. This authority allows them to direct soldiers, take actions required to accomplish the mission, and enforce good order and discipline. NCOs represent officer, and sometimes DA civilian, leaders. They ensure their subordinates, along with their personal equipment, are prepared to function as effective unit and team members. While commissioned officers command, establish policy, and manage resources, NCOs conduct the Army's daily business

1-2-5. Identify the Policy, Goal and Objectives of the Noncommissioned Officer Development Program (NCODP)

NCODP Policy

As a noncommissioned officer, you should understand the Noncommissioned Officer Development Program (NCODP).

1-2-5. Identify the Policy, Goal and Objectives of the Noncommissioned Officer Development Program (NCODP), cont

NCODP Policy, continued

The NCODP is a hands-on program, tailored to the unique requirements of the unit. As with all leader training, the NCODP is a command responsibility. The program reflects command priorities and expectations for leader development, jointly determined by commanders and their senior NCOs. It is a battalion, separate company, or equivalent level program and is equally applicable to both table of organization and equipment units (TO&E) and table of distribution and allowances (TDA) units.

The NCODP consists of training programs, formal and informal, one-on-one or groups, involving coaching as well as instruction, and will be fully integrated into the daily routine of the unit.

The NCODP builds upon the contributions of the Army's Enlisted Personnel Management System and the sequential and progressive design of the Noncommissioned Officer Education System. These two systems provide a valuable foundation for the development of NCOs; however, it is through the application of values, attributes, skills, and actions (VASA) in the unit that soldiers become quality NCOs.

Goal of NCODP

The goal of the NCODP is to increase and sustain NCO combat readiness at the highest possible level.

Objectives of NCODP

The objectives of the NCODP are to:

- Develop and strengthen leadership skills and professional attributes within the NCO Corps.
 - Provide guidance in the continuing development of NCOs by taking advantage of opportunities to send leaders to appropriate and affordable technical, developmental, skill qualification, and confidence building courses.
 - Increase confidence of the NCO through identification for and assignments to positions of greater responsibility as the NCO develops and demonstrates increased leadership ability.
 - Realize the full potential of the NCO support channel.
 - Increase unit effectiveness and combat readiness through improving NCO quality, morale, performance, and potential.
 - Foster a unit environment that enhances continued NCO leader development.
-

1-2-5. Identify the Policy, Goal and Objectives of the Noncommissioned Officer Development Program (NCODP), cont

Responsibilities Commanders of battalions, separate companies, and equivalent organizations will:

- Be responsible to develop and implement an effective NCODP.
- Ensure the program supports the unit mission and enhances development of noncommissioned officers (NCOs).
- Ensure that the program has stated objectives with measurable and reachable standards.
- Ensure time and other resources are provided for the conduct of the NCODP.
- Tailor directives for the unit's NCODP on doctrine, tactics, techniques, and procedures relating to battle focused training and mission essential task list (METL).
- Be responsive to the professional needs of the unit's NCOs in conjunction with the values, attributes, skills, and actions (VASA) required at each NCO skill level.

Command sergeants major (CSM), first sergeants, or senior NCOs of battalions, separate companies, or equivalent organizations will:

- Advise the commander on all aspects of the NCODP.
 - Implement the commander's directives and guidance on the unit's NCODP.
 - Be responsible for content, pertinence, and implementation of the unit's NCODP.
 - Assess the NCODP utilizing the program goal and objectives stated in this regulation.
 - Provide feedback to the unit commander concerning the NCODP effectiveness as part of the training evaluation process.
-

NCO Support Channel

The NCO support channel parallels and reinforces the chain of command. NCO leaders work with and support the commissioned and warrant officers of their chain of command. For the chain of command to work efficiently, the NCO support channel must operate effectively. At battalion level and higher, the NCO support channel begins with the command sergeant major, extends through first sergeants and platoon sergeants, and ends with section chiefs, squad leaders, or team leaders

1-2-5. Identify the Policy, Goal and Objectives of the Noncommissioned Officer Development Program (NCODP), cont

NCO Support Channel, cont

The connection between the chain of command and NCO support channel is the senior NCO. Commanders issue orders through the chain of command, but senior NCOs must know and understand the orders to issue effective implementing instructions through the NCO support channel. Although the first sergeant and command sergeant major are not part of the formal chain of command, leaders should consult them on all individual soldier matters. Successful leaders have a good relationship with their senior NCOs.

Successful commanders have a good leader-NCO relationship with their first sergeants and command sergeants major. The need for such a relationship applies to platoon leaders and platoon sergeants as well as to staff officers and NCOs. Senior NCOs have extensive experience in successfully completing missions and dealing with enlisted soldier issues. Also, senior NCOs can monitor organizational activities at all levels, take corrective action to keep the organization within the boundaries of the commander's intent, or report situations that require the attention of the officer leadership. A positive relationship between officers and NCOs creates conditions for success.

THE COMMISSIONED OFFICER
<ul style="list-style-type: none"> • Commands, establishes policy, and manages Army resources. • Integrates collective, leader, and soldier training to accomplish missions. • Deals primarily with units and unit operations. • Concentrates on unit effectiveness and readiness.
THE WARRANT OFFICER
<ul style="list-style-type: none"> • Provides quality advice, counsel, and solutions to support the command. • Executes policy and manages the Army's systems. • Commands special purpose units and task-organized operational elements. • Focuses on collective, leader, and individual training. • Operates, maintains, administers, and manages the Army's equipment, support activities, and technical systems. • Concentrates on unit effectiveness and readiness.
THE NONCOMMISSIONED OFFICER
<ul style="list-style-type: none"> • Trains soldiers and conducts the daily business of the Army within established policy. • Focuses on individual soldier training. • Deals primarily with individual soldier training and team leading. • Ensures that subordinate teams, NCOs, and soldiers are prepared to function as effective unit and team members.
THE DEPARTMENT OF THE ARMY CIVILIAN
<ul style="list-style-type: none"> • Establishes and executes policy, leads people, and manages programs, projects, and Army systems. • Focuses on integrating collective, leader, and individual training. • Operates, maintains, administers, and manages Army equipment and support, research, and technical activities. • Concentrates on DA civilian individual and organizational effectiveness and readiness.

Figure 1-1-2. Roles and Responsibilities of Commissioned, Warrant, Noncommissioned, and DA Civilian Leaders

1-2-6. Lesson Review

During this part of the lesson you identified:

- The difference between command authority and general military authority.
- Specified and implied missions.
- The difference between individual and command responsibilities.
- The policy, goal, and objectives of the Noncommissioned Officer Development Program (NCODP).

In the resident part of this lesson, you will receive additional instruction on the duties, responsibilities, and authority of NCOs.

As a leader, you must execute your duties and responsibilities within the guidelines presented in this lesson and the references listed in the overview. Remember, your failure to properly execute your duties and responsibilities will have a negative effect on both your soldiers and your unit, and could lead to adverse actions against you.

1-2-7. Check Your Learning

Directions

This is a self-graded exercise. Circle the letter of the correct response or fill in the blank with the correct response. Upon completion, compare your responses to the correct responses in the answer key and feedback sheet.

Question 1

What type of military authority includes the responsibility to organize, direct, coordinate, employ, and control military forces?

- a. Command.
 - b. Designated.
 - c. Legal.
 - d. Specified.
-

Question 2

What type of authority is an NCO exercising when he stops a soldier from another unit to make an on the spot correction?

- a. Directed.
 - b. Command.
 - c. Specified.
 - d. General military.
-

Question 3

What type of authority do all enlisted leaders have?

- a. Directed.
 - b. Command.
 - c. Specified.
 - d. General military.
-

Question 4

SGT James gave his squad member a task verbally and in writing regarding charge of quarters. Which of the following describes this type of mission?

- a. Identified.
 - b. Specified.
 - c. Applied.
 - d. Implied.
-

1-2-7 Check Your Learning, cont

Question 5 When SGT James takes his APFT, what type of duty is he performing?

- a. Identified.
 - b. Specified.
 - c. Directive.
 - d. Implied.
-

Question 6 Doing something without being told to, to correct a discrepancy, is an example of what type of duty?

- a. Individual.
 - b. Specified.
 - c. Command.
 - d. Implied.
-

Question 7 “All soldiers and civilians must account for their personal conduct”, describes which type of responsibility?

- a. Individual.
 - b. Command.
 - c. Charismatic.
 - d. Collective.
-

Question 8 Which responsibility makes soldiers responsible for what they do, not the leader?

- a. Individual.
 - b. Command.
 - c. Charismatic.
 - d. Collective.
-

Question 9 What is “command responsibility”?

- a. Being responsible for all tasks and missions assigned to a unit.
 - b. Having charismatic power
 - c. Being responsible for your individual actions and conduct.
 - d. Reserved for noncommissioned officers in charge.
-

1-2-8 Answer Key and Feedback Sheet

- Question 1** Correct response is: a. Command, Ref: Command Authority, Second Paragraph, p 1-2-3
-
- Question 2** Correct response is: d. General military, Ref: General Military Authority, First Paragraph, p 1-2-4
-
- Question 3** Correct response is: b. General military, Ref: General Military Authority, Second Paragraph, p 1-2-4
-
- Question 4** Correct response is: b. Specified, Ref: Specified Missions, p 1-2-5.
-
- Question 5** Correct response is: b. Specified, Ref: Specified Missions, p 1-2-5..
-
- Question 6** Correct response is: d. Implied, Ref: Implied Missions, p 1-2-5.
-
- Question 7** Correct response is: a. Individual, Ref: Individual Responsibility, First Paragraph, p 1-2-7.
-
- Question 8** Correct response is: a. Individual, Ref: Individual Responsibility, p 1-2-7.
-
- Question 9** Correct response is: a. Being responsible for all tasks and missions assigned to a unit, Ref: Command Responsibility, p 1-2-7.
-

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Module 1 Lesson 3

Maintain Discipline (P206)

1-3. Lesson Overview

Lesson Presentation This lesson presents your role in maintaining discipline in your unit.

Lesson Content, TLO, ELOs

Topic	Page
TLO: Determine the leader's role in maintaining unit discipline.	NA
Introduction	1-3-2
ELO 1: Identify the differences between discipline and self-discipline.	1-3-2
ELO 2: Identify the difference between non-judicial punishment and non-punitive measures.	1-3-3
ELO 3: Determine which corrective measures are available that best support your role in maintaining unit discipline.	1-3-4
ELO 4: Identify the legal implications of the DoD homosexual conduct policy.	1-3-7
Lesson Review	1-3-12
Check Your Learning	1-3-15
Answer Key and Feedback	1-3-17

References

The following table lists the references for this lesson.

Number	Title	Date
AR 27-10	Military Justice	Aug 99
FM 22-100	Army Leadership	Aug 99
AR 600-20	Army Command policy	Jul 99
TSP 181-A-0001	Identify the Legal Implications of the DoD Homosexual Conduct Policy	Sep 00

1-3-1. Introduction

Purpose

One of the greatest pillars of the Army is how well it trains discipline. From the beginning of military times the first thing taught was discipline. Can a leader manage a group of soldiers without discipline? If so, will the leadership be effective, with adequate support to accomplish the mission, or will everyone do his or her own thing? As you know, the Army requires leaders and soldiers that can act responsibly in any given situation. This means having the ability to do what needs to be done with or without the leader. Therefore discipline is critical. In this lesson you will learn about the aspects of discipline to include self-discipline, building discipline, and your role as a leader, and the legal implications of the homosexual conduct policy. The lesson will center on maintaining discipline in the unit.

Everything taught revolves around teamwork in the military. As a leader you must instill discipline in your subordinates because of the mission and severity of our jobs in the military. Many times we only think of punishment as discipline, overlooking the reality that self-will, determination, responsibility, and desire impact heavily on unit discipline. As a leader you must identify your role and assist in maintaining discipline.

NOTE: This preresident package provides material that you will not cover in the resident phase of training.

1-3-2. Identify the Differences Between Discipline and Self-Discipline

Discipline

Before determining your role, let's discuss what makes up discipline. Discipline is a combination of Army values, attributes, skills, and actions that relate directly to the physical and mental well being development of each soldier. An Army without discipline is ineffective and unmanageable. On the other hand, a disciplined army has esprit, purpose, courage, high morale, and with adequate support, can accomplish any mission. Discipline is very important to the character of the military force, therefore noncommissioned officers must do everything within their power to identify and preserve those military standards and traditions that encourage discipline. FM 22-100, Army Leadership, describes discipline as a moral, mental, and physical state in which all ranks respond to the will of the leader, whether he is there or not. Disciplined soldiers take the right action, even if they don't feel like it. True, discipline demands habitual and reasoned obedience; an obedience that preserves initiative and works even when the leader is not around. Discipline doesn't just mean punishment for disobeying orders and demanding an instant response; discipline is more complex than that.

1-3-2. Identify the Differences Between Discipline and Self-Discipline, cont

Self-Discipline

Now let's talk about self-discipline, because it will assist you in identifying your role in your unit. Self-discipline means that you do what you need to do regardless of your feelings. Self-discipline allows Army leaders to do the right thing regardless of the consequences of personal safety for themselves or their subordinates. Under extreme stress of combat, you and your team might be cut off and alone, fearing for your lives, and having to act without guidance or knowledge of what's going on around you. Still, as a leader, you must think clearly and act reasonably. Self-discipline is the key to positive behavior. In peacetime, self-discipline gets your team out for the hard training that goes on until the standard is met, even if it requires going beyond the point when everyone wants to quit. Remember, self-discipline doesn't mean that you never get tired or discouraged, after all you're only human. Self-discipline does mean that you do what you need to do regardless of your feelings.

General Military Authority

Where do we get the power to enforce discipline. General military authority originates in oaths, office, law, rank structure, traditions, and regulations. This broad based authority allows leaders to take appropriate corrective actions whenever a member of any armed service, anywhere, commits an act involving a breach of good order or discipline. AR 600-20, paragraph 4-5, states this specifically; commissioned officers, warrant officers, and noncommissioned officers have the authority to "quell all quarrels, frays, and disorders among persons subject to military law" in other words, to maintain good order and discipline. You learned about discipline and how it consists of a combination of army values, attributes, skills, and actions that relate directly to the physical and mental sides of each soldier. Also from your study about self-discipline you learned that it allows Army leaders to do the right thing regardless of the consequences for them or their subordinates.

1-3-3. Identify the Difference Between Non-Judicial Punishment and Non-Punitive Measures

Non-Judicial Punishment

The Army imposes non-judicial punishment to correct misconduct in violation of the Uniform Code of Military Justice (UCMJ). Such conduct may result from intentional disregard of or failure to comply with prescribed standards of military conduct. The use of non-judicial punishment is proper

1-3-3. Identify the Difference Between Non-Judicial Punishment and Non-Punitive Measures, cont

Non-Judicial Punishment, continued

in all cases involving minor offenses if non-punitive measures are inadequate or inappropriate. If it is clear that non-judicial punishment is not sufficient to meet the end of justice, you must take more stringent measures. The commander who imposes non-judicial punishment, does so to correct, educate, and reform offenders that the commander determines cannot benefit from less stringent measures. Only commanders at all levels can impose non-judicial punishment. The term commander means: a commissioned or warrant officer who, by virtue of that officer's grade and assignment, exercises primary command authority over a military organization or prescribed territorial area. The term "minor" includes misconduct not involving any greater degree of criminality than in the average offense tried by summary court-martial.

Non-Punitive Measures

Non-punitive measures usually deal with misconduct resulting from simple neglect, forgetfulness, laziness, inattention to instructions, sloppy habits, immaturity, difficulty in adjusting to disciplined military life, and similar deficiencies. Non-punitive actions are those measures available to the NCO that enable him to maintain discipline through corrective actions. Some of these non-punitive disciplinary measures require the support of the commander exercising "command" over the disciplined soldier.

1-3-4. Determine Which Corrective Measures are Available that Best Support Your Role in Maintaining Unit Discipline

Corrective Measures

Non-punitive actions are those measures available to you, the NCO, which allow you to maintain discipline through corrective actions. Corrective actions allow you to emphasize correction, not punishment. The use of corrective actions implies that the soldier can, with proper guidance, become efficient and competent. Some corrective actions that are available are reprimands and admonitions, counseling, and extra training or instruction. Figure 1-3-1 on the following page (1-3-5) list more options for enforcing discipline.

1-3-4. Determine Which Corrective Measures are Available that Best Support Your Role in Maintaining Unit Discipline, cont

Corrective Measures,
continued

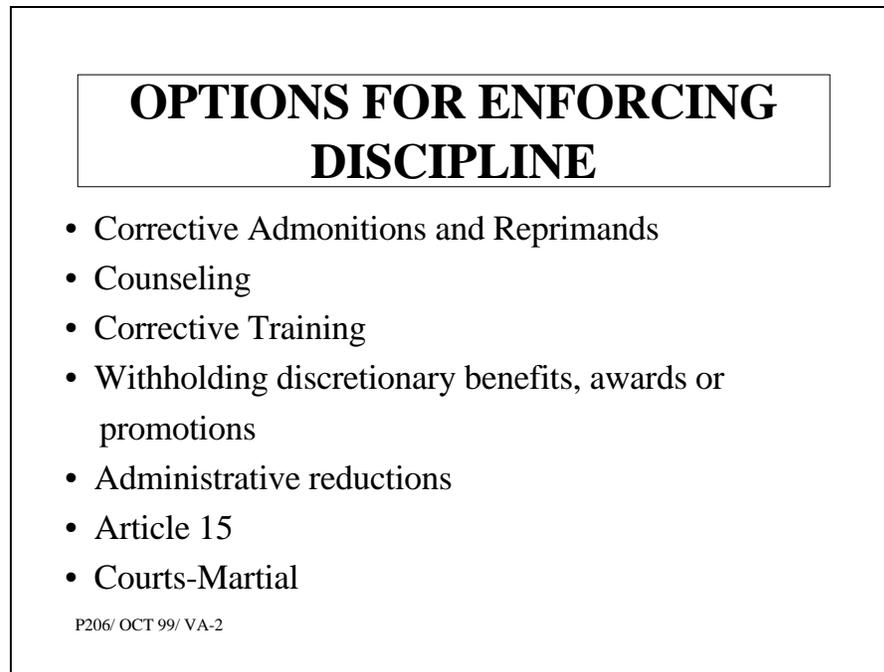


Figure 1-3-1

Reprimands & Admonitions

Reprimands and admonitions are similar. The reprimand is a severe, usually formal act of scolding, a strong criticism, or a severe chewing out. It may be oral or written and any NCO or Officer may impose it.

Admonitions are the acts of counseling, advising, or cautioning, and are a gentler expression of your disapproval of actions or lack of action. In other words, an admonition is a warning or chewing out. It too may be either written or oral and any NCO or Officer may impose it.

When a commander imposes a written admonition or reprimand as non-punitive punishment, he must ensure the admonition or reprimand contains a statement to indicate that he imposed it as an administrative measure and not as punishment under Article 15 of the UCMJ. This admonition or reprimand is in a memorandum format to the soldier for acknowledgment and rebuttal.

1-3-4. Determine Which Corrective Measures are Available that Best Support Your Role in Maintaining Unit Discipline, cont

Counseling

Counseling is a dimension of discipline that adds to the leadership climate of the unit. Soldiers need to know what the unit's standards are, and counseling is how leaders inform soldiers of those standards. Leaders should developmentally counsel soldiers on the soldiers' successes and failures to meet standards. During this course, you will receive training on counseling.

Corrective Training

Many leaders refer to corrective training as extra training, extra instruction, or extra duty. Be careful when you call extra training, extra duty. Extra duty implies punishment rather than corrective actions. Extra training is one of the most effective non-punitive disciplinary measures available to the NCO. You may use extra training to correct problems that do not require UCMJ actions. Use corrective training when a soldier's duty performance is substandard or deficient. For example, you may require a soldier who fails to maintain proper attire to attend classes on the wearing of the uniform and stand inspection until the deficiency no longer exists. The training or instruction must relate directly to the deficiency observed. Orient the training to correct a particular deficiency. You may conduct extra training or instruction before or after duty hours. This type of training will not always work. When all else fails, you should resort to recommending punitive actions to correct substandard behavior.

Withholding Discretionary Benefits, Awards, or Promotions

Another option for maintaining discipline is withholding awards, promotions, and certain benefits. The commander can defer (delay) or withhold awards, promotions, and certain benefits, either unilaterally (by the commander alone) or through the controlling commander or board, as non-punitive measures. The benefits the commander may withhold are only those that he has the power to grant. Before initiating or recommending any action concerning benefits, consult with your platoon sergeant or first sergeant to ensure your commander has the authority to withhold the benefits. Some of the benefits a commander may withhold are: denial of pass or other privileges, denial or delay of awards, denial or limitation of alcoholic beverages in the barracks area, and denial of check cashing privileges. You

1-3-4. Determine Which Corrective Measures are Available that Best Support Your Role in Maintaining Unit Discipline, cont

Withholding Discretionary Benefits, Awards, or Promotions, continued

need to keep in mind that you must have the assistance and cooperation of the commander to impose some of these corrective non-punitive measures.

Having a good working knowledge of these non-punitive measures that you learned about today, allows you to provide the commander with knowledgeable and sound recommendations. Leaders and subordinates must believe that by using proper administrative actions, the soldier will adjust and improve his conduct and not become a candidate for punitive actions later.

1-3-5. Identify Legal Implications of the DoD Homosexual Policy

General Policy

For soldiers who have been in the Army since 1994, it is important to realize that the DoD policy on homosexual conduct has not changed since then. Under this policy, soldiers still have certain rights, and commanders still have certain responsibilities when investigating allegations of homosexual conduct. Based on recent Army guidance, this lesson plan also focuses on the right of soldiers, and the responsibilities of the command, when faced with a soldier harassed or threatened because of a perceived sexual orientation.

The key to understanding the DoD policy on homosexual conduct is to remember that it focuses on homosexual conduct (what a soldier does or says) not on sexual orientation alone. (How a soldier feels about himself or herself as a heterosexual ["straight"] or homosexual ["gay" or "lesbian"] or bisexual [sexually attracted to both genders]).

SAM

The easiest way to remember the key features of the DoD policy on homosexual conduct is to remember the acronym "SAM." SAM stands for:

- Statements (e.g., "I am gay")
- Acts
- Marriages (actual or attempted)

Statements: The command will take action to separate a soldier who says he or she is gay, or a lesbian, or has a homosexual orientation, because the law says it is reasonable to presume that someone who says he or she has

1-3-5. Identify Legal Implications of the DoD Homosexual Policy, cont

SAM,
continued

such an orientation will act on that orientation. There is, however, a special rule about statements.

- **Special Rule about Statements:** The command will process for separation a soldier who says that he or she is homosexual (e.g., "I'm gay," or "I'm a lesbian," or "I have a homosexual orientation," or similar such language). Why? Because it is reasonable to presume that someone who says that he or she has such an orientation will act on the orientation and engage in a homosexual act. However, such a soldier may attempt to convince an administrative separation board, that despite having made a statement that he or she is homosexual, the soldier will not engage in homosexual acts. If the soldier can convince the separation board that he or she will not engage in homosexual acts, the board can choose to recommend the command retains the soldier in the Army.

Acts: The command will take action to separate a soldier who performs a homosexual act.

- A homosexual act is any bodily contact, actively taken or passively permitted, between members of the same sex, for the purpose of satisfying sexual desire. It does not require any particular form of intercourse or penetration.
- A homosexual act also includes any bodily contact that a reasonable person would understand to demonstrate a likelihood that the person will engage in homosexual acts. Depending on the circumstances, this could include handholding, kissing, or "slow" dancing with a member of the same sex.

Marriages: The command will take action to separate a soldier who marries or attempts to marry a person of the same biological gender (a male soldier who marries or tries to marry another man, or a female soldier who marries or tries to marry another woman).

Duty

It is your duty, as well as your legal obligation, to follow the Army's rules and policies. You demonstrate your loyalty to the Army and your fellow soldiers by behaving in accordance with Army policies. You also serve honorably when you adhere to the Army's regulations, policies, and laws.

1-3-5. Identify Legal Implications of the DoD Homosexual Policy, cont

Consequences

As a soldier, you have violated the homosexual conduct policy and the Army may discharge you should you take any of the following actions:

- Make a homosexual statement (for example, "I am gay," "I am a lesbian," "I am homosexual," or "I have a homosexual orientation")
 - Engage in a homosexual act.
 - Enter, or attempt to enter, into a same sex marriage.
-

Special Point

Saying that you are a homosexual or committing other homosexual conduct so you can avoid a military obligation, not only violates Army policy, it betrays your military duty. If you make such a statement or commit such conduct to avoid a military obligation, (such as a deployment), you may also be subject to disciplinary action under the UCMJ.

Investigating Homosexual Conduct

Before discussing the topic of investigating homosexual conduct, you first need to have a clear understanding of the DoD policy on homosexual conduct. Remember that the policy is conduct-based, focusing on what a soldier does or says, not on the soldier's orientation.

Only commanders can initiate fact-finding inquiries into homosexual conduct. You may not, on your own, do any investigation or inquiry into whether a soldier is homosexual or has committed homosexual conduct. Subordinate leaders should direct questions and report grounds for separation to their commander. A soldier's duty to do the right thing extends to reporting observed incidents. Subordinate leaders should remain sensitive to instances of harassment based on perceived sexual orientation. As a subordinate leader you must report such incidents to the chain of command.

Commanders investigate homosexual conduct only if there is credible evidence of a homosexual statement, act, or marriage (remember "SAM"). What is credible evidence? Credible evidence is any information considering its source and the surrounding circumstances that supports a reasonable belief that there is a basis for discharge.

Commanders are not supposed to investigate (or take other action) when there is **NO** credible evidence of a basis for discharge. Examples of NO credible evidence include:

- Mere suspicion of homosexual conduct.
-

1-3-5. Identify Legal Implications of the DoD Homosexual Policy, cont

Investigating Homosexual Conduct, continued

- Other peoples' opinions or rumors about a soldier's homosexual orientation, when the opinion or rumor has no factual basis for discharge.
- The fact that the soldier reads homosexual publications or goes to a homosexual bar.
- Statements made by a soldier claiming homosexuality when the evidence available at the time of the statement supports an attempt to avoid duty, or to void an enlistment. Commanders should exercise care before determining that such statements do not meet the requirements of "SAM" as outlined in the DoD Homosexual Conduct Policy guidelines.

The Army prefers informal inquiries. The Criminal Investigation Division (CID) or the Military Police Investigation (MPI) usually should not become involved in an investigation to determine if homosexual conduct took place.

When interviewing a soldier believed to have committed homosexual conduct, the interviewer should explain the homosexual conduct policy before questioning. The interviewer will begin the interview by informing the soldier of his or her rights against self-incrimination under Article 31 of the UCMJ. If the soldier does not want to make a statement, the interviewer will not ask further questions.

An interviewer shall not ask, and the Army does not require a soldier to reveal whether he or she is heterosexual, homosexual, or bisexual. For example, you cannot ask either, "Are you homosexual?" or "Are you gay?"

If the inquiry is only about a statement (e.g., "I am gay") the soldier has made, in most cases, the admission by the soldier is sufficient and requires no further investigation. If a commander wishes to investigate further to determine whether the statement is credible, the commander may further investigate in the following manner:

- Before the interview, read the soldier his or her rights against self-incrimination under Article 31 of the UCMJ.
 - Ask the soldier if he or she has committed, or attempted to commit, homosexual acts. Ask the soldier if he or she intends to commit homosexual acts in the future. Ask the soldier why he or she made the statement and what the statement meant.
 - The interviewer may even question members of the soldier's supervisory chain-of-command or other persons suggested by the soldier in the interview.
-

1-3-5. Identify Legal Implications of the DoD Homosexual Policy, cont

Investigating Homosexual Conduct, continued

- Any inquiry beyond that stated in the three previous bullet statements above, the Army considers it to be a "Substantial Investigation" requiring approval from DA level.

Interviewers will consider statements made by a soldier to certain individuals (e.g., chaplains, attorneys, and spouses) as confidential. However, they may look at each such statement separately on a "case by case" basis to determine whether or not the statements are confidential.

It is your duty, as well as your legal obligation, to follow the Army's rules and polices. You demonstrate your loyalty to the Army and your fellow soldiers by behaving in accordance with Army policies. You also serve honorably when you adhere to the Army's regulations, policies, and laws.

If you take any of the following actions, you will violate the homosexual conduct policy:

- Investigate a soldier for homosexual conduct without your commander's permission.
 - Accuse a soldier of violating the homosexual conduct policy based on:
 - Suspicion without credible evidence.
 - Rumors
 - Observing a soldier with homosexual materials or in certain locations, (e.g., gay bars).
-

Anti-Harassment Policy

The Army's Anti-Harassment Policy is:

- **Harassed soldiers shouldn't undergo investigation:** A soldier harassed or threatened because of a perception that the soldier is homosexual, is not enough by itself to justify investigating the harassed/threatened soldier for homosexual conduct. This bar to investigation concerning the harassed soldier's sexual orientation does not prevent investigation of the soldier(s) committing the harassment for possible violation of the UCMJ.
 - **There must be credible information apart from harassment:** A commander still needs credible information apart from any threat or harassment to justify an investigation into homosexual conduct.
-

1-3-5. Identify Legal Implications of the DoD Homosexual Policy, cont

Anti-Harassment Policy, continued

- **When investigating a threat or harassment, a soldier's orientation/conduct should not be investigated.** When investigating a threat or harassment, the threatened/harassed soldier's sexual orientation should not be investigated, nor whether he or she committed homosexual conduct. The focus should be on the harassment or threat itself.
 - **If credible information comes up during the investigation, the commander must carefully review it.** The information must be credible, apart from the harassment or threat. Receiving this information does not stop the requirement to investigate and take appropriate action against any harasser.
 - **Harassed/threatened soldiers should seek out their chain-of-command:** A soldier who is receiving threats or harassment because of a perception that he or she is homosexual should always seek out the chain-of-command for help. Alternatively, the soldier should go to the inspector general, staff judge advocate legal assistance attorney, or the chaplain. The command cannot make harassment stop if no one reports it. Commanders must adequately address reported instances of harassment, to include initiating a commander's inquiry under the Rules of Courts Martial 303, or referring the case to MPI or CID for investigation of the individuals committing the harassment. Soldiers need to understand that reporting harassment or threats does not support an investigation into whether they committed homosexual conduct.
-

1-3-6. Lesson Review

Summary

During your study, you learned the definition of discipline. You know that discipline is prompt obedience to orders, a readiness for willing and intelligent obedience and conduct, and it ensures stability under stress. You also studied the options of non-punitive and punitive actions. Remember that non-punitive actions are to help the soldier make corrections, not to punish him. You learned about punitive actions, actions that come from the statutory provisions of the Uniform Code of Military Justice. Only commissioned officers or warrant officers in command of a company, troop, battery, or larger units may impose punishment.

During your study, you also learned that dealing with the lesser range of misconduct, the noncommissioned officer's primary concern is to teach

1-3-6. Lesson Review

discipline and train to the proper standards of conduct. The NCO cannot impose penalties; however, wise use of corrective actions results in a soldier adjusting and improving his conduct to avoid punitive actions. Therefore, the NCO's use of corrective non-punitive actions is the normal and most desired method of maintaining discipline in units. Remember! your role as an NCO is to train your team, and discipline is a part of that training.

You also learned that the DoD Army policy on homosexual conduct focused on homosexual conduct and not on sexual orientation. You learned that the policy covering homosexual conduct, which includes statements, acts, and marriages, allows the Army to separate the soldier for such conduct. However, you should remember there is a special rule about homosexual statements. A soldier may state he or she is gay, however the soldier may stay in the Army if the soldier can convince the separation board that he or she will not actually engage in homosexual acts.

You learned that only commanders can initiate fact-finding inquiries into homosexual conduct. CID or MPI investigators usually should not become involved in an investigation to determine whether homosexual conduct took place. Commanders may inquire into possible homosexual conduct only if there is credible evidence, meaning more than mere suspicion or rumor, of a homosexual statement, act, or marriage. A commander must explain the homosexual conduct policy to any soldier alleged to have been involved in homosexual conduct before inquiring further. The interviewer, before asking any questions, must first inform the soldier of his or her rights against self-incrimination under Article 31 of the UCMJ. A "substantial investigation" requires approval from Department of the Army level.

Finally, you learned that soldiers who feel threatened or harassed because of perceived homosexual orientation are advised to seek assistance from their chain-of-command, chaplain, IG, or JAG legal assistance attorney. When investigating a threat or harassment, the focus should be on the threat or harassment and not on the perceived sexual orientation or alleged homosexual conduct of the threatened/harassed soldier. If the commander has credible information regarding any homosexual conduct apart from the threat or harassment, the commander could then initiate an inquiry into these allegations.

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1-3-7. Check Your Learning

Directions

This is a self-graded exercise. Circle the letter of the correct response or fill in the blank with the correct response. Upon completion, compare your responses to the correct responses in the answer key and feedback sheet.

Question 1

Discipline is a _____, _____, and _____ state in which all ranks respond to regardless of whether or not the leader is present.

Question 2

_____ means that you do what you need to do regardless of your feelings. It allows Army leaders to do the right thing regardless of the consequences for them or their subordinates.

Question 3

You impose _____ to correct misconduct in violation of the UCMJ.

Question 4

_____ usually deal with misconduct resulting from simple neglect, forgetfulness, or laziness.

Question 5

What is a severe, usually formal act of scolding?

Question 6

For the purposes of the Army's Policy, homosexual conduct can be categorized into what three key features?

Question 7

What action may a commander use if a soldier lies about engaging in homosexual conduct in order to avoid a military obligation, such as a deployment?

1-3-7. Check Your Learning, cont

Question 8 Who is the only person that can initiate fact-finding inquiries into homosexual conduct?

Question 9 From where does a commander receive permission to conduct a "Substantial Investigation?"

Question 10 What three agencies, outside the unit, can a soldier turn to in order to address either harassment or threats because of his/her perceived sexual orientation?

1-3-8 Answer Key and Feedback

Question 1 Correct response is: moral, mental, and physical state: Ref: page 1-3-2, para 1-3-2, Discipline.

Question 2 Correct response is: Self-discipline, Ref: page 1-3-3, Self-discipline.

Question 3 Correct response is: nonjudicial punishment: Ref: page 1-3-4, para 1-3-3, Non-judicial Punishment.

Question 4 Correct response is: Nonpunitive measures :Ref: page 1-3-4, para 1-3-4, Corrective measures.

Question 5 Correct response is: Reprimand. Ref: page 1-3-5, para 1-3-5, Reprimands & Admonitions.

Question 6 Correct response is: Statements, Acts, Marriage, Ref: page 1-3-7, para, 1-3-5, SAM

Question 7 Correct response is: Punish the soldier under the UCMJ, Ref: page 1-3-9, para 1-3-5, Special Point.

Question 8 Correct response is: Commander, Ref: page 1-3-9, para 1-3-5, Investigating Homosexual Conduct

1-3-8 Answer Key and Feedback, cont

Question 9 Correct response is: Department of the Army, Ref: page 1-3-11, para 1-3-5, Investigating Homosexual Conduct.

Question 10 Correct response is: Inspector General, Staff Judge Advocate Legal Assistance Attorney, and the Chaplain, Ref: page 1-3-12, para 1-3-5, Anti-Harassment Policy.

Module 1

Check Your Learning

Directions

This is a self-graded exercise designed to test your understanding of the material presented in this module. Circle the letter of the correct response or fill in the blank with the correct response. Upon completion, compare your responses to the correct responses in the answer key and feedback sheet.

Question 1

To form a unique American institution, the American Army blended the traditions of the _____, _____, and _____ armies.

Question 2

A professional development system that concentrates on “doing” rather than “testing” is the _____.

Question 3

What type of authority does a leader exercise over subordinates by virtue of rank or assignment?

- a. Indirect.
 - b. Command.
 - c. Specified.
 - d. General military.
-

Question 4

General military authority is the broad-based authority that applies to whom?

- a. All members of the Army.
 - b. Only members of your unit.
 - c. Only officers and warrant officers.
 - d. Only senior noncommissioned officers.
-

Question 5

Missions that are not necessarily in manuals or regulations but are necessary to meet mission requirements are what type of duties?

- a. Identified.
 - b. Specified.
 - c. Indirect.
 - d. Implied.
-

Module 1, Check Your Learning, cont

Question 6 If you perform duties as the charge of quarters (CQ) or staff duty NCO, what category of missions are you performing?

- a. Identified.
 - b. Specified.
 - c. Indirect.
 - d. Implied.
-

Question 7 Collective or organizational accountability of all leaders, to include how well their units perform their missions, falls under which category of responsibility?

- a. Individual.
 - b. Specified.
 - c. Command.
 - d. Implied.
-

Question 8 Being accountable for one's own actions, conduct, and job performance applies to what category of responsibility?

- a. Individual.
 - b. Command.
 - c. Ultimate.
 - d. Implies.
-

Question 9 Which of the following is a command sergeant major's responsibility in relation to the Noncommissioned Officer Development Program?

- a. Ensure time and resources are available.
 - b. Ensure measurable and reachable standards exist.
 - c. Tailor directives for doctrine, tactics, and procedures.
 - d. Assess the programs goals and objectives.
-

Module 1, Check Your Learning, cont

- Question 10** What is the “goal” of the NCO DP?
- One standard for all units.
 - To set command priorities and expectations for leader development.
 - To increase and sustain NCO combat readiness at the highest possible level.
 - Build upon the contributions of the Army’s Enlisted Personnel Management System.
-
- Question 11** FM 22-100, Army Leadership, describes discipline as a _____, _____, and _____ in which all ranks respond to the will of the leader, whether he is there or not.
-
- Question 12** What type of appropriate measure may you take to deal with misconduct resulting from simple neglect, forgetfulness, laziness, inattention, or difficulty in adjusting to a disciplined military life and similar deficiencies?
- Punitive measures.
 - Non-punitive measures.
 - Article 15.
 - Courts Martial.
-
- Question 13** Corrective actions allow you to emphasize correction and not punishment. The use of corrective actions implies that:
- You don’t have time to take the soldier to the commander for an Article 15.
 - You believe the soldier, with proper guidance, can become efficient and competent.
-
- Question 14** The acronym SAM, when concerning the Army’s Policy on Homosexual Conduct stands for _____ .
-

Module 1, Check Your Learning, cont

Question 15 _____ evidence is any evidence that provides information, considering its source and the surrounding circumstances, that supports a reasonable belief that there is a basis for a discharge.

Question 16 When a commander decides to question a soldier concerning his/her sexual orientation, what is the first thing the commander must do before beginning the interview?

- Explain the homosexual conduct policy before questioning.
- Begin questioning the soldier without explaining the homosexual conduct policy.
- Inform the soldier of his or her rights against self-incrimination under Article 31 of the UMCJ.

Question 17 If the squad is harassing a soldier because they perceive the soldier to be a homosexual, is the harassment enough cause for a commander to initiate an investigation into the homosexual conduct by the harassed soldier?

- Yes
- No

Module 1

Answer Key and Feedback

Lesson 1, Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps.

Question 1 The correct response is: French, Prussian, and British, REF: page 1-1-4, para 1-1-2, The Continental Army.

Question 2 Correct response is: NCO Development Program, REF: page 1-1-11, para 1-1-10, NCO Education System.

Lesson 2, Duties, Responsibilities, and Authority of NCOs

Question 3 Correct response is: b. Command. REF: page 1-2-3, Command Authority.

Question 4 Correct response is: a. All members of the Army. REF: page 1-2-4, General Military Authority.

Question 5 Correct response is: d. Implied. REF: page 1-2-6, Implied Missions.

Question 6 Correct response is: a. Specified. REF: page 1-2-6, Specified Missions.

Question 7 Correct response is: c. Command. REF: page 1-2-7, Command Responsibility.

Question 8 Correct response is: a. Individual. REF: page 1-2-7, Individual Responsibility.

Question 9 Correct response is: d. Assess the programs goals and objectives. REF: page 1-2-9, Responsibilities.

Module 1, Answer Key and Feedback, cont

Question 10 Correct response is: c. To increase and sustain NCO combat readiness at the highest possible level. REF: page 1-2-9, Goal of NCODP

Lesson 3, Maintain Discipline

Question 11 The correct response is: moral, mental, and physical state, REF: page 1-3-2, Discipline.

Question 12 Correct response is: b. Non-punitive, REF: page 1-3-4, Non-Punitive Measures.

Question 13 Correct response is: b. You believe the soldier, with proper guidance, can become efficient and competent, REF: page 1-3-4, Corrective Measures.

Question 14 Correct response is: Statements Acts Marriages REF: page 1-3-7, SAM

Question 15 Correct response is: Credible, REF: page 1-3-9, Investigating Homosexual Conduct.

Question 16 Correct response is: c. Advise the soldier of his/her right against self-incrimination under Article 31, UCMJ, REF: page 1-3-10, Investigating Homosexual Conduct.

Question 17 Correct response is: b. No, REF: page 1-3-11, Anti-Harassment Policy
