TRAINING CIRCULAR
No. 6

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., 19 July 1948

U.S. ARMY MILITARY HISTORY INSTITUTE
CARLISLE BARRACKS, PA 17013-5008

LEADERSHIP

	Paragraph
Purpose	1
Basic concepts of leadership	2
Levels of leadership instruction	3
Methods of instruction	4
Leadership instruction in troop units	5
Civilian components	6
Scope of leadership instruction, training division leaders' courses	7
Scope of leadership instruction, noncommissioned officers' courses, special service schools	8
Scope of leadership instruction, Reserve Officers' Training Corps	9
Scope of leadership instruction, Army officer candidate course	10
Scope of leadership instruction, officers' basic courses	11
Scope of leadership instruction, officers' advanced courses	12
Scope of leadership instruction, Command and General Staff College	13
Schedule deviations	14
Special problems	15
Texts	16
Research	17
Coordination	18
References	19

1. **Purpose.**—The purpose of this circular is to establish common basic concepts of leadership; to provide a guide for school and civilian component instruction; to assure that such instruction is progressive and appropriate to the level of the course; and to define the scope of leadership instruction and research for each school level.

2. **Basic concepts of leadership.**—The following basic concepts of leadership will be the basis for all leadership instruction in the Army:

Definition of military leadership.—Military leadership is the art of influencing and directing people to an assigned goal in such a way as to command their obedience, confidence, respect, and loyal cooperation.

Leadership is essential to success in combat.

Leadership is dependent upon personal qualities and upon the application of recognized techniques. The personal qualities can be developed and the techniques can be learned; it is therefore the duty of all military personnel to make an earnest effort to become leaders and to develop leadership in their subordinates.

The principles of military leadership are the same for all levels of command.

The techniques of leadership are methods of applying principles. These will vary with the level of command, the personality of the commander, and the situation.

Time-proven principles of military leadership exist which are applicable to Americans but not necessarily to all other peoples.

Principles of leadership:

Know your job.
Know your men and look out for their welfare.
Know yourself and seek self-improvement.
Keep your men informed.
Set the example.
See that the task is understood, supervise, and follow through to see that it is carried out.
Train your men as a team.
Take responsibility for your actions, regardless of their outcome.

AGO 115B—July 800527°—48

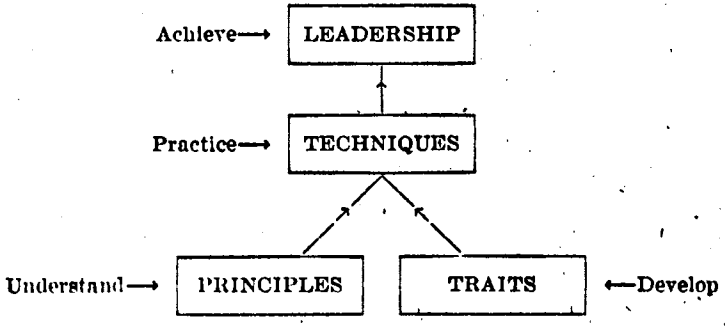
OBSOLETE
FT. LEAVENWORTH
AUTHORITY HISTORICAL FILE

Seek responsibility and develop a sense of responsibility among subordinates by delegating, supervising, but intervening only when necessary.

Employ your command in accordance with its capabilities.

Major leadership traits:

Knowledge
Judgment
Tact
Endurance
Initiative
Bearing
Courage
Dependability
Justice
Enthusiasm
Integrity
Unselfishness



3. **Levels of leadership instruction.**—The principles of leadership and the traits of character necessary in a leader are the same for all levels of command. The techniques differ at each level of command because means and problems differ. Therefore, military psychology, leadership principles, and traits of character required in the military leader are taught at the beginning of an individual's career. The application of leadership is taught in connection with the duties of commanders of the unit being studied at each school level. Leadership instruction will be on four levels, as follows:

a. Enlisted.

(1) During their basic training, all enlisted personnel will be taught that leadership can and must be developed by each individual. The basic pre-noncommissioned officers' leadership course will be continued in the leaders' courses of the training division.

(2) The application of leadership will be incorporated in appropriate enlisted specialist courses. The instruction will be integrated into other subjects as indicated in paragraph 4.

(3) Leadership instruction in the noncommissioned officer courses in the special service schools will be continued and augmented as indicated in paragraph 8. Leadership instruction will be also conducted in troop schools as indicated in paragraph 5*b*(1).

b. Platoon and company.

(1) Military psychology, leadership principles and traits, and leadership techniques will be taught in the precommissioned schools, the

United States Military Academy, and the Reserve Officers' Training Corps. The United States Military Academy will continue its present leadership instruction. Leadership instruction for the Reserve Officers' Training Corps will include some of the leadership material of the United States Military Academy, as prescribed in paragraph 9.

(2) The application of leadership to the platoon and company will be taught in the officers' basic course (branch immaterial and branch). Preliminary to applicatory instruction there will be a review of military psychology and leadership principles and traits. Applicatory instruction will concern itself principally with the techniques employed by the company officer as a model soldier, a commander, a disciplinarian, a counselor, a coordinator of the men's welfare, and an instructor. The scope of leadership instruction for the officers' basic course is prescribed in paragraph 11. In the branch material part of the course, special techniques applicable to the branch will be taught. In addition, leadership instruction will be integrated into other instruction as indicated in paragraph 4.

(3) The Army officer candidate course will include all the leadership instruction in the branch immaterial part of the officers' basic course and some of the leadership material given at United States Military Academy, as indicated in paragraph 16.

(4) The application of leadership will be incorporated in the appropriate officer specialist courses. The instruction will be integrated into the other subjects as indicated in paragraph 4.

(5) An appropriate amount of similar instruction will be included in associate basic courses.

c. Battalion and regiment.—The application of leadership principles and techniques by battalion and regimental commanders will be taught in the branch advanced courses. Preliminary to this instruction there will be a review of military psychology and the application of leadership by commanders below the battalion level. The instruction in battalion and regimental leadership will bring out the differences between field officer leadership and company officer leadership, which are—

(1) Commanders of units larger in size than a company are not in intimate daily contact with all individuals under their command.

(2) In units the size of a battalion and larger, a staff is provided to the commander as assistants and coordinators in the proper expression of his leadership. The staff must understand its role in relation to leadership so that it may assist rather than hamper the leadership of the commander.

(3) Battalion and regimental commanders not only exert leadership through subordinate officer leaders but also exercise personal leadership by observing forward units and their commanders.

Much of the leadership instruction will be integrated into other instruction as indicated in paragraph 4. The scope of leadership instruction prescribed for branch advanced courses is given in paragraph 12. Appropriate amounts of similar instruction will be included in associate advanced courses.

d. Division and higher units.—The application of leadership by division and higher army commanders will be taught in the regular course of the Command and General Staff College. Preliminary to this instruction, there will be a

review of military psychology, leadership principles and traits, and the application of leadership by commanders below division level. The instruction in division and higher unit leadership will bring out the differences between the leadership of regimental and division commanders, and between the leadership of divison and higher army commanders, which are:

(1) The leadership of division and higher army commanders differs from the leadership of regimental commanders principally in the magnitude and multitude of forces and the scope of the problems. In these units the commander has a separate coordinating staff (the general staff) in addition to specialized assistants (the special staff). They are used to assist him to exercise his leadership as well as in other aspects of command.

(2) The division is the largest organic unit of combined arms and services in which we can build and maintain *esprit de corps*. Its effective employment depends upon the commander's success in welding the arms and services into a single team.

(3) The leadership of corps and army commanders, in addition to the supervision of division or corps commanders, consists principally of assisting divisions and corps, making available to division and corps commanders additional means, and in giving nondivisional units the leadership the division commander gives his subordinate units. Corps and higher commanders have increased opportunities for foresighted, imaginative, and inspirational leadership.

(4) Division and higher commanders, like battalion and regimental commanders, not only exert leadership through subordinate officer leaders but also exercise personal leadership by observing all subordinate units and their commanders.

Much of the leadership instruction will be integrated into other instruction, particularly map exercises, as indicated in paragraph 4. The scope of leadership instruction prescribed for the regular course of the Command and General Staff College is given in paragraph 13. Appropriate amounts of similar instruction will be included in the associate course at the Command and General Staff College.

4. Methods of instruction.—Military psychology, leadership principles, and leadership techniques will be taught at each school level. Military and individual psychology will be taught as an introduction. Instruction in leadership principles should minimize the abstract aspects and lead directly to a thorough examination and mastery of leadership techniques. Conferences, lectures, demonstrations, and training films will be used as appropriate. *At all levels, maximum use will be made of illustrative problems and case histories.* Leadership requirements, when appropriate, should be included in map, terrain, and field exercises. The latter method integrates leadership into other instruction; leadership instruction parallels instruction in weapons, equipment, tactics, and certain of the specialized skills. Thus, in the tactical problem "The Infantry Company in Attack," the leadership of the company commander is as an integral part of the problem. The leadership requirement of a map terrain exercise will not be specifically designated in advance as a leadership requirement. This is not for the purpose of indicating that the requirement is not a matter of leadership, but to show that leadership is an integral part of tactics and administration rather than a separate entity. The leadership aspects are indicated in a discussion or solution.

5. Leadership instruction in troops units.—*a.* The leadership courses taught in the Army school system do not relieve a commander of his responsibilities for leadership instruction in his unit.

b. The leadership instruction will be provided as follows:

(1) *Noncommissioned officer schools.*—The instruction will review the leadership teachings of the leaders' courses of training divisions and of the noncommissioned officers' courses of the special service schools.

(2) *Officers' schools.*—Instruction will review the leadership taught in the officers' courses, applying it to conditions in the unit.

(3) *Conferences.*—During a commander's conference, the commander will give instruction on leadership aspects, based on his experiences.

c. Each officer must continually observe and evaluate the application of leadership by his subordinates.

6. Civilian components.—*a.* Leadership instruction in the civilian components will parallel that described in paragraph 3. The means for accomplishing this are: extension courses, associate courses at service schools, and troop schools (during drill and active duty periods.)

b. (1) Extension subcourses on leadership will be based on instruction given in service schools at each level of leadership instruction. Courses and scopes are as follows:

(*a*) Enlisted (10-series), based on courses at officer candidate schools.

(*b*) Platoon and company (20- and 30-series), based on the officers' basic courses, both branch immaterial and branch material.

(*c*) Battalion and regiment (40-series), based on the advanced courses.

(*d*) Division and higher units (50- and 60-series), based on the regular course of the Command and General Staff College.

(2) In addition to subcourses on leadership, leadership requirements will be integrated into other subcourses as described in paragraph 4.

c. The associate courses will include, in condensed form, the leadership taught in the corresponding regular courses.

d. Leadership instruction in troop units, as outlined in paragraph 5, will be conducted during drill periods and other active duty training.

7. Scope of leadership instruction training division leaders' courses.

Hours	
3	Introduction to leadership, psychology of leadership, personal adjustment.
4	Objectives and roles of the leader.
3	Leadership techniques, problem solving, leader-subordinate relations.
3	Leadership and health.
8	Small-job management.
1	Selection, evaluation, and promotion of leaders.
12	Leading small units in combat.
3	Review and discussion.
12	Leaders' reaction test.
49	

The above-listed hours are given as a guide. Additional leadership instruction

will be incorporated in other subjects; students will also receive practical work as acting noncommissioned officers.

8. Scope of leadership instruction, noncommissioned officers' courses, special service schools.

Hours	
3	Military psychology to include basic psychology, personality structure, emotion, motivation, and adjustment.
1	Prerequisites and traits of a leader.
1	Principles of leadership.
2	Objectives and responsibilities of a leader.
8	Techniques of leadership applicable to noncommissioned officers and platoon leaders; to include case histories and illustrative problems.
5	Special leadership problems including relations with subordinates and the handling of minority groups.
2	Combat leadership.
2	Review and committee discussions.
—	
24	

The above-listed hours are given as a guide. Additional leadership instruction will be integrated into other subjects.

9. Scope of leadership instruction, Reserve Officers' Training Corps (4-year course).

Hours	
12	Command and staff.
16	Military leadership, psychology, and personnel management.
—	
28	

Additional leadership instruction will be given as a part of "Leadership, Drill and Exercise of Command," and will be integrated into other instruction as appropriate. During the latter 2 years of the course, part of the instruction will cover *Leadership Standards and Methods in the Service* and *Special Subjects—5* from material to be prepared by the United States Military Academy as indicated in paragraph 16.

10. Scope of leadership instruction, Army officer candidate course.

Hours	
5	Military psychology to include basic psychology, personality structure, emotion, motivation, personality disorders and adjustment; psychoneurosis: prevention, recognition, and battlefield treatment on junior officer level.
2	Prerequisites and traits of the leader.
2	Principles of leadership.
10	Techniques of leadership applicable to platoon and company commanders, to include case histories and illustrative problems; leadership standards and methods.
7	Instruction in the roles of the company officer as model soldier, commander, instructor, personnel technician, counselor, and custodian of his men's welfare.
6	Special leadership problems including officer—enlisted-man relationship and the handling of minority groups.

Hours	
2	Reviews or committee discussions on the problems of platoon and company commanders.
—	
34	

The hours listed above are given as a guide. Additional leadership instruction will be integrated into other subjects and tactical problems.

11. Scope of leadership instruction, officers' basic courses.—*a. Branch immaterial at the ground general school.*

Hours	
5	Review of military psychology, leadership prerequisites, traits, and principles. Psychoneurosis: prevention, recognition, and battlefield treatment on company officer level.
10	Instruction in the roles of the company officer as model soldier, commander, instructor, personnel technician, counselor, and custodian of his men's welfare.
3	Reviews or committee discussions on the problems of platoon and company commanders.
—	
18	

The above-listed hours are given as a guide. Additional leadership instruction will be integrated into other subjects and tactical problems.

b. Branch material at branch schools.—Leadership instruction will be continued by integrating it into other instruction, bringing out special leadership problems of the arm or service.

12. Scope of leadership instruction, officers' advanced courses.

Regular advanced courses at special service schools

Hours	
5	Review of military psychology and leadership techniques, principles, and traits; leadership techniques applicable to units below battalion level.
5	Leadership of the battalion commander; how it is an expansion from the company commander's leadership; less face-to-face leadership but more exerting of leadership through subordinate commanders; building battalion discipline and *esprit de corps*; evaluation of leadership of company commanders; assisting company commanders in leadership problems; psychoneurosis: prevention, recognition, and battlefield treatment on field officer level.
1	Use of the battalion staff in assisting the battalion commander in expressing his leadership; qualifications and conduct of staff officers; selection and evaluation of staff officers.
4	Leadership of the regimental (group, brigade) commander; wider scope than battalion commander's leadership due to difference in size of units and staffs, added administrative responsibilities, and the coordination of the combined arms in a combat team.
2	Reviews or committee discussions on leadership problems of battalion regimental commanders.
4	Special leadership problems including the handling of minority groups.
—	
21	

The hours listed above are given as a guide. Additional leadership instruction will be integrated into other subjects and tactical exercises.

13. Scope of leadership instruction, Command and General Staff College.

Regular course, common instruction

Hours	
3	Review of military psychology and leadership techniques, principles, and traits; leadership techniques applicable to units below division level.
2	Leadership of the division commander and the commander of comparable elements in the communications zone and the zone of interior; how it differs from regimental commander's leadership; building division discipline and *esprit de corps;* evaluation of leadership of regimental commanders; assisting regimental commanders in leadership problems; effects of higher level directives on leadership problems of lower echelon commanders; prevention, recognition, and battlefield treatment of psychoneurosis on command and staff level of division and larger units.
1	Use of the division staff, especially the general staff, in assisting the division commander in expressing his leadership; qualifications and conduct of staff officers; selection and evaluation of staff officers.
1	Leadership of corps and army commanders and commanders of comparable elements in the communications zone and the zone of interior; leadership problems and how they differ from the division commander's problems.
2	Reviews or committee discussions on leadership problems of division, corps, and army commanders, and commanders of comparable elements in the communications zone and the zone of interior.
4	Special problems including the handling of minority groups.
13	

Hours listed above are given as a guide. Additional leadership instruction will be integrated into other subjects and tactical exercises.

14. Schedule deviations.—Although the hours listed in paragraphs 7 through 13 are to be considered a guide, deviations will not—

a. Alter the total number of hours more than 25 percent.

b. Change the general proportion of time allotted the various phases of the instruction.

15. Special problems.—*a.* The leadership aspects of problems such as occupation duty, building new units (selection and training of leaders not provided in the cadre), and demobilization will be taught in connection with instruction in these subjects.

b. Leadership instruction of female officers will be conducted in WAC officer candidate and troop schools and in other appropriate service schools of the Army school system. The instructional material of the corresponding course for male officers will be used, with such modifications as may be necessary.

16. Texts.—*a.* Texts to fit the needs of leadership courses will be prepared, as soon as possible, by the agencies listed below:

(1) *Enlisted leadership.*

(*a*) For leaders' courses at training divisions, by the Armored School with contributions from each of the leaders' courses.

(*b*) For noncommissioned officers' courses at special service schools, by the Armored School.

(2) *Platoon and company leadership.*

(*a*) For officer candidate course and for officers' basic course (branch immaterial), by the Ground General School.

(*b*) Supplementary text for ROTC units, by the United States Military Academy based on local instruction in *Leadership Standards and Methods in the Service* and *Special Problems—5.*

(3) *Battalion, regimental, and brigade (combat command, combat team) leadership.*—By The Infantry School.

(4) *Division and higher unit leadership.*—By the Command and General Staff College.

b. After the 1948–49 school year, the separate texts mentioned above will be consolidated into a single text as designated by the Chief, Army Field Forces.

c. Each school will prepare such supplementary special texts as it considers necessary to teach the special leadership problems of its branch of the service.

d. All texts will be reviewed in accordance with instructions to be issued by the Chief, Army Field Forces.

17. Research.—Each school or agency teaching leadership will conduct research in leadership in its field. The Personnel Research and Procedures Branch, Personnel Bureau, The Adjutant General's Office, will provide such research as is deemed necessary.

18. Coordination.—The coordination of all activities in the field of Army leadership, and cooperation with the Department of the Air Force, the Department of the Navy, and Civilian institutions in leadership research is the responsibility of the Chief, Army Field Forces.

19. References.—"The Armed Forces Officer," a manual prepared jointly by the Army, Navy, and Air Force, will serve as the basic reference. In addition the following publications can be used in preparing material on military psychology and leadership. This is not a complete bibliography.

Psychology for the Armed Forces (Boring)
Psychology of Military Leadership (Pennington, Hough, Case)
Psychology for the Fighting Man (National Research Council)
Psychology of Adjustment (Shaffer)
Psychology of the Soldier (Bartlett)
Personal Leadership for Combat Officers (Reed)
Soldier Management from the Viewpoint of the Company Officer (Brigadier General Bruce C. Clarke)
Management of Men (Kraines)
The Art of Leadership (Tead)
Generals and Generalship (Wavell)
Fear in Battle (Dollard)
War as I Knew It (Patton)
Men Against Fire (Marshall)
Lectures on Troop Leading (Wood)
Handbook for Army Public Relations Officer (The Army Information School Press)
Leadership (Gruber, *Coast Artillery Journal*, 1941 (84))
Leadership for American Army Leaders (Munson)
Leader and Led (Phillips, *Coast Artillery Journal*, 1939 (82))
Personal Leadership for Combat Officers (Reed)
All But Me and Thee (Cooke)

Modern Battle (Col. Paul W. Thompson)
Field Manuals 21-5, 22-5, 100-5
Army Regulation 600-10
Training Film 21-2056
Technical Manual 21-250
War Department Pamphlets 21-13, 20-6, and 35-2
The Infantry School Special Text—Combat Leadership
Armored School Special Text—Student General Instructional Manual
Command and General Staff College, Subject 1300—Factors in Human Development
Command and General Staff College, Subject 1306—Motivation
Command and General Staff College, Subject 1307—Emotions
Command and General Staff College, Subject 1309—Adjustments and Maladjustments
Command and General Staff College, Subject 1365—Rumors, Mobs, and Panics
Command and General Staff College, Subject 1366—Military Ethics
Manual for Practical Development of Leadership Qualities—United States Navy Department, Bureau of Personnel, Government Printing Office, October 1944.
[AG 220.63 (23 Jun 48)]

BY ORDER OF THE SECRETARY OF THE ARMY:

OMAR N. BRADLEY
Chief of Staff, United States Army

OFFICIAL:
EDWARD F. WITSELL
Major General
The Adjutant General

AGO 115B

U. S. GOVERNMENT PRINTING OFFICE: 1949