Section 4

ARMY LEADERSHIP—LEADER INTELLIGENCE

Key Points

1 Leader Intelligence

2 Mental Agility

3 Sound Judgment

4 Innovation

5 Interpersonal Tact

6 Domain Knowledge

> Never tell people how to do things. Tell them what to do, and they will surprise you with their ingenuity.
>
> GEN George S. Patton

Introduction

The best training in the world can't make you an effective, respected leader if you are not intelligent about your leadership. An intelligent Army leader is one who is mentally agile, sound in judgment, innovative, tactful, and knowledgeable. This section will help you understand what that means for you, your unit, and the Army.

Intelligent action will get you through many difficult situations, as SGT Alvin York discovered in France during a lopsided fight against a German infantry battalion in World War I.

SGT York

Alvin York performed an exploit of almost unbelievable heroism in the morning hours of 8 October 1918 in France's Argonne Forest. He was now a corporal (CPL), having won his stripes during combat in the Lorraine. That morning CPL York's battalion was moving across a valley to seize a German-held rail point when a German infantry battalion, hidden on a wooded ridge overlooking the valley, opened up with machine gun fire. The American battalion dived for cover, and the attack stalled. CPL York's platoon, already reduced to 16 men, was sent to flank the enemy machine guns.

As the platoon advanced through the woods to the rear of the German outfit, it surprised a group of about 25 German soldiers. The shocked enemy offered only token resistance, but then more hidden machine guns swept the clearing with fire. The Germans dropped safely to the ground, but nine Americans, including the platoon leader and the other two corporals, fell dead or wounded. CPL York was the only unwounded leader remaining.

CPL York found his platoon trapped and under fire within 25 yards of the enemy's machine gun pits. Nonetheless, he didn't panic. Instead, he began firing into the nearest enemy position, aware that the Germans would have to expose themselves to get an aimed shot at him. An expert marksman, CPL York was able to hit every enemy soldier who popped his head over the parapet.

After he had shot more than a dozen enemy [troops], six German soldiers charged him with fixed bayonets. As the Germans ran toward him, CPL York once again drew on the instincts of a Tennessee hunter and shot the last man first (so the ones in front wouldn't see the ones he shot fall), then the fifth, and so on.

After he had shot all the assaulting Germans, CPL York again turned his attention to the machine gun pits. In between shots, he called for the Germans to give up. It may have initially seemed ludicrous for a lone Soldier in the open to call on a well-entrenched enemy to surrender, but their situation looked desperate to the German battalion commander, who had seen over 20 of his Soldiers killed by this one American. The commander advanced and offered to surrender if CPL York would stop shooting.

CPL York now faced a daunting task. His platoon, now numbering seven unwounded Soldiers, was isolated behind enemy lines with several dozen prisoners. However, when one American said their predicament was hopeless, CPL York told him to be quiet and began organizing the prisoners for a movement. CPL York moved his unit and prisoners toward American lines, encountering other German positions and forcing their surrender. By the time the platoon reached the edge of the valley they had left just a few hours before, the hill was clear of German machine guns. The fire on the Americans in the valley was substantially reduced and their advance began again.

CPL York returned to American lines, having taken a total of 132 prisoners and putting 35 machine guns out of action. He left the prisoners and headed back to his own outfit. Intelligence officers questioned the prisoners and learned from their testimony the incredible story of how a fighting battalion was destroyed by one determined Soldier armed only with a rifle and pistol. Alvin C. York was promoted to sergeant and awarded the Medal of Honor for this action. His character, physical courage, technical competence, and leadership enabled him to destroy the morale and effectiveness of an entire enemy infantry battalion.

Leader Intelligence

Your intelligence draws on your mental tendencies and resources, shaping your conceptual abilities. These conceptual abilities enable you to exercise sound judgment about your duties and responsibilities even before you implement your concepts and plans. They help you think creatively and reason analytically, critically, ethically, and with cultural sensitivity. Conceptual abilities enable you to consider unintended as well as intended consequences.

Like a chess player trying to anticipate an opponent's moves three or four turns in advance (action-reaction-counteraction), you must always think through what you expect to occur as a result of a decision. Some decisions may set off a chain of events, so you must attempt to anticipate the second- and third-order effects of your actions, no matter at which level you are leading.

The conceptual components affecting the Army leader's intelligence include:

- Mental agility
- Judgment
- Innovation
- Interpersonal tact
- Domain knowledge.

Critical Thinking

How much of SGT York's heroism was gut instinct and how much was leader intelligence? Which leadership skills did York rely on most?

Mental Agility

mental agility

a flexibility of mind, a tendency to anticipate or adapt to uncertain or changing situations

Mental agility is a flexibility of mind, a tendency to anticipate or adapt to uncertain or changing situations. Agility assists you in thinking through second- and third-order effects when current decisions or actions don't produce the desired effects. It helps you to break from habitual thought patterns. It also helps you improvise when faced with conceptual impasses, as well as quickly apply multiple perspectives when considering new approaches or solutions.

Your mental agility is important because great military leaders adapt to fight the enemy, not the plan. When you are agile, you stay ahead of changing environments and overcome incomplete planning to preempt problems. In the operational sense, agility also means an ability to develop units that adapt to changing situations. Such units can change their behavior from full-scale maneuver war to stability operations in urban areas.

Mental agility is the ability to reason critically while keeping your mind open to multiple possibilities. You reason until you reach the most sensible solution. Critical thinking is a thought process that aims to find truth in situations where direct observation is insufficient, impossible, or impractical. It allows you to think through and solve problems and is central to your decision making. Critical thinking is the key to understanding changing situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from experience.

Critical thinking implies examining a problem in depth, from multiple points of view, and not settling for the first answer that comes to mind. You need this ability because many of the choices you will face will require more than one solution. The first and most important step in finding an appropriate solution is to isolate the main problem. Sometimes determining the real problem presents you with a huge hurdle; at other times, you have to sort through distracting multiple problems to get to the real issue.

Your mental agility in quickly isolating a problem and identifying solutions allows you to take the initiative and adjust to change. Agility and initiative do not appear magically. You must instill them within all your subordinates by creating a climate that encourages team participation. Identifying honest mistakes in training, for example, makes subordinates more likely to develop their own initiative.

Modern Army training and education focus on improving leader agility and small-unit initiative. Combat deployments in Grenada, Panama, Kosovo, Somalia, Afghanistan, and Iraq have emphasized the demands on mental agility and tactical initiative down to the level of the individual Soldier. Contemporary Operating Environments call for more-agile junior officers and noncommissioned officers—men and women able to effectively lead small and versatile units across the spectrum of conflicts.

> It is not genius which reveals to me suddenly and secretly what I should do in circumstances unexpected by others; it is thought and meditation.
>
> Napoleon Bonaparte
>
> *French general (1789-1804) and Emperor of France (1804-1814)*

> **Judgment comes from experience and experience comes from bad judgments.**
>
> General of the Army Omar N. Bradley
>
> *Address at the US Army War College (1971)*

Sound Judgment

sound judgment

the ability to assess situations or circumstances and draw conclusions; good judgment enables you to form sound opinions and make sensible decisions and reliable guesses

Sound judgment goes hand in hand with agility. Judgment requires being able to assess situations or circumstances and draw conclusions. Good judgment enables you to form sound opinions and make sensible decisions and reliable guesses. Good judgment on a consistent basis is important for successful Army leaders, and much of it comes from experience.

Leaders acquire experience through trial and error and by watching the experiences of others. Learning from others can occur through mentoring and coaching by superiors, peers, and even some subordinates. Another method of expanding experience is self-development by reading biographies and autobiographies of notable men and women. You can learn from their successes and failures.

Often, leaders must juggle facts, questionable data, and gut-level feelings to arrive at a quality decision. Good judgment helps to make the best decision for the situation at hand. It is a key attribute of the art of command and the transformation of knowledge into understanding and quality execution. FM 6-0 discusses how leaders convert data and information into knowledge and understanding.

Good judgment contributes to an ability to determine possible courses of action and decide what action to take. Before choosing the course of action, you must consider the consequences and think methodically. Some sources that aid judgment are senior leaders' intents, the desired outcome, rules, laws, regulations, experience, and values. Good judgment includes the ability to size up subordinates, peers, and the enemy for strengths and weaknesses, and to create appropriate solutions and action. Like agility, it is a critical part of problem solving and decision making.

Innovation

innovation

the ability to produce original ideas and introduce something new for the first time

Innovation is the ability to introduce something for the first time. Being innovative means producing ideas that are original and worthwhile.

Sometimes a new problem presents itself or an old problem requires a new solution. You should seize such opportunities to think creatively and innovate. The key concept for creative thinking is to develop ways to challenge subordinates with new ideas. It also involves devising new ways for Soldiers and civilians to accomplish tasks and missions. Creative thinking includes using adaptive approaches (drawing from previous similar circumstances) or innovative approaches (coming up with a completely new idea).

You can and must think creatively to adapt to new environments. A unit deployed for stability operations may find itself isolated on a small, secure compound with limited athletic facilities and without much room to run. In this case you would devise reliable ways to maintain your Soldiers' physical fitness. Innovative solutions might include weight training, games, stationary runs, aerobics, treadmills, and other fitness drills.

As an innovative leader, you prevent complacency by finding new ways to challenge subordinates with forward-looking approaches and ideas. To be an innovator, you must learn to rely on intuition, experience, knowledge, and input from subordinates. You must also reinforce team building by making everybody responsible for the innovation process.

Interpersonal Tact

Interacting effectively with others means being able to see things through their eyes. It requires accepting the character, reactions, and motives of others as being just as valid as yours. **Interpersonal tact** combines these skills, along with recognizing diversity and displaying self-control, balance, and stability in all situations.

interpersonal tact

the ability to accept the character, reactions, and motives of others as valid, as well as to recognize diversity and display self-control, balance, and stability in all situations

Recognizing Diversity

Soldiers, civilians, and contractors come from vastly different backgrounds and are shaped by schooling, race, gender, religion, as well as a host of other influences. People should avoid snap conclusions based on stereotypes. It is better to understand individuals by acknowledging their differences, qualifications, contributions, and potential.

Those who join the Army agree to accept the Army's culture. This initial bond holds everyone together. You can strengthen the team effort by creating an environment where subordinates know they are valued for their talents, contributions, and differences. Your job is not to make everyone the same; it is to take advantage of the different capabilities and talents brought to the team. The biggest challenge is to put each member in the right place to build the best possible team.

Keep an open mind about cultural diversity. It is important because you never know how the talents of certain individuals or groups will contribute to mission accomplishment. During World War II, US Marines from the Navajo nation formed a group of radio-communications specialists called the Navajo Code Talkers. The code talkers used their native language—a unique talent—to handle command radio traffic. Using the Navajo code significantly contributed to successful ground operations because the best Japanese code breakers could not decipher their messages.

Self-Control

Good leaders control their emotions. Instead of hysterics or showing no emotion at all, leaders should display the right amount of sensitivity and passion to tap into subordinates' emotions. Maintaining self-control inspires calm confidence in the team. Self-control encourages feedback from subordinates that can help in understanding what is really happening. Self-control in combat is especially important for Army leaders. If you lose your self-control, you cannot expect those who follow you to maintain theirs.

> … [A]n officer or noncommissioned officer who loses his temper and flies into a tantrum has failed to obtain his first triumph in discipline.
>
> *Noncommissioned Officer's Manual (1917)*

The Lieutenant's Temper

Captain William C. Louisell [the new company commander] was a West Pointer and a former tactics instructor at the military academy....

One day I was in the orderly room on the phone, shouting at a fellow lieutenant at the top of my lungs, when Louisell walked in. He took me aside and chewed me out for my behavior. Shortly afterward, I received my efficiency report. To the layman, it might not seem disastrous. Louisell had said of me, "He has a quick temper which he makes a mature effort to control." But in the code of efficiency report writing, I had taken a hit. These words marked the only negative comment on my performance since the first day I had put on a uniform in ROTC. Louisell called me in, sat me down, and raised the matter of the blowup on the phone. "Don't ever show your temper like that to me or anyone else," he warned. It was demeaning to everybody. I still have a hot temper. I still explode occasionally. And whenever I do, I hear Bill Louisell's warning voice.

GEN Colin Powell

An Army leader's self-control, balance, and stability greatly influence his or her ability to interact with others. People are human beings with hopes, fears, concerns, and dreams. Your understanding that motivation and endurance are sparked by emotional energy gives you a powerful leadership tool. Giving others constructive feedback will help mobilize your team's emotional energies to accomplish difficult missions during tough times.

Self-control, balance, and stability also assist making the right ethical choices. An ethical leader successfully applies ethical principles to decision making and retains self-control. Leaders cannot be at the mercy of emotion. It is critical for leaders to remain calm under pressure and expend energy on things they can positively influence and not worry about things they cannot affect.

Emotionally mature and competent leaders are also aware of their own strengths and weaknesses. They spend their energy on self-improvement, while immature leaders usually waste their energy denying that there is anything wrong or analyzing the shortcomings of others. Mature, less defensive leaders benefit from feedback in ways that immature people cannot.

... [A]nyone can get angry—that is easy ... but to [get angry with] the right person, to the right extent, at the right time, for the right reason, and in the right way is no longer something easy that anyone can do.

Aristotle

Greek philosopher and tutor to Alexander the Great

Balance

If you are an emotionally balanced leader, you are able to display the right emotion for a given situation and can read others' emotional state. You draw on your experience and provide your subordinates the proper perspective on unfolding events. You have a range of attitudes, from relaxed to intense, with which to approach diverse situations. You know how to choose the one appropriate for the circumstances. Balanced leaders know how to convey that things are urgent without throwing the entire organization into chaos. They are able to encourage their people to continue the mission, even in the toughest of moments.

Stability

Effective leaders are steady, levelheaded when under pressure and fatigued, and calm in the face of danger. These characteristics stabilize their subordinates, who are always looking to their leader's example. Therefore, you should:

- model the emotions for subordinates to display
- not give in to the temptation to do what personally feels good
- remember that if you're under great stress, it might feel better to vent—but will that help the organization?
- keep in mind that if subordinates are to be calm and rational under pressure, their leaders must display the same stability.

BG Thomas J. Jackson's actions during the Civil War's First Battle of Bull Run (Manassas) serve as a vivid example of how one leader's self-control under fire can stabilize an uncertain situation and ultimately turn the tide in battle.

He Stood Like a Stone Wall

At a crucial juncture in the First Battle of Bull Run, the Confederate line was being beaten back from Matthews Hill by Union forces. Confederate BG Thomas J. Jackson and his 2,000-man brigade of Virginians, hearing the sounds of battle to the left of their position, pressed on to the action. Despite a painful shrapnel wound, General Jackson calmly placed his men in a defensive position on Henry Hill and assured them that all was well.

As men of the broken regiments flowed past, one of their officers, BG Barnard E. Bee exclaimed to Jackson, "General, they are driving us!"

Calmly looking toward the direction of the enemy, BG Jackson replied, "Sir, we will give them the bayonet."

Impressed by BG Jackson's confidence, stability, and self-control, BG Bee rode off towards what was left of the officers and men of his brigade. As he rode into the throng, he gestured with his sword toward Henry Hill and shouted, "Look, men! There is Jackson standing like a stone wall! Let us determine to die here, and we will conquer! Follow me!"

Bee would later be mortally wounded, but the Confederate line stabilized. The nickname he gave to BG Jackson would live on in American history.

Domain Knowledge

domain knowledge

the facts, beliefs, and logical assumptions in key tactical, technical, joint, and cultural or geopolitical areas

Domain knowledge requires possessing facts, beliefs, and logical assumptions in many areas. There are four types of domain knowledge:

- *Tactical knowledge,* or an understanding of military tactics related to securing a designated objective through military means
- *Technical knowledge,* or the specialized information associated with a particular function or system
- *Joint knowledge,* or an understanding of joint organizations, their procedures, and their roles in national defense
- *Cultural and geopolitical knowledge,* or awareness of cultural, geographic, and political differences and sensitivities.

Tactical Knowledge

Tactics is the art and science of employing available means to win battles and engagements. The science of tactics includes capabilities, techniques, and procedures that can be codified. The art includes the creative and flexible array of means to accomplish assigned missions, decision making when facing an intelligent enemy, and the effects of combat on Soldiers.

Fieldcraft

Fieldcraft describes the skills Soldiers require to sustain themselves in the field. Proficiency in fieldcraft reduces the likelihood of casualties. Understanding and excelling at fieldcraft sets conditions for mission success. You must make sure your Soldiers take care of themselves, and you must provide them with the means to do so.

You gain proficiency in fieldcraft through formal training, study, and practice. Although easily learned, fieldcraft skills are often neglected during training exercises. That is why during peacetime exercises, you must strictly enforce tactical discipline and make sure your Soldiers practice fieldcraft to keep them from becoming casualties in wartime. The Army's Combat Training Centers set the right example on how to conduct realistic training in an environment that enforces tactical and fieldcraft discipline. During Combat Training Center rotations, skilled observers and controllers assess appropriate training casualties and make recommendations to reinforce the appropriate fieldcraft standards.

Tactical Proficiency

While practicing tactical abilities is generally challenging, you should try to reproduce actual operational conditions during battle-focused training Unfortunately, you can't always

> **The commander must decide how he will fight the battle before it begins. He must then decide how he will use the military effort at his disposal to force the battle to swing the way he wishes it to go; he must make the enemy dance to his tune from the beginning, and never vice versa.**
>
> Field Marshal Viscount Montgomery
>
> *Memoirs (1958)*

take your entire unit to the field for full-scale maneuvers. You must therefore learn to achieve maximum readiness by training parts of a scenario or a unit on the ground, while exercising larger echelons with simulations. Despite distractions and limitations, train for war as realistically as possible.

A well-trained unit is one that is ready to respond at a moment's notice, as this lieutenant proved in Iraq.

1AD Lieutenant Earns Silver Star

November 23, 2004—Like many Soldiers honored as heroes, 1st Lt. Christopher Dean of V Corps' 1st Armored Division says he was just doing his job the day he earned a Silver Star for leading the rescue of a patrol ambushed in Baghdad.

"People don't say, 'I'm going to try to win a Silver Star today.' We go out and we're put in an extraordinary position, and the right people recognize what we are doing," said Dean. "I wouldn't say I was in the right place at the right time, but I guess I was fortunate to be in the wrong place at the right time."

Dean, a platoon leader in the division's Company C, 2nd Battalion 37th Armor, based in Friedberg, Germany, was helping to hand authority for the division mission over to the incoming 1st Cavalry Division at that "right time"—April 4. More important, the lieutenant's assignment that day was to serve as Quick Reaction Force tank platoon leader, with oversight for the "wrong place"—Sadr City, arguably the most violent section of Baghdad.

A patrol from 1st Cavalry was ambushed in the city. Dean rolled out immediately with four tanks under his charge. Traveling at top speed, they headed to the grid coordinates given by the besieged patrol. As soon as they arrived, the QRF was hit by a barrage of gunfire.

"We had rounds coming in from everywhere," said Dean. "It sounded like Rice Krispies popping." One of his Soldiers was killed.

Dean then led a seven-tank attack back into the engagement area to find the ambushed patrol. The .50-caliber machine gun was taken out by enemy fire, leaving him atop the vehicle with only his M4 rifle. He was hit by shrapnel from a rocket-propelled grenade blast.

Reaching the ambushed patrol, the QRF dismounted to help get the patrol out. Under heavy enemy fire they pulled out the dead and wounded and put them inside the tanks, then used one of Dean's tanks to push two damaged vehicles out of the area.

Dean's team rescued 19 Soldiers from the ambush.

Technical Knowledge

Knowing Your Equipment

Technical knowledge relates to equipment, weapons, and systems—everything from a gun sight to the computer that tracks personnel actions. Since you are closer to your

equipment than organizational and strategic leaders, you have a greater need to know how it works and how to use it. You serve as the expert called upon to solve problems with equipment. You must be able to figure out how to make it work better, how to apply it, how to fix it, and even how to modify it. If you do not know the specifics, you must know who does know how to solve issues with it. Subordinates expect their first-line leaders to know the equipment and be experts in all the applicable technical skills. As a platoon leader, you are one of the Army's technical experts and teachers.

Operating Equipment

Know how to operate your organization's equipment, and ensure your people do as well. You can often set an example with a hands-on approach. When new equipment arrives, learn how to use it and train your subordinates to do the same. Once individuals are trained, then teams, and in turn, whole units train together. Army leaders know understanding equipment strengths and weaknesses is critical to success in combat.

Employing Equipment

Direct-, organizational-, and strategic-level leaders need to know what functional value the equipment has for their operations and how to employ the equipment in their units and organizations. You have a responsibility to keep alert to the effect that fielding the equipment will have on your organization. You must ensure that your organization has all necessary resources to properly field, train, maintain, operate, inventory, and turn in equipment.

Joint Knowledge

Joint warfare is team warfare. The 1986 Goldwater-Nichols legislation mandated a higher level of cooperation among America's military services, based on experiences drawn from previous deployments. Since then, Army leaders from the most junior field leader to the generals serving at the strategic level have embraced the importance of joint warfare. Leaders acquire joint knowledge through formal training in the Joint Professional Military Education program and assignments in joint organizations and staffs. All the services—the Army, Air Force, Navy, and Marines—bring their own strengths and limitations to the battlefield. Only close cooperation among them all can ensure swift mission accomplishment in the complex operational environments our militaries face.

Cultural and Geopolitical Knowledge

Culture consists of shared beliefs, values, and assumptions among a group of people about what is important. Army leaders are mindful of cultural factors in three contexts:

- *Team members:* They are sensitive to their different backgrounds in order to best leverage their talents
- *Countries:* They are aware of the culture of the nations in which their organization operates

> **If you can wear Arab kit when with the tribes you will acquire their trust and intimacy to a degree impossible in uniform.**
>
> T. E. Lawrence
>
> *Twenty-Seven Articles (1917)*

- *Partners:* They consider and evaluate the possible implications of partners' customs, traditions, doctrinal principles, and operational methods when working with forces of another nation.

Understanding the culture of adversaries and of the country in which your organization is operating is just as important as understanding the culture of your own country and organization. Contemporary Operating Environments, which place smaller units into more culturally complex situations with continuous media coverage, require even greater cultural and geopolitical awareness on your part. Be aware of current events—particularly those in areas where the United States has national interests. Before deploying, ensure that your Soldiers and platoon are properly prepared to deal with the population of particular areas—either as partners, neutrals, or adversaries. The more everyone knows about them, including their language, the better off the unit will be.

Understanding other cultures applies to full spectrum operations, not only stability and reconstruction operations. For example, you may employ different tactics against an adversary who considers surrender a dishonor worse than death, than against those for whom surrender remains an honorable option. Likewise, if your organization is operating as part of a multinational team, how well you understand partners' capabilities and limitations will affect how well your team accomplishes its mission.

Cultural understanding is crucial to the success of multinational operations. Take the time to learn your partners' customs and traditions as well as their operational procedures and doctrine. To be able to operate successfully in a multinational setting, you must be aware of any differences in doctrinal terminology and the interpretation of orders and instructions. Learn how and why others think and act as they do. In multinational forces, effective leaders often create a "third culture" by adopting practices from several cultures to create a common operating basis.

Working in a multicultural environment requires you to keep plans and orders as simple as possible to prevent misunderstandings and unnecessary losses. If possible, you and your Soldiers should learn some of the language in which those around you operate. Dedicated liaison teams and linguists provide a cultural bridge between partners to mitigate some differences, but they cannot eliminate all of them.

Cultural awareness played a major role in the peaceful capture of Najaf during Operation Iraqi Freedom in April 2003.

No Slack Soldiers Take a Knee

The Soldiers of LTC Christopher Hughes' 2nd Battalion, 327th Infantry were tired following several weeks of battling insurgents on their journey to Najaf. It was early April 2003 and elements from the 101st Airborne Division were taking part in a bigger effort to secure the holy city on the road to Baghdad.

The 2-327th had served in Vietnam, and one of their finest had been killed just days before rotating to the states. In his honor, and based on his favorite saying "cut the enemy no slack," the battalion now called themselves "No Slack."

Their leader, LTC Hughes, was no stranger to Muslim customs, learning all he could while investigating the bombing of the USS Cole and serving on a joint antiterrorism task force. Still, he took the opportunity to learn more about the Shiite people and the grand Ali Mosque in the city where he and his Soldiers were headed. Earlier that month, on the 54-hour drive out of Kuwait, Hughes had

listened while his Iraqi-American translator explained the importance of the Ayatollah Ali Sistani, the years he spent imprisoned under Saddam Hussein, and how Shiites considered the gold-domed Mosque as a most holy site.

When Hughes and his Soldiers approached the mosque to ask Sistani to issue a fatwa (religious decree) allowing the Americans to go on to Baghdad without resistance, they met an angry crowd.

Hundreds of people protected the entrance to the mosque, concerned that the Americans had come to destroy it. They chanted "In city yes—in city OK. Mosque no!" Hughes had to act quickly to dispel their fears. At first, he pointed his weapon to the ground. No one noticed.

Next, he commanded his troops to take a knee. Some gave him a questioning glance, but still obeyed without hesitation. They trusted their leader. Many Iraqis in the crowd joined them; LTC Hughes went a step further. He told his Soldiers to smile. The Iraqis smiled back. The anger in the crowd was defused. A universal language of goodwill spread, and Hughes was able to have his Soldiers get up and walk away. As he turned to leave, Hughes put his right hand on his chest in a traditional Islamic gesture, "Peace be with you," he said, "Have a nice day." The fatwa was issued, Baghdad was taken, and unnecessary conflict was avoided.

Understanding the mixture of cultures, and with an adaptability that makes the American Soldier unique, these combat-hardened warriors allowed diplomacy and respect for others to rule the day.

CONCLUSION

To be an intelligent Army officer you need to be mentally agile, sound in judgment, innovative, tactful, and knowledgeable in many areas. Being physically ready for combat is difficult enough. To be mentally ready can be even more challenging. But the nation expects Army leaders to be up to the challenge, and the Army works hard to help them succeed. Your ROTC training is geared to help you meet that challenge.

Learning Assessment

1. **What is mental agility and why is it an important trait for an Army officer?**
2. **List four ways in which you can expand your experience and add to your ability to exercise good judgment.**
3. **How can innovation be used to challenge complacent subordinates?**
4. **Define the four basic elements of interpersonal tact.**
5. **What are the four basic elements of domain knowledge, and how can this knowledge help you in your leadership capacity?**

Key Words

mental agility
sound judgment
innovation
interpersonal tact
domain knowledge

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