



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996

MACC-O

2 July 2018

MEMORANDUM FOR Brigade Tactical Department, United States Corps of Cadets,
West Point, NY 10996

SUBJECT: Brigade Tactical Department (BTD) Leader Development Program (AY19)

1. **Purpose.** This memorandum serves as implementation guidance for the BTD Leader Development Program. This guidance with the listed enclosures is the foundation for the execution of the program. I expect this program will and should continue to develop and change to meet evolving future requirements. Any future refinements should refer to the source documents referenced in this summary in order to maintain a deliberate program that focuses on improving the Leader Development and Culture of Accountability in the United States Corps of Cadets (USCC).

2. **Background.** The physical accountability systems in USCC are an adequate means of accounting for Cadets if leaders properly enforce procedures and standards. The intent is to create a culture of accountability whereby Cadets hold themselves and other Cadets accountable concerning standards, discipline, and physical accountability (being where you are supposed to be, when you are supposed to be there, and in the right uniform). This culture extends through the Corps and applies to all positions of leadership and duties (CCS, CDO, CGR, etc.).

3. **Definitions.** For the purposes of this program, accountability is defined as:

- a. **Physical.** I am responsible for accurately counting my Soldiers and Equipment.
- b. **Professional.** I am responsible for upholding and enforcing institutional standards in other Cadets while on and off duty.
- c. **Personal.** I am responsible for maintaining a personal standard that aligns with the values of the institution both on and off duty.

4. **Intent of this program.** Identify and implement necessary regulatory and systematic changes designed for accurately managing the physical accountability of individual Cadets that will help strengthen the Cadet's commitment to executing policy and system requirements while setting the conditions for improved cultural change for the long-term.

- a. TAC teams are the primary integrators of Cadets' leader development and we must lead change at our level. This leader development program is the first step in educating Cadets to change behaviors about accountability.

MACC-O

SUBJECT: BTD Leader Development Program

5. **Program Design:** The BTD Leader Development Program is a tool that enables BTD to affect change within our area of responsibility. Our challenge in BTD is to determine how we, as one of many stakeholders, can incrementally affect change in the culture of the accountability through education and training given our resources and touch points with Cadets. This program formalizes the currently unstructured "TAC Time" into a more structured series of leader development courses. The modules are designed to address the developmental needs of Cadets as followers and leaders in the Corps and provide a professional foundation for them as officers in the Army. Further, the modules are segregated into "Classes" (4th, 3rd, 2nd, 1st) to allow a more focused effort on the developmental needs of the class. A brief outline of the four modules is as follows:

a. *4th Class (Followership):* The 4th Class Module consists of three prescribed lessons and one unstructured lesson for TAC Teams to utilize as they see fit. The focus of the 4th Class Module is to develop an understanding of USCC policies/regulations and prepare 4th Class Cadets to become Team Leaders. This module will complement the Team Leader Academy Program taught during CFT. This module is designed to educate Cadets on **Personal Accountability**.

b. *3rd Class (Build Cohesive Teams):* The 3rd Class Module consists of three prescribed lessons and one unstructured lesson for TAC Teams to utilize as they see fit. The focus of the 3rd Class Module is to prepare 3rd Class Cadets to become NCO leaders in the Corps by ensuring they have the technical and administrative skills to enhance their leadership development. This module is designed to educate Cadets on **Professional and Physical Accountability**.

c. *2nd Class (Develop Others):* The 2nd Class Module consists of three prescribed lessons and one unstructured lesson for TAC Teams to utilize as they see fit. The focus of the 2nd Class Module is to prepare 2nd Class Cadets to become officers and leaders in the Corps by ensuring they have the organizational management skills to develop, lead, and improve units at the platoon level and above. This module is designed to reinforce **Personal, Professional and Physical Accountability** and actions required as leaders to ensure accountability is maintained in organizations.

d. *1st Class (Steward the Profession):* The 1st Class Module consists of five prescribed lessons. The focus of this module is to enable the professional growth of 1st Class Cadets in order to instill a sense of ownership in their roles as officers in the Corps, enhance their sense of professional duty, and prepare them to transition from Cadet to 2LT. We designed this module to reinforce the understanding that commissioned officers are **Stewards of the Profession** who are capable of building and maintaining a culture of accountability in their organizations and personal life.

6. There is enough flexibility in the prescribed lesson plans to allow the TAC teams to teach the POI while continuing to mentor Cadets based on their personal experiences as officers and NCOs. This program should not replace mentorship or TAC led leader development, rather it should augment these engagements. This program is designed to affect cultural change in the Corps and in order to do that we must communicate and

MACC-O
SUBJECT: BTD Leader Development Program

implement this in a structured manner. Standardization of timelines, instruction, and vision are important to the success of the desired cultural change.

7. The POC for this memorandum is CPT Rob Van Wey, BTD S3, at robert.vanwey@usma.edu or x8609.

- 3 Encls
1. BTD LDP Overview
2. AY 19 BTD LDP Schedule
3. Modules

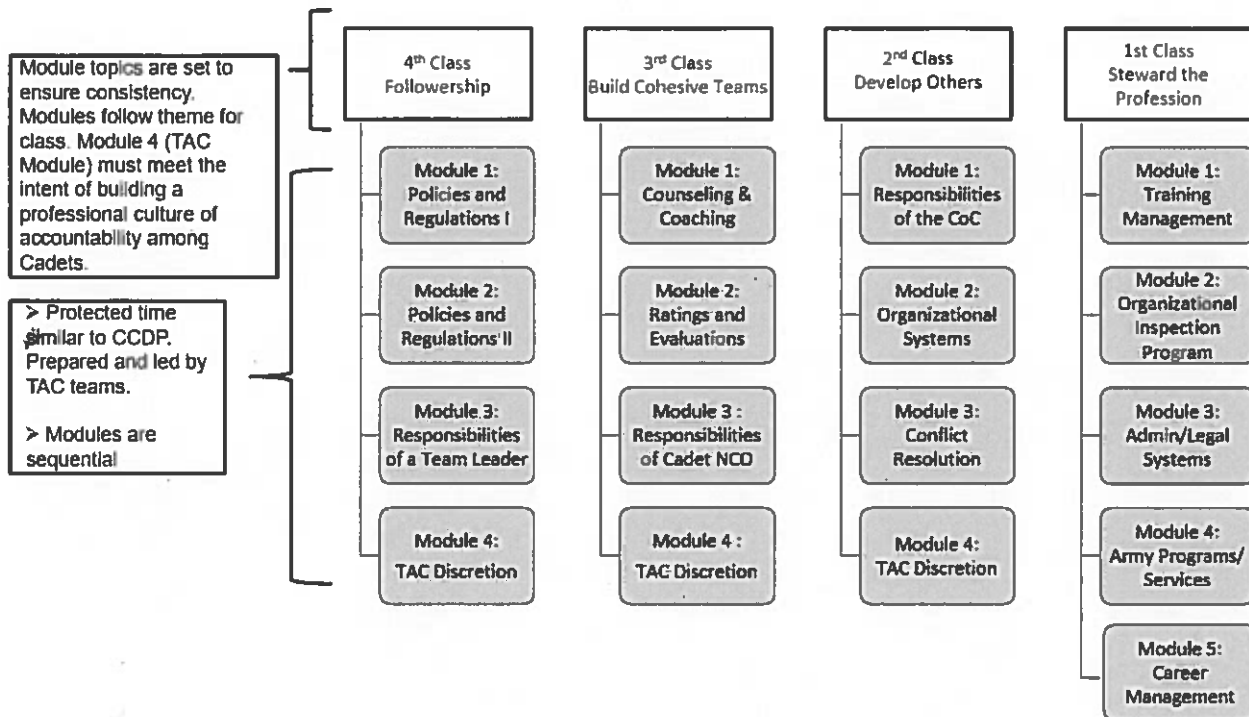
A handwritten signature in blue ink, appearing to read "BJR", is positioned above the printed name.

BRIAN J. REED
COL, IN
Brigade Tactical Officer

MACC-O
SUBJECT: BTD Leader Development Program

Enclosure 1

BTD Leader Development Plan Overview



MACC-O
SUBJECT: BTD Leader Development Program

Enclosure 2

Brigade Tactical Department Leader Development Program Schedule Academic Yr. '19

First Class Modules

1. 20 August 2018
2. 14 September 2018
3. 10 December 2018
4. 21 February 2019
5. 24 April 2019

Second Class Modules

1. 24 August 2018
2. 15 November 2018
3. 15 January 2019
4. 18 March 2019

Third Class Modules

1. 4 September 2018
2. 19 November 2018
3. 31 January 2019
4. 8 April 2019

Fourth Class Modules

1. 12 September 2018
2. 6 December 2018
3. 4 February 2019
4. 18 April 2019

First Class: Steward the Profession

Upholding the profession through active stewardship.

Module Name: Training Management

Module Objectives:

- 1- First Class Cadets understand the Cadet Development Report (CDR) for their year.
- 2- First Class Cadets understand what it means to generally be a steward of the Profession of Arms.
- 3- First Class Cadets are familiarized with regulations, systems, and processes related to training and operations.
- 4- First Class Cadets manifest the culture accountability through their stewardship and understanding of the Profession of Arms.

Module Intent: This module will cover the First Class Cadet's CDR and the concept of stewardship in terms of continuing the culture of accountability. The next modules will focus on the regulations, doctrine, and systems that inform and drive training. The intent is to ensure that upon graduation, First Class Cadets are exposed to training management that they may better assume a unit and effectively manage the training and readiness of that unit to meet its mission.

Module Pre-Requisites:

- 1- First Class Cadets have skimmed ADRP 5-0 Operations, AR 350-1 Training, and AR 30-41 Training in Units.
- 2- First Class Cadets have familiarized themselves with Army Training Network (ATN), Army Training and Certification Tracking System (ATCTS), DTMS, RFMSS.

Required Resources:

- 1- A copy of the First Class CDR per small group.
- 2- A portion/copy of each of the regulations or policies listed above to facilitate small group work.
- 3- A room large enough to encompass all First Class Cadets and TAC
- 4- 5 - 6 x First Class Cadet facilitators
- 5- IT capability or a board to write on as necessary (dependent on how TAC instructor chooses to display information)

Recommended Discussions/Exercises For the Facilitator:

Discussion #1: Stewardship and the CDR (Approximately 10 minutes)

Open the floor to discussion about what it means to be in a profession and steward a profession. Discuss how this nests with the CDR evaluation for First Class Cadets.

Discussion #2: ADRP 5-0, Operations, and 350-1 Training, and METL (Approximately 10 minutes)

This segment will discussion applicable Army Regulations and doctrine that manage and inform training management for leaders in the Army. A brief point of an overview of the Military Decision Making Process (MDMP) as it relates to Troop Leading Procedures (TLP's) for familiarization, the operations

process, and the 8 step training model. The TAC will link these processes to company METL, 350-1, and AR 350-41 in terms of how these factors impact training and contribute to a unit's training plan overall.

Discussion #3: ATN, ATCTS, and DTMS (Approximately 10 minutes)

This segment requires usage of IT and/or visual assets to familiarize First Class Cadets with the Army's key training systems and how to utilize/navigate them.

Final Exercise: Application (Approximately 5-10 minutes) TACs will hand out copies of a unit's METL and a quarterly training plan. First Class cadets will talk through as a large group had to prioritize and manage time, while articulating the necessary steps to lay on resources and prepare the training.

Summary: (Approximately 5 minutes) TACs will revisit the importance of stewardship and how training links to stewarding the profession as technical and tactical experts.

Key Take-Aways:

- First Class Cadets understand their role as professionals and their responsibility to steward the profession.
- First Class Cadets have a basic introduction into regulations and guidance that informs unit training.
- First Class Cadets have a basic understanding of key digital training assets and training management sites.
- First Class Cadets can make a basic training plan based off of their understanding of the above topics.
- First Class Cadets are better prepared to be commissioned leaders of character capable of training management for their unit.

First Class: Organizational Inspection Program

First Class Cadets understand the purpose of OIPs and their role as leaders in ensuring maximum compliance

Module Name: Organizational Inspection Program (OIP)

Module Objectives:

- 1- First Class cadets understand their role as Lieutenants in enabling with commander inspection programs
- 2- Provide practical examples of Inspection Programs run at West Point.
- 3- Basic understanding of how to conduct inspections

Module Intent: This module exposes future platoon leaders to commanders organizational inspection programs (OIPs). In combination with West Point examples, operational examples, and a practical exercise first class cadets better understand their role in identifying, preventing, and eliminating problem areas within their respective formations.

Module Pre-Requisites:

- 1- Review AR 1-201: Army Inspection Policy
- 2- List examples of possible areas where they might want to establish an OIP if they were the BTO.

Required Resources:

- 1- Classroom and TAC Facilitators
- 2- Computer with web access to show websites referenced (ARs, APD and other reference material)
- 3- Notebook and pen

Recommended Discussions/Exercises For the Facilitator:

Exercise or Discussion #1: Overview of the Army Regulations and Policies that Govern OIPs I (~15 minutes)

This section forms the regulatory and doctrinal foundation for why and how commanders establish Organizational Inspection Programs.

Exercise or Discussion #2: OIP at West Point #1 (~25 minutes)

Anchor the OIP concept with processes they are already familiar with. In small groups have them brain storm on OIP type inspections they have been a part of (Annual security inspection comes to mind). Gives the cadets a frame of reference for Discussion 3 where the TACs operationalize the doctrine and West Point examples

Exercise or Discussion #3: OIP as a Lieutenant (~ 25 minutes)

Heavy TAC involvement needed in this section to give context to how OIPs will effect the day to day life of a 2LT. Arms room, supply room, CBRN, etc all come to mind and will be an opportunity to stand out from their peers. Keys to success are research into the standard and regulations as well as attention to detail. If you prepare and apply proper emphasis OIPs are low threat high visibility opportunities to shine.

Exercise or Discussion #4

(Approximately 10 minutes)

Conduct Question and Answer session and AAR

Key Take-Aways:

- Firsties understand how leaders use OIPs to ensure problem areas are identified, prevented, and eliminated.
- First Class Cadets compare and contrast what they have seen at West Point with what they will experience in their first units.

First Class: Steward the Profession

Upholding the profession through active stewardship.

Module Name: Administrative and Legal Systems

Module Objectives:

- 1- First Class Cadets generally understand the administrative and legal processes, systems, and regulations.
- 2- First Class Cadets understand the importance of managing administrative and legal tasks for their future Soldiers.
- 3- First Class Cadets continue to manifest the culture accountability through their stewardship and understanding of the Profession of Arms.

Module Intent: This module will cover the key administrative and legal systems encountered by First Lieutenants. The intent is to ensure that they are familiarized with key tasks associated with being an officer and their responsibilities in managing these processes and systems.

Module Pre-Requisites:

- 1- First Class Cadets have skimmed the Manual for Courts Martial (MCM), AR 600-8-2 Suspension of Favorable Action, and AR 635-200 Active Duty Enlisted Admin Separation.
- 2- First Class Cadets have familiarized themselves with DA Forms 4187 Personnel Action and 638 Flag.
- 3- First Class Cadets have familiarized themselves with DA forms 3881 Rights Waiver, 2823 Sworn Statement, and 2873 MPO.

Required Resources:

- 1- A portion/copy of each of the regulations or policies listed above to facilitate small group work.
- 2- A room large enough to encompass all First Class Cadets and TAC
- 3- 5 - 6 x First Class Cadet facilitators
- 4- IT capability or a board to write on as necessary (dependent on how TAC instructor chooses to display information)

Recommended Discussions/Exercises For the Facilitator:

Discussion #1: Legal Actions (Approximately 10 minutes)

This first portion will discuss the most common legal actions faced by unit leaders. Facilitators will introduce the Manual for Courts martial and other applicable regulations in terms of most common infractions and key articles. At a minimum, facilitators will also discuss the DA Form 638 Flag to include the ramifications of a commander's flag that exist beyond USMA, as well as, the appropriate process for flagging per the regulation. Facilitators will introduce the commander's DA Form 2873 MPO and how/when that is utilized by commanders. Facilitators will also go over key roles of personnel involved in the legal system to include the unit JAG, S1, BN XO, and CO CDR/1SG. Ultimately, First Class Cadets will be familiar with the legal documents that govern some of the commonly seen Soldier situations.

Discussion #2: Being an Investigating Officer (IO) (Approximately 10 minutes)

This portion will address the unique task of being an IO as an officer. Facilitators will go over the overall process of being an IO and the responsibilities inherent in the tasking. At a minimum, First Class Cadets should understand the DA Form 3881 and how to administer it, as well as, the DA Form 2823 Sworn Statement.

Discussion #3: Separations (Approximately 10 minutes)

Brining it all together, this portion will discuss the combine aspect of administrative and legal systems as it pertains to Soldier separations. Facilitators will discuss the general outline of the separation process to include the most common mistakes and lessons learned.

Final Exercise: Application (Approximately 5-10 minutes)

Facilitators will give small groups differing scenarios and then ask the group what process and what action needs to be followed to properly address the situation outlined.

Summary: (Approximately 5 minutes)

Facilitators will emphasize the role that administrative and legal actions play in stewarding the profession in terms of keeping units/Soldiers accountable for their actions.

Key Take-Aways:

- First Class Cadets continue to understand their role as professionals and their responsibility to steward the profession.
- First Class Cadets have a basic introduction into key legal and administrative regulations, systems, and processes.
- First Class Cadets have a basic understanding of key personnel involved in legal and administrative systems and processes.
- First Class Cadets can appropriately respond to various common situations that arise in terms of legal and administrative actions.
- First Class Cadets are better prepared to be commissioned leaders of character capable of managing legal and administrative actions for their unit.

First Class: Steward the Profession

Module Name: Army Programs and Services

Module Objectives:

- 1- First Class Cadets are introduced some of the most frequently used Army Programs and Services that are available to Soldiers and their Families
- 2- First Class Cadets have a basic understanding of where to access resources that will benefit them as leaders and best enable them to take of their Soldiers and their Families

Module Intent: The purpose of this module is to ensure First Class Cadets are aware of the wide array of tools, resources, programs, and services that exist to assist service members and their families across the Army.

Module Pre-Requisites:

- 1- Familiarize with the following sites/resources:
 - a. <http://www.militaryonesource.mil/>
 - b. <https://www.myarmyonesource.com/default.aspx>

Key Discussion Points:

- Spend time discussing the "10% of challenges that take 90% of time" when it comes to Soldiers and Families
- Use personal leadership experiences as a basis for the myriad resources needed to assist Soldiers and Families

Discuss key resources and the purpose/service each provides to include, but not limited to:

- o Army Emergency Relief (AER) – loans/grants and donating
- o Army Substance Abuse Program (ASAP) – voluntary and command referred
- o Army Community Service (ACS) – employment readiness (especially for spouses), financial education and planning (TSP, Retirement, etc.)
- o Army Education Centers
- o EO/SHARP (SARC, VA's, etc.)
- o Finance – pay and allowance issues, etc.
- o IG and Legal (including Brigade Legal, TDS, and Legal Services for general assistance such as Will's, POA, etc.)
- o Military and Family Life Counselors (MFLC)
- o Retention NCO

Key Take-Aways:

- First Class Cadets are familiar with Military One Source and Army One Source sites
- First Class Cadets can identify accessible resources for their Soldiers and Families to address common challenges and understand what each service provides
- First Class Cadets know where to look for resources when faced with an issue involving their Soldiers and Families

First Class: Steward the Profession

Module Name: Career Management

Module Objectives:

- 1- First Class Cadets understand career progression timeline within their respective branch
- 2- First Class Cadets familiarized with the HRC Website and are introduced to the AIM2 platform
- 3- First Class Cadets clearly understand differences between KD and Broadening assignments and are aware of where to find information on broadening opportunities through HRC resources
- 4- First Class Cadets have a clear picture of probable career progression for their first five years post-commissioning

Module Intent: The purpose of this module is to enable First Class Cadets to visualize and set goals for their career beyond BOLC and Platoon Leader (or equivalent) time in order to help them better understand how they control and manage their own careers within the developmental and manning guidance of their specific branches.

Module Pre-Requisites:

- 1- Access the HRC website and familiarize with its layout, resources, and branch specific pages
- 2- Print-out and bring to class a career map/timeline for your branch (if available)
- 3- Identify and be prepared to discuss one potential broadening assignment that is available to you in the first five years of your career

Required Resources:

- 1- HRC website: <https://www.hrc.army.mil/>
- 2- Example Career Timelines (if available or per officer instructors)

Recommended Discussions/Exercises For the Facilitator:

- Spend time discussing the HRC Website and key areas to commonly refer to include but not limited to: Promotion Information, MILPER messages, AIM2, Records/ORB portals, Career Managers and Branch Pages, etc.
- Explain the promotion timeline for officers and how it relates to KD/broadening, manning cycles, and branch specific guidance; what are the constraints/limitations of these, etc.?
- Break the class up into small groups organized by branch (i.e. Infantry/Armor in a group, Aviators in a group, etc.) and have them discuss career maps for their branches. KD assignments? Promotion timelines in relation to KD/broadening?
- In a large-group discussion, discuss broadening assignments in general – What are some potential broadening assignments? Who can apply? When do you need to apply? Advantages/risks?

Key Take-Aways:

- First Class Cadets are comfortable navigating the HRC website and their branch specific pages
- First Class Cadets have a clear understanding of a typical or probable career map for their first five years after commissioning
- First Class Cadets are able to set goals and create their own career maps with multiple courses of action for potential paths they wish to take

Second Class: Develop Others

Developing others while developing ourselves.

Module Name: Responsibilities of the Chain of Command

Module Objectives:

- 1- Second Class Cadets understand the Cadet Development Report (CDR) for their year.
- 2- Second Class Cadets understand the nested and supporting role of Chain of Command and staff positions.
- 3- Second Class Cadets become a key component of a culture of accountability through integration of all positions and commitment to duty.

Module Intent: This module will cover a discussion of the Second Class Cadet CDR and how it nests with their role to develop others, as well as, the key roles of chain of command positions. While, the general discussion of duty as it relates to the responsibilities of the chain of command will be a point of emphasis in the endeavor to continue to inculcate the culture of accountability.

Module Pre-Requisites:

- 1- Second Class Cadets have already attended the "Responsibilities of a Cadet NCO" during Third Class Year.
- 2- Second Class cadets have reviewed USMA Leader Development Pamphlet and USCC PAM 6-22 duty position descriptions, as well as, applicable local policies to familiarize Second Class Cadets with their general content.
- 3- Second Class cadets have reviewed the Cadet Disciplinary System to familiarize themselves with general content.
- 4- Second Class cadets have reviewed the CIS specifically for accountability procedures and the various tabs that allow cadets to see their proficiency in pillars.

Required Resources:

- 1- A copy of the Second Class CDR per small group.
- 2- A portion/copy of each of the regulations or policies listed above to facilitate small group work.
- 3- A room large enough to encompass all Second Class Cadets and facilitators
- 4- 5 - 6 x First Class Cadet facilitators
- 5- IT capability or a board to write on as necessary (dependent on how TAC instructor chooses to display information)

Recommended Discussions/Exercises For the Facilitator:

Discussion #1: Developing Others and the CDR (Approximately 10 minutes)

This large group discussion will incorporate the Second Class CDR components to emphasize the Second Class Cadet role in developing others. A portion of the discussion will focus on the military value of Duty as it nests with the chain of command and staff responsibilities/integration, as well as, the concept of caring for subordinates by enforcing standards and accountability. Cadets will discuss the impact of a chain of command ignoring their duty in whatever role and how holding people accountable facilitates individual/unit growth over time.

Discussion #2: Executive Officer/ Staff Positions (Approximately 15 minutes)

TACs will lead this part of a large group discussion to explain the role of staff proponents in the chain of command. The emphasis on this portion of discussion is the integrated role of staff as an enabler of the chain of command and a reporting mechanism to the Commander, as managed by the Executive Officer. The role of the Executive Officer will also be discussed, to include what it means to delegate but still remain accountable and responsible for the staff, as well as, their role in the HQ platoon leader role.

Discussion #3: Chain of Command Positions (Approximately 5-10 minutes)

This will be a partial review of the Third Class module on "Responsibilities of a Cadet NCO" but will expand that to discuss how to integrate guidance from multiple sources. Led by facilitators, this portion of the class will review the position of the chain of command positions and how they nest. (i.e. As a PSG, balancing 1SG's priorities with PL's guidance as it all nests with the Commander's intent while meeting staff due outs.) Furthermore, special emphasis will be placed on the discussion of how to integrate staff proponents into chain of command discussions. A large group discussion will ask cadets to share examples of both good and bad company integration and the outcomes.

Final Exercise: Application (Approximately 5-10 minutes) TACs will hand out vignettes or orally relay them to small groups. Within small groups, TACs and First Class facilitators will help the Second Class determine the possible overlaps in chain of command versus staff duties and responsibilities within the vignette (e.g. Using the lateness and absences of cadets as a means to discuss role of academic staff in reporting versus chain of command role in collecting/following up with subordinates. OR role of PDO/PDS in ABCP/APFT reporting and tracking and chain of command duties in monitoring subordinates in the program.) This will lay the foundation for the next module's discussion of systems and processes as it pertains to codified and executed staff and chain of command integration.

Summary: (Approximately 5 minutes) TACs will revisit the importance of Chain of Command duties and responsibilities in order to possess a positive command atmosphere. TACs will also reinforce the idea of staff and chain of command integration.

Key Take-Aways:

- Second Class Cadets understand their duty to develop others in the roles they are assigned.
- Second Class Cadets can effectively integrate command and staff guidance/input to create a transparent and nested organization.
- Second Class Cadets contribute to a culture of accountability through adherence to duty and in their integration of all company positions.

Second Class: Organizational Systems

Second Class Cadets understand the fundamentals of how an effective staff works and advises the command.

Module Name: Organizational Systems

Module Objectives:

- 1~ Second Class cadets are familiar the underlying purpose of the company staff. They advise the command vs they "own" that portion of cadet development.
- 2~ Give's the TAC teams and the Company Command Teams an opportunity to set conditions and establish staff systems.
- 3~ Provide Examples of common cadet pitfalls.
- 4~ Establish parallels between the West Point experience and the operational force

Module Intent: This module provides each company leadership team, TACs and Cadet commanders, the dedicated time to provide guidance to the company staffs. The guidance along with a deeper understanding how staffs assist commanders in making decisions will allow companies to operate more like operational units. The endstate is Second Class Cadets understand how to be effective staff officers and ly use the CDR as a developmental tool not only for themselves but also for their subordinates.

Module Pre-Requisites:

- 1~ As a commander summarize your expectations of your staff
- 2~ In writing define/ articulate the role of the academic staff, physical development staff, and military development staff.

Required Resources:

- 1~ Classroom and Cadet Command Team Facilitators (use CCDP structure)
- 2~ Computer with web access to show websites referenced (APD and USCC R&D page)
- 3~ Notebook and pen
- 4~ Completed prerequisites

Recommended Discussions/Exercises For the Facilitator:

Exercise or Discussion #1: Compare and contrast commander expectations with definition of key staff roles: What is the status Quo? (~25 minutes)

Group size is easily scalable. The purpose of discussion #1 is to verbalize the cultural norms at West Point. Likely outcomes will include key staff positions feeling responsible for being the "expert" or leaders of their domain. Ex: The Academic Staff is responsible for ensuring all D and F counseling is complete or scheduling tutoring/ AI. Is that what their commanders expect of them?

Exercise or Discussion #2: Practical Exercise #1 (~25 minutes)

Operationalize the command to staff relationship through a training meeting or command and staff. Staff sections provide data to the commander. The commander uses the information to give guidance and make decisions. Key to highlight here is the PL and SL role in leading their formations, not just accounting for personnel. – Also worth pointing out the absence of a company level staff in operational units. It's all the PLTs job!

Exercise or Discussion #3: Establish Company Systems (~ 15 minutes)

With the new information on how staffs should run, this is the command teams opportunity to establish the company systems for the year.

Exercise or Discussion #4
(Approximately 10 minutes)

Conduct Question and Answer session and AAR

Key Take-Aways:

- Second class cadets understand the role of the staff and how it integrates with the command.
- Company Has dedicated time to establishing their expectations and systems

Second Class: Develop Others

Module Name: Conflict Resolution

Module Objectives:

- 1- Second Class Cadets are introduced to concept of differing conflict styles.
- 2- Second Class Cadets are aware of relationship/link between conflict resolution/avoidance and common challenges that occur within the Corps of Cadets

Module Intent: The purpose of this module is to increase soon to be Cadet Officers' emotional intelligence and overcome obstacles in order to enable them to be more confident and able to resolve conflicts that occur daily within their organizations, relationships, and across the Corps of Cadets.

Module Pre-Requisites: Prior to the module discussion, every Second Class Cadet will -

- 1- Familiarize themselves with the differing conflict styles:
 - a. Review the Intercultural Conflict Styles (ICS) Inventory webpage
 - b. Read the article at the following link:
<http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>
- 2- Reflect on incidents in which you faced conflict with others; bring to class one each of the following examples to discuss:
 - a. A conflict between yourself and a person of authority over you
 - b. A relationship conflict (between you and a peer, friend, significant other, etc.)
 - c. A conflict between yourself and a subordinate

Required Resources:

- 1 – ICS Quad Chart
- 2 – Thomas-Kilmann Conflict Mode Quad Chart
- 3 – Case Study Examples of Conflict for Discussion

Recommended Discussion/Exercises for Facilitator:

- 1 – Introduce basic concepts of conflict styles and how they can impact conflict resolution as well as how to account for differing styles to more effectively approach conflict situations; be prepared to discuss and consider other elements including perception and attribution, biases and assumptions, etc.
- 2 – Small group; Cadets reflect and discuss what they assess their own conflict style and why 3
- Large group; share examples of conflict (pre-requisites) and how conflict styles were evident and/or contributed to the overall outcome
- 4 – Use case study examples to discuss common conflict situations and how a leader can approach them in order to effect a desired outcome

Key Take-Aways:

- Understand how different people approach conflict and how it impacts different types of relationships when it comes to resolving conflicts of any given nature
- Self-awareness of your own approach to conflict and how it impacts your ability to resolve conflicts as well as how you can adjust it going forward
- Be able to implement new ways of approaching challenging situations in relationships and organizations as a whole in order to overcome issues

Third Class: Building Cohesive Teams

Building the foundation to be a team of teams.

Module Name: Counseling and Coaching

Module Objectives:

- 1- Third Class Cadets understand the Cadet Development Report (CDR) for their year.
- 2- This Class Cadets understand their role in building the smallest unit of the team within the company.
- 3- Third Class Cadets understand their role and responsibility to counsel and coach.
- 4- Third Class Cadets understand the forms and documents used to record counseling/coaching sessions.
- 5- Third Class Cadets continue the process of becoming part of a culture of accountability through their responsibilities as counselors and/or coaches.

Module Intent: At the end of the module, Third Class Cadets will understand their CDR; why counseling and coaching contributes to team building and the culture of accountability; and understand the difference in counseling/coaching, as well as, how to effectively employ either. The discussions for this module will include a broad overview of the CDR used for Third Class year. Facilitators should next address how to prepare for counseling and coaching (environment, posture, presence), in addition to, the difference between counseling (leader led information) versus coaching (subordinate led solution making). Following that, facilitators should lead a more specific discussion of the DA Form 4856 and how to properly use it. (When time permits, TACs should also discuss the use of MFRs as a means to record counselings when appropriate and/or necessary.). The final module exercise will ask the Third Class Cadets to respond to real world vignettes as approved by the TAC, culminating in an actual counseling/coaching session between Third Class cadets and their small group facilitator.

Module Pre-Requisites:

- 1- Third Class Cadets have attended the Team Leader Academy and all Fourth Class Modules.
- 2- Third Class Cadets have reviewed AR25-50 previously shown in the Fourth Class Module.
- 3- Third Class Cadets have reviewed the DA Form 4856 prior to arrival for familiarity.
- 4- Squad Leaders have counseled their Third Class Cadets as a data point for Third Class Cadets to reflect on.

Required Resources:

- 1- A copy of each of the Third Class CDR and DA4856 per small group.
- 2- A room large enough to encompass all Third Class Cadets and facilitators
- 3- 5 - 6 x Second Class Cadet facilitators
- 4- IT capability or a board to write on as necessary (dependent on how TAC instructor chooses to display information)

Recommended Discussions/Exercises For the Facilitator:

Discussion #1: Team Building and the CDR (Approximately 10 minutes)

Open the floor to discussion about what it means to build a team that is loyal to itself and the team to which it is also a part. Include examples of bad and good anecdotal evidence from the Third Class experience to date (CFT, AIAD, etc). Parlay that into a discussion of the CDR for Third Class Cadets and the evaluation of their role as being a builder of the smallest unit of team and how that nests with a higher command. Last, discuss why counseling and coaching are part of team building and the culture of accountability as an introduction into the topic.

Discussion #2: Effective Counseling and Coaching (Approximately 10 minutes)

This discussion may utilize Second Class facilitators at small group level to discuss techniques. First, discuss the difference in counseling and coaching as ways to engage as subordinates. The emphasis of this distinction is to highlight coaching as a subordinate led problem solving method to gain traction with an actionable. Next, discuss tactics and techniques for effective counseling and coaching (setting, time, environment, etc). Include discussion of anecdotal evidence where counseling or coaching has been good or bad, to include their initial counseling from their Squad Leaders or PSGs. After completion of this small group discussion, allow groups to share their insights.

Discussion #3: Methods and Reasons for Counseling and Coaching (Approximately 10 minutes)

This portion will address the use of memorandums and the DA Form 4856 as methods to document coaching. Facilitators will go through the form and explain each section's intent and purpose, highlighting both good and bad examples. Facilitators will discuss in large group reason for counseling.

Final Exercise: Application (Approximately 5-10 minutes) Facilitators will hand out previously TAC approved vignettes or orally relay them to small groups. Within a small group, Third Class cadets will practice counseling and coaching with their Second Class small group leader as the subject of the counseling. As a group, cadets will discuss what the person did well and what they could do better.

Summary: (Approximately 5 minutes) TACs will revisit the importance of team building through counseling and coaching, reinforcing accountability as an overarching theme before opening the floor for questions.

Key Take-Aways:

- Third Class Cadets understand their role as team builders and counselors/ coaches
- Third Class Cadets understand counseling methods, techniques, and documentation
- Third Class Cadets can effectively counsel/coach
- The culture of accountability has been reinforced to Third Class Cadets.

Third Class: Build Cohesive Teams

Third Class Cadets are empowered to Be, Know and Do when they understand the foundational policies and regulations of why we do what we do.

Module Name: Ratings and Evaluations

Module Objectives:

- 1- Third Class cadets are familiar with why the CDR was created and how it is different from the PDR
- 2- Third Class cadets are familiar with the four distinct grade plates and understand how the 3rd and 4th class plates are used.
- 3- Third Class Cadets practice writing a CDR based on a fictional scenario and packet of information.
- 4- Third Class Cadets use the CDR and the skills from the counseling and coaching class role-play counseling a subordinate on their grade.

Module Intent: This module will build upon and expand on Module1: Counseling and Coaching. In this module, Third class cadets are introduced to the CDR grade plates and learn how to both complete and counsel from a CDR. They will also learn the differences between the PDR and the CDR. The endstate is Third Class Cadets understand how to effectively use the CDR as a developmental tool not only for themselves but also for their subordinates. .

Module Pre-Requisites:

- 1- Completed Module 1: Coaching and Counseling
- 2- Review previous CDRs from Plebe year. – Bring lessons learned.

Required Resources:

- 1- Classroom and Second Class Cadet Facilitators (use CCDP structure)
- 2- Computer with web access to show websites referenced (APD and USCC R&D page)
- 3- Notebook and pen
- 4- Module 1: Coaching and Counseling I check on learning exercise

Recommended Discussions/Exercises For the Facilitator:

Exercise or Discussion #1: Review of Module 1 Coaching and Counseling I (~15 minutes)

Review key takeaways and select several Cadets to share lessons learned from Module 1: Coaching and counseling. This serves the dual purpose of verifying that the cadets have done as they were told and as the opening foundational discussion.

Exercise or Discussion #2: Practical Exercise #1 (~25 minutes)

The cadets are given a scenario and a packet of information about their fourth class cadet. The packet will have a mix of positive and negative spot reports that attempt to paint the subject as an average to slightly above average cadet. Individuals complete a CDR on the fictional plebe based on the data available. Then the third class cadets come together and discuss why they gave the ratings they did.

Exercise or Discussion #3: How to provide feedback using the CDR (~ 15 minutes)

The cadets will then take the CDR they completed and used it as a tool to provide feedback to their rated plebe. Will use elements and strategies obtained in the block 1 module to effectively inform their subordinates about strengths, weaknesses, and their grade.

Exercise or Discussion #4
(Approximately 10 minutes)

Conduct Question and Answer session and AAR

Key Take-Aways:

- Third class cadets understand the CDR, and how it is used in the MD grading process.
- Third Class Cadets have completed at least one CDR on a fictional subordinate before having to complete one on their assigned plebe.
- Cadets can use the CDR as an effective tool to coach and counsel their subordinate towards improvement.

Third Class: Build Cohesive Teams

Module Name: Duties and Responsibilities of a Cadet NCO

Module Objectives:

- 1- Third Class Cadets are familiar with the USMA documents that govern duties, responsibilities, and evaluations of Cadet Sergeants
- 2- Third Class cadets reflect on their experiences as Team Leaders to continue developing their leadership styles in 2CL Cadet NCO positions
- 3- Third Class cadets are better prepared to execute duties and responsibilities as Squad Leaders, Platoon Sergeants, First Sergeants, and Staff NCO's within the Corps

Module Intent: The purpose of this module is to familiarize future 2nd Class Cadets with the two basic responsibilities of an NCO – accomplishment of my mission and welfare of my soldiers – such that they begin to demonstrate these in attitude and behavior.

Module Pre-Requisites: Prior to the module discussion, every Third Class Cadet will -

1. Read:
 - a. The NCO Creed
 - b. USCC PAM 6-22 - Duties and Responsibilities of a SL, PSG, and a Staff NCO position of their choosing
 - c. Review SOP and Policy on CCQ and CDO; CGR NCO positions
 - d. 2CL CDR
2. Have one discussion with current first line supervisor on required readings
3. Bring to class three lessons learned from each of the following perspectives:
 - a. 3 lessons identified by a current Cadet NCO and his/her experiences
 - b. 3 lessons identified by the 3CL cadet based on their own observations of Cadet NCO's

Required Resources:

1. USCC PAM 6-22 (May 2017), Chapter 5
2. CCQ Policy, CDO Policy, and CGR Policy
3. 2CL CDR

Recommended Discussions/Exercises For the Facilitator:

Exercise or Discussion #1 - Understand the Doctrine (~15 min)

- Review the doctrine (required readings)
- Large group, open-discussion about what NCO duties/responsibilities entail
- What are the basics? How do we apply the basics to a given context (adaptability)? What are some specific behaviors that should be demonstrated?
- How do they compare/contrast here at USMA versus at an operational unit?
- KEY TOPICS: Inspections; Maintaining AO and Equipment; execution of specific duties (CCQ, SDNCO, Formations, D&C, etc.); Welfare of Soldiers

Exercise or Discussion #2 – Best Practices: How will I lead as a Cadet NCO? (~15min)

Third Class: Build Cohesive Teams

Module Name: Duties and Responsibilities of a Cadet NCO

Break-down into small groups and write your lessons learned on the boards

- What are the common themes – good and bad?
- What are some common misconceptions/assumptions/false attributions?
- What are some of the most effective or ineffective leadership practices from Cadet NCO's?
- Compare/contrast observations you or others have made about NCO's in general and how they perform their duties in the Army?
- Identify 3-4 best practices and report out to the larger group

Exercise or Discussion #3 – Practical Exercises (~ 15min)

- CDT X/Y Cases centered on good/bad examples of Cadet NCO's performing duties which correlated to some problem being solved/prevented or contributed to a bigger issue

Key Take-Aways:

- Know where to find applicable documents that outline duties/responsibilities of the Cadet NCO
- A menu of best practices for executing Cadet NCO duties/responsibilities.
- Understanding how executing these duties/responsibilities here contributes to both improving the Corps as well as parallels what they will see in the force.

Fourth Class: Followership

Understanding what it means to be a good follower that we may better our units and ourselves.

Module Name: Policies and Regulations, Part 1

Module Objectives:

- 1- Fourth Class Cadets understand the Cadet Development Report (CDR) for their year.
- 2- Fourth Class Cadets understand their role in being a good follower and teammate.
- 3- Fourth Class Cadets understand the key accountability regulations and policies commonly broken to enable immediate adherence to rules and an understanding of repercussions.
- 4- Fourth Class Cadets begin the process of becoming part of a culture of accountability.

Module Intent: This module will cover three broad topics as a way to ensure Fourth Class cadets understand their role and are familiar with the most basic rules that govern their life at USMA. The three topics are: Followership, Accountability, and Repercussions. Leadership is discussed often at USMA, but, followership and what delineates a good follower are often not discussed. Given that Fourth Class Cadets are followers in their role, the discussion on this topic will focus on what it means to be and the importance of an organization built on followers. This includes a portion of the time emphasizing teamwork and being a good teammate, as well. Given that followership primarily entails adherence to rules, the second major topic of discussion will cover the key policies governing Cadet life to include highlighting those most commonly broken. This accountability portion begins the indoctrination of the culture of accountability by ensuring Fourth Class Cadets are well aware of the primary regulations. With that, although there are many policies that could be referenced, the intent is to cover at a minimum USMA Regulation 1-1 and Brigade Policy Memo #'s 1 and 15. The last major topic of discussion will be the Cadet Disciplinary System and Brigade Policy Memo #4, and, their role in a culture of accountability. The intent is to ensure Fourth Class Cadets understand the implications and repercussions of not following policies and regulations. By the end of the module Fourth Class Cadets will understand their role as a follower in the USMA culture of accountability, the most common mistakes made, and the disciplinary code/ policy that governs those infractions.

Module Pre-Requisites:

- 1- Team Leader has reviewed USMA Regulation 1-1, Policy Letter #'s 1,4, and 15 as well as applicable local policies to familiarize Fourth Class Cadets with their general content.
- 2- Team Leader has reviewed the Cadet Disciplinary System to familiarize Fourth Class Cadets with their general content.
- 3- Team Leaders have reviewed the CIS specifically for accountability procedures and the various tabs that allow cadets to see their proficiency in pillars.

Required Resources:

- 1- A copy of the Fourth Class CDR per small group.
- 2- A portion/copy of each of the regulations or policies listed above to facilitate small group work.
- 3- A room large enough to encompass all Fourth Class Cadets and facilitators
- 4- 5 - 6 x Third Class Cadet facilitators
- 5- IT capability or a board to write on as necessary (dependent on how TAC instructor chooses to display information)

Recommended Discussions/Exercises For the Facilitator:

Discussion #1: Followership and the CDR (Approximately 10 minutes)

Open the floor to discussion about what it means to be a good follower, to include examples of bad and good anecdotal evidence from the Fourth Class experience to date. Parlay that into a discussion of the CDR for Fourth Class cadets and the evaluation of their role as being a good teammate and how followership also incorporates the sense of unity in mission amongst the Fourth Class.

Discussion #2: Accountability (Approximately 10 minutes)

This discussion may utilize Third Class facilitators at small group level to discuss the importance of accountability in the Cadet culture and how understanding codification of rules enables accountability. After completion of this small group discussion (5 minutes), the TAC officer will allow the groups to share their insights before introducing the applicable regulations that govern Cadet accountability. Minimum discussion should include USMA Regulation 1-1 and Brigade Policy Memos #1 and 15 (10 minutes).

Discussion #3: Repercussions (Approximately 10 minutes)

This portion will begin with the TAC officer introducing the Cadet Disciplinary System and Brigade Policy Memo #4. After highlighting key points of each of these, the TAC will facilitate the final exercise.

Final Exercise: Application (Approximately 5-10 minutes) TACs will hand out vignettes or orally relay them to small groups. Within the group, the Third Class facilitators will help the Fourth Class determine what regulation has been broken and what minimum action is necessary based on the Cadet Disciplinary System and/or Brigade Policy Memo #4. (e.g. A cadet misses a class with no valid excuse. What regulation is violated? What does table 1-1 say is the appropriate action?) TACs will make their own anecdotes based on Company trends or guidance from their higher.

Summary: (Approximately 5 minutes) TACs will revisit the importance of followership in a culture of accountability and reinforce the previously discussed topics before opening the floor for questions.

Key Take-Aways:

- Fourth Class Cadets have an immediate understanding and can adhere to the most basic accountability regulations at USMA.
- The key role of followership and good followers in an organization is understood by the Fourth Class.
- Fourth Class Cadets are familiar with USMA Regulation 1-1, applicable Brigade Policy Memos, and the Cadet Disciplinary System.
- The culture of accountability has been introduced to the Fourth Class Cadets.

Fourth Class: Followership

Fourth Class Cadets are empowered to Be, Know and Do when they understand the foundational policies and regulations of why we do what we do.

Module Name: Policies and Regulations, Part II

Module Objectives:

- 1~ Fourth Class Cadets know where to find policies (local, regimental/company, USCC, USMA, Army)
- 2~ Fourth Class Cadets know how to read policies and regulations
- 3~ Fourth Class Cadets understand Exceptions to Policy (How to write and ETP according to AR 25-50)
- 4~ Fourth Class Cadets understand the delegation of authority (Who to place requests/ETPs through, Chain of Command (CoC) routing, etc.)

Module Intent: This module will build upon and expand on Module 1: Policies and Regulations, Part I. In this module, Fourth Class Cadets will learn how to locate policies and regulations, how to read policies and regulations, how to write exceptions to policy and who the delegation authority is for a policies and regulations. The endstate is Fourth Class Cadets will be empowered to find, follow and enforce policies and regulations prior to becoming Team Leaders.

Module Pre-Requisites:

- 1~ Team Leader has ensured every Fourth Class Cadets has completed Module 1: Policies and Regulations, Part I
- 2~ Bring three lessons learned from Module 1: Policies and Regulations, Part I
- 3~ Team Leader has reviewed USCC SOP, 3rd Regiment Policy memo and example ETP

Required Resources:

- 1~ Classroom and Third Class Cadet Facilitators (use CCDP structure)
- 2~ Computer with web access to show websites referenced (APD and USCC R&D page)
- 3~ Notebook and pen
- 4~ USCC SOP w/Policy Letters (OCT 2016)
- 5~ Policy Letter #4 (as it relates to ETPs)
- 6~ 3rd Regiment Policy memo and example ETP
- 7~ Incorrectly formatted ETP memo (TACs can provide Facilitators examples of ETPs from Cadets)
- 8~ AR 25-50
- 9~ Module 1: Policies and Regulations, Part I check on learning exercise

Recommended Discussions/Exercises For the Facilitator:

Exercise or Discussion #1: Review of Module 1: Policies and Regulations, Part I (~15 minutes)
Review key take-aways and select several Cadets to share lessons learned from Module 1: Policies and Regulations, Part I. This serves the dual purpose of verifying that the cadets have done as they were told and as the opening foundational discussion.

Exercise or Discussion #2: How to Locate Policies and Regulations (Approximately 5 minutes)

Cadets are guided through websites such as Army Publishing Directorate: www.apd.army.mil; USMA Regulations and Discipline: <https://www-internal.uscc.usma.edu/SACSP/REGS/Home.htm>.

Exercise or Discussion #3: How to Read and Interpret Policies and Regulations (~ 10 minutes)

In this discussion Fourth Class Cadets learn how to read and interpret policies and regulations for applicable content and instructions. Facilitator will use an actual policy (suggested Policy Letter #4 as Cadets are most interested in privileges and passes) and/or regulation and demonstrate to Fourth Class Cadets how policies and regulations are arranged and how to find and interpret pertinent information.

Exercise or Discussion #4: Exception to Policy (Approximately 15 minutes)

In this exercise Fourth Class Cadets learn how to write an Exception to Policy memorandum. Using AR 25-50 and the 3rd Regiment Policy memo and example ETP, Fourth Class Cadets will conduct an exercise that will expose them to common errors of an ETP, teach them who the delegation authority is, understand how to identify and include the policy they want an exception to in an ETP, what the components of a properly formatted memorandum are and enforce the use of the CoC for routing purposes. This exercise will reinforce the Fourth Class Cadets' understanding of policies and regulations through practical exercise.

Exercise or Discussion #5: (Approximately 10 minutes)

Conduct Question and Answer session and AAR

Key Take-Aways:

- Fourth Class Cadets know how to find, read and appropriately interpret information from a policy or regulation without or with minimal intervention from a superior.
- Fourth Class Cadets know how to write and route a properly formatted ETP to the appropriate delegation authority.
- Cadets are able to demonstrate understanding of regulations and policies through practical exercise

Fourth Class: Followership

Module Name: Duties and Responsibilities of a Team Leader

Module Objectives:

- 1- Fourth Class Cadets are familiar with the USMA documents that govern duties, responsibilities, and evaluation of Cadet Corporals
- 2- Fourth Class cadets reflect on their experiences as followers and begin forming their leadership styles for the following year.

Module Intent: The purpose of this module is introduce future 3rd class cadets to the Doctrine of being a team leader at West Point and nesting their best practices to form their initial leadership style.

Module Pre-Requisites: Prior to the module discussion, every Fourth Class Cadet will -

- 1- Read:
 - a. Duties and Responsibilities of a TL as outlined in USCC PAM 6-22
 - b. Military Program "Greenbook" Chapter 4
 - c. 3CL CDR
- 2- Have one discussion with current TL on required readings
- 3- Bring to class three lessons learned from each of the following perspectives:
 - a. 3 lessons identified by their own TL and his/her experiences as a TL
 - b. 3 lessons identified by the 4CL cadet based on their own observations of TL's

Required Resources:

- 1- USCC PAM 6-22 (May 2017), Chapter 5
- 2- Military Program "Greenbook" Chapter 4
- 3- 3CL CDR

Recommended Discussions/Exercises For the Facilitator:

Exercise or Discussion #1 - Understand the Doctrine (~10 min)

- Review the doctrine (required readings)
- Large group, open-discussion about what TL duties/responsibilities entail
- What are the basics? How do we apply the basics to a given context (adaptability)?
- What are some behaviors that should be demonstrated? What does it look like when fulfilling these duties and responsibilities?
- KEY TOPICS: Counseling, Rating, Inspections, Supervision of MOS duties/responsibilities, Developmental Programs (FCDT) and Feedback (PDR, CDR, periodic counseling, etc.)

Exercise or Discussion #2 – Best Practices: How will I lead as a TL? (~ 10min)

- Break-down into small groups and write your lessons learned on the boards
- What are the common themes – good and bad?
- What are some common misconceptions/assumptions/false attributions?
- What are some of the most effective or ineffective TL practices?
- Identify 3-4 best practices and report out to the larger group

Exercise or Discussion #3 – Practical Exercises (~ 20min)

- Cadet X case provided (or another of the TAC's choosing)
- *PE Option 1:* Provide 10-week snap-shot of Cadet X's performance and in small groups, the Cadets provide a mid-term CDR. Cadets must explain with specific behavioral examples, why the rated Cadet receives the rating he/she did. Be able to explain what would have to change in order to improve in identified areas and ultimately receive a higher MD-grade at the end of the term. If time allows, provide a snap-shot of the remainder of the term; Cadets must complete an end-of-term CDR, and be able to explain why it did or did not improve.
- *PE Option 2:* Provide 6-/10-/Term End snap-shots of Cadet X's performance over the course of a given semester. Give out one snap-shot at a time, and have small groups develop a specific plan of action that they will implement as TL's to try and influence Cadet X's behavior.
NOTE: TAC can utilize the standardized Cadet X case summary for each period, or they can make real-time adjustments to the 10-week and Term End snap-shots based on the plans of action that the groups develop.
- *PE Option 3:* Provide a full semester snap-shot of Cadet X's performance, and have small groups acting as Term 2 TL's who are receiving this Cadet at the start of second term develop a plan of action for how they will operate as the cadet's TL to help the Cadet improve in Term 2.

Key Take-Aways:

- Know where to find applicable team leader documents
- A menu of Team Leader Best Practices
- Thoughts on the 1-2 most significant goals for their first time as leaders.