

**Command, Leadership,  
And Effective Staff Support**

**A Handbook Including**

**Practical Ways for the Staff to Increase  
Support to Battalion and Company Commanders**

**US Army Service Center for the Armed Forces  
Pentagon, Washington, DC 20310-3111**

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*Foreword to the reader:*

This handbook contains thoughts, insights, and perspectives that can assist leaders in meeting the challenges of command, leadership, and staff support. The handbook addresses topics important to leaders, and includes material drawn from the writings of military leaders, Army manuals since 1943, and the experience of many contributors.

Uses for this handbook include leader development, staff development, and increasing staff support to commanders and units. The strong focus on staff support at the battalion level makes this book particularly useful to battalion commanders, battalion executive officers, and officers and noncommissioned officers serving in staff positions at battalion and brigade.

This handbook was developed as a companion to "Management of the U.S. Army Service Center for the Armed Forces," December 31, 1999.

Dennis P. Vasey  
Colonel, Aviation  
Commanding

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## Acknowledgments and Sources

The Army's manuals since 1943, and their writers. These manuals contain the lessons learned from over 50 years of Army experience, including World War II. This period is particularly significant because it is the only time in which the United States has maintained a large standing army. These manuals not only record the lessons learned from more than two generations of Army leaders, but reflect the times and changes in warfare during each period. Almost every manual referenced is in the Military Documents Section of the Pentagon Library.

The collected works\* of two Army Chiefs of Staff, General Edward C. Meyer, Chief of Staff 1979-1983, and General John A. Wickham, Jr., Chief of Staff 1983-1987. Each collected work includes their articles, speeches, interviews, and "Letters to the Army's General Officers" during their leadership of the Army. Their thoughts are an invaluable legacy.

The contributors to the collected works of General Edward C. Meyer and General John A. Wickham, Jr. including MG Richard Chilcoat, BG Creighton Abrams, Col Francis Waskowicz, Col James Johnson, LTC Thomas Harvey, CW3 Carl Hansen, and Mary Rosehill.

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The Compiler

\*Unless otherwise indicated, the page numbers of the quotes from General Edward C. Meyer and General John A. Wickham, Jr. refer to their collected works (see bibliography).

Note: All quotes are in italics. Some quotes have been paraphrased in the interest of brevity, clarity, or to avoid excessive ellipses and brackets. These quotes are identified by adding terms such as "paraphrased" after the quote. To ensure conciseness each subject was limited to one page as much as possible. The compiler is responsible for this handbook, and trusts that any errors will be forwarded for correction.

# 1 The Commander and The Staff

## 1. The Staff: Purpose, Responsibilities, and Relationships.

The purpose of the staff is to assist the Commander in accomplishing the unit's mission: "The commander and his staff are a military entity with one purpose: successful execution of the commander's mission." FM 101-5, 1960, p. 3. "The primary function of the staff is to assist the commander in performing his duties." FM 22-100, 1958, p. 82

The staff assists the Commander in accomplishing the unit's mission by:

1. providing support directly to the Commander, and by

2. working in relationships that assist the Commander's own relationships down, up, and across:

- to the Commander's subordinate units. The Commander both directs and supports the subordinate units, and the staff helps him do both. Understanding this dual nature of the staff helps to maintain focus, balance, and teamwork.

- to other staffs, up and down, and

- to supporting or supported organizations.

The staff is essential to the Commander in executing the command and control process, and because of the complexity and responsibility of command:

"The larger the unit, the more complex become the problems of leadership, but the greater become the means available to the commander to assist him in the exercise of leadership." FM 22-10, 1951, p. 18

"Command is an art and focuses the unit, and is Commander's business. Control is a science of regulating functions to execute the Commander's intent, and is the staff's business." summarized from article Future Battlefield Dynamics and Complexities Require Timely and Relevant Information by LTG Wilson Shoffner

"The staff exists to deal with problems which the commander has neither the time nor the specialized information to handle." "A staff is a problem-solving group." DA Pam 600-15, 1968, pp. 208,195

"For the very purpose of permitting the general-in-chief to give his whole attention to the supreme direction of the operations that he ought to be provided with staff officers competent to relieve him of details of execution." Jomini, The Art of War, p. 531

**1. Directly to the Commander-** accomplishing the tasks directed by the Commander or implied by his missions.

"[Commanders expect their staffs to]-

(1) Work in close harmony with other staff members, higher and lateral commands, and subordinate units.

(2) Correctly analyze, properly evaluate, and recommend sound courses of action on problems arising within the command.

(3) Prepare directives to subordinate commands in consonance with the commander's policies.

(4) Keep the commander completely informed about the status of subordinate units without creating resentment or distrust in them.

(5) Develop in lower units a feeling of trust in the staff officer and his actions so his visits to the unit are welcome.

(6) Insure that complete coordination is made before he takes or recommends an action." FM 22-100, 1961, pp. 56,57

"The purpose of the infantry division staff is to assist the division commander in the exercise of command. The staff accomplishes this purpose by reducing the number of items requiring command attention. This is accomplished by exercising the authority delegated to the staff by the commander." FM 7-100, 1960, p. 11

"The good staff officer continually views things as nearly as he can from the commander's point of view." FM 22-100, 1961, p. 56. "He must subordinate his own personal aspirations to the desires and decisions of the commander." FM 22-100, 1958, p. 82

"A good staff officer keeps himself informed by frequent visits to commanders of subordinate units. He interprets and explains policy, orders, and directives. He observes the execution of the commander's desires and advises him concerning the extent to which they are being executed." FM 22-100, 1958, p. 82

"A good staff is indispensable. . . it can remedy many evils. . . it will tend to prevent mistakes by furnishing the commander with reliable information..." Jomini, Jomini, Clausewitz, and Schlieffen, p. 20

"Good decisions by the Army leadership are the result of solid Staff products." Staff Officer's Guidebook, HQDA, 1986, foreword

"Firm and strict in discharging the duties of trust reposed in him. Be he too pliant in his disposition, he will most assuredly be imposed upon, and the efficient strength and condition of the Army will not be known to the Commander-in-Chief." attributed to George Washington regarding staff officers, DMNQ, p. 307

"After the order has been issued, the many details in connection with putting it into effect can be carried out by staff officers, thus conserving the time and energy of the commander." DA Pam 600-15, 1968, p. 204

**2. To the Commander's subordinate units.** The Commander both directs and supports his subordinate units, and relies on the staff to help him in both areas. In everything that the staff does in relation to the Commander's subordinate units, it is the Commander who is providing that direction, support, or monitoring. However, there are two important aspects of the staff's relationship to the Commander's subordinate units:

**1) The staff implements the Commander's orders, guidance, and policies** by directing the subordinate units' actions, and then monitoring, identifying, and correcting deviations from the Commander's guidance, standards, and policies.

*"The necessity for operating through command channels can be taken as a fundamental premise. However, in practice, staff officers must discharge many of their duties by direct contact with the subordinates of the responsible commander." DA Pam 600-15, 1968, p. 204*

*"The staff assists the commander in his exercise of command by . . . translating the decisions and plans of the commander into orders [and] exercising necessary supervision to insure that the policies, intentions, and orders of the commander are executed properly." FM 101-5, 1954, p. 74*

*"It is the duty of the staff to insure that the order is executed as intended by the commander who issued the order, and that modifications and elaborations of orders are initiated properly when circumstances demand." FM 101-5, 1950, p. 37*

*"Every directive must be accompanied by positive provision for follow-up to ensure that it is obeyed." Staff Officer's Guidebooks, HQDA, 1986,1988, p. 3*

*"In its supervisory function, the staff is the channel through which decisions, based on plans, become effective. Performance of this supervisory function, while lacking real authority, demands of the staff officer considerable degrees of tact, judgment, ability, and military knowledge." DA Pam 600-15, 1968, p. 192*

*"Staff officers have no command authority, but they act for the commander as he directs or delegates. The commander may delegate authority to the staff or to a specific staff officer to take final action on matters as established within command policy. [This authority] varies with the level and the mission of the command, the immediacy of the mission, and the staff officer's area of interest." FM 7-20, (Draft), p. 2-5*

*"The commander may delegate authority to staff officers to issue plans and orders without his personal approval. Such decentralization of authority promotes efficiency, reduces reaction time, and streamlines operations." FM 7-20, (Draft), p. 2-5*

2) The staff provides direct support\* to the Commander's subordinate units, focusing on mission accomplishment and support. The staff implements the Commander's guidance by tasking, monitoring, and correcting. However, the staff must support the units while tasking. To do this effectively, the staff must understand the Commander's intent and the impact of directives. Units must have this support in order to be effective: *"The toughest job is at the unit level- at the company commander's level, the first sergeant's level, the platoon sergeant's level, where all of our efforts ultimately must be translated into human action, in garrison or on the battlefield."* Gen Wickham, p. 342

**When tasking, the staff:**

- **filters requirements, and continually reviews requirements, programs, and systems** for ways to help the units accomplish their missions and meet standards. The staff tasks down only what is appropriate to be tasked down, and also continually reviews all requirements, programs, and systems for ways to simplify requirements and eliminate redundancy. *"The focus needs to be 'How can we meet this requirement with the least disruption to the units? Have we met this requirement already? What should we do at this level before tasking down?'"* Brigade S1

- **keeps in mind the effect of requirements** on subordinate units. *"When the general lays on unnecessary projects, everyone is fatigued."* Ch'en Hao, fl. 700, DMNQ, p. 170

- **explains the intent of requirements.** *"Without this, too often you get a 'hollow response,' because the units don't understand the intent of the requirement."* MAJ Clifford Yamamoto

- **gives the units time.** *"Maximum planning and preparation time must be given to subordinates. Successively lower echelons require more detailed planning, particularly at brigade, task force (TF), and company."* FM 71-100, 1990, p. 3-8 (at least 2/3 of the available time.)

**When working unit requests, the staff:**

- **initiates action** on all requests from the subordinate units IAW the established Commander's standards, or as urgency requires.

- **follows-up** on subordinate unit actions within the standard time-frame set by the Commander, or as urgency requires.

- **provides feedback** during the subordinate unit's regular follow-up with the higher HQ staff (though the staff does not have to wait for the subordinate unit's check to give feedback).

\*Ways to support units are further addressed in Chapter 2.

**3. To other staffs-** working in staff channels to execute the Commander's guidance and the missions of the unit.

**To the staff of the Commander's higher HQ:**

**1) Develop a good working relationship** with the higher HQ staff. Listed below are key elements in fostering this rapport:

**-Meet requirements.** Meet all the higher HQ's requirements completely, accurately, and on time. Request any extensions well before the due date. Set a standard, such as 98% of all suspenses and requirements met fully and on time, and 98% of all requests for extensions made before the due date.

**-Daily contact.** Daily contact is vital. A daily personal visit is best, but a daily telephone call is the minimum.

*"Always visit your higher HQ support facility every day. It will pay dividends." CPT (MG) Daniel G. Brown, Commander, 1098th Transportation Company*

**2) Communicate impact.** Communicate the impact of requirements on units.

**3) Submit requests the unit is unable to resolve.** Requests must be detailed and thorough enough to enable the higher HQ staff to take immediate action. The unit needs to be sure it has done all it can- and is appropriate- to resolve the problem at its level.

**4) Actively follow-up on requests,** daily, weekly, or as needed. Units have a responsibility to follow-up on their requests. If the unit does not follow-up, and an action falls through, everyone involved is at fault.

**5) Make it easy for the higher HQ.** Though not appropriate for all requests, the way to get the fastest HQ support is to prepare a request so well researched and documented that all the higher HQ has to do is line-through the request.

**Note:** In working actions outside the unit the staff needs to:

1) know the emphasis the Commander wants on the action and how fast he or she feels the action needs to be done.

2) get agreement on a date for the action to be completed by the higher staff or for an interim response- and know before the discussion what answer the Commander will consider acceptable.

3) know when the unit is not getting the priority the Commander wants, and whom to inform.

**4. To supporting or supported organizations-** working with units and organizations that the unit either receives support from, such as a military personnel or finance office, or provides support to, for example, in the way that a transportation battalion provides support.

The staff's SOP should include a list of the organizations with which the unit has a relationship, and the staff should periodically examine the strengths and weaknesses of these relationships. This evaluation should always include what is going well that could be used as a basis on which to build.

**Courtesy Visits.** Determine the organizations with which the unit needs a relationship. A formal courtesy visit is important to establish this relationship. During the visit both people will learn, and by doing so prevent problems. The time to meet supporting or supported organizations is *before* there is a problem.

*"These visits. . . are essential to mutual understanding, respect, confidence, and teamwork." DA Pam 600-60, 1989, p. 1*

*"You must think about your battalion's relationships with higher and adjacent units in order to garner the maximum support for your programs and those important to your boss." The Battalion Commander's Handbook, p. 6*

**External and Internal Duties, Responsibilities, and Relationships.** All staffs (and line officers and NCOs as well) need to think about and determine how much of their job is internal and how much external, especially since this varies with each job, and changes at each grade.

*"When you go into a new job, look at the job in two ways. First, think about your external and internal relationships and responsibilities, and what proportion of your time you should spend on each. This proportion is not fixed; it can change over time. At first you may have to prioritize your efforts and time, and then as some relationships become strong and effective you can shift your focus. Second, look at your internal and external relationships to see if they are all in place, and what needs to be improved. There are often links that need to be put in place, or some that need to be strengthened. It is another level of coordination, of thinking 'Who else needs to know about this?'" Battalion Commander*

*"Be focused. Concentrating on our own area of responsibility is essential to mission accomplishment, but at the same time that we must be focused, we must also have 'peripheral vision' to ensure synchronization with, and support to, our counterparts." CPT Edward Wo odus*

**5. The Subordinate Unit's Responsibilities to the Higher HQ Staff,** such as a battalion staff to the brigade staff, or a company to the battalion staff.

- **Submit requirements/issues** the unit needs or is unable to resolve. Requests must be detailed and thorough enough to enable the higher staff to take immediate action.

- **Project and forecast requirements,** and request, when possible, support far enough in advance so that the staff can successfully work the issue. *"The onus of supply rests equally on the giver and the taker. Forward units must anticipate needs and ask for supplies in time. They must stand ready to use all their means to help move supplies. The supply services must get the things asked for to the right place at the right time. They must do more: by reconnaissance they will anticipate demands and start the supplies up before they are called for."* Gen Patton, War As I Knew It, p. 401

- **Establish and maintain tracking systems** to follow-up on all requests. Regularly follow-up on actions and requests with the higher staff.

- **Coordinate daily (as a minimum) with the higher staff.** Communicate the Commander's priorities and concerns to the staff.

- **Stand up for units and communicate impact.** Communicate the impact of requirements on units. The higher HQ staff must work to develop this understanding, for the viewpoint of the subordinate unit's commander and staff is vital.

*"It has to be the battalion commander, more than anyone else, who must constantly watch for unwarranted digressions ordered by higher headquarters." "He and his staff must inform the commanders and program proponents at higher levels of any redundancy in requirements, reports, or programs ordered from above."* LTC(P) (MG) Nicholas Krawciw, Battalion Commanders Speak Out, p. 8-8

-**Make suggestions on how to improve procedures.** *"Soldiers are smart."* CSM Henry Goodwin, Army Trainer, Fall 1989, p. 13

-**Meet the higher Commander's requirements** (whether directly from him or from the staff in his name) completely, accurately, and on time. Make requests for any suspense extension well before the due date. Make sure all external suspenses and correspondence are in final form and through administrative channels to the Commander within the Commander's standard (how many days before it is due outside the unit he wants it for review).

*"Don't let your staff get into the habit of fighting requests from higher headquarters, and don't go to your boss without first going to his staff."* The Battalion Commander's Handbook, p. 41

## 6. The Relationship Between Commanders and Their Staffs.

*"The members of the staff rightly expect the commander to-*

- (1) Establish and maintain a close relationship with them.*
- (2) Create an atmosphere which fosters mutual confidence and respect.*
- (3) Give clear, positive, and timely orders to provide adequate guidance for staff actions.*
- (4) Consider staff recommendations fully and objectively before making a final decision.*
- (5) Foster the expression of new ideas, frank appraisals, and honest convictions through personal encouragement.*
- (6) Recognize and reward conscientious and productive effort.*
- (7) Support their actions which are in keeping with the commander's policies." FM 22-100, 1965, p. 38*

*"The successful commander insures mission accomplishment through personal presence, observation, and supervision. However. . . while his direct personal touch with subordinates is essential to effective command, he must establish policies within which his staff can take action during his absence." FM 100-5, 1968, p. 3-2*

*"During 'shake-down' periods with a new staff, the commander frequently requires that even more routine problems be checked with him. As the staff becomes more experienced, the commander withdraws his attention from such matters, relying upon his Chief of Staff for close supervision." Seventh Army Command Process Study, Vol IV, 1967, p. 12*

*"The ability to think in sync with the commander is more than just understanding the commander's intent. It is that single unity of thought developed through interaction with the commander on a daily basis so that the staff thoroughly understands his thought processes and how he would react in any given situation." FM 100-15, 1989, pp. 4-1,4-2*

*"A staff can establish a record of consistent effectiveness only when it develops a special identity that makes it uniquely suitable to the needs of its particular commander. " DA Pam 600-15, 1968, p. 191*

*"ID real problems that the Battalion Commander can solve.*

- Know the rules to get attention for your projects.*
- Know staff members that can help you.*
- Know DEH.*
- Use your boss.*
- Self-help works." The Battalion Commander's Handbook, p. 16*

The chain of command and the leadership chain are critical, but the relationship between the Commander and the staff is also important: *"There is a great deal written on leadership, but we need more that can help the staff." Ken Welsh, 326th MI Battalion*

## 2. Staffwork.

*"The keys to your responsibility are as follows:*

*C - coordinate A - anticipate*

*V - verify" Gen Meyer, p. 37*

**Anticipate-** looking ahead, planning, and being proactive- focusing on long term goals while meeting present requirements.

*"Generally speaking, the role of a staff officer is to get things done by not waiting to be told what to do, actively seeking areas that need attention, and not hesitating to stand up and be counted." HQDA Staff Officer's Guidebooks, 1977-1988, p. 1*

*"[A staff officer's] imagination should be so vivid that he can trace an action all the way down to its final conclusion." MG Elias Townsend, HQDA Staff Officer's Guidebooks, 1972,1974, p. 1*

**Coordinate-** coordinating with everyone affected or concerned. *"Think- 'who else needs to know about this?'" Battalion Commander*

*"Within the feet lies the secret to proper staff coordination. It is called foot coordinating..." "The first choice in foot coordinating is to go see the individual with whom coordination is to be effected. Talk with him, face to face. This is always the first choice. The second choice is getting everybody together around a table; all come on their feet to a central point. The third choice is use of the telephone, if the classification of the project will permit." MG Elias Townsend, HQDA Staff Officer's Guidebooks, 1972,1974, p. 2*

*"In preparing staff actions, staff officers have the responsibility to represent the views of the commanders of the subordinate units. You need to be sure those commanders know that you will not only coordinate with them on anything that affects their units, but will always represent their views, regardless of your recommendation." Col Stephen Gulyas as the 8th Infantry Division G1*

*"I speak to every new action officer to remind him... that he's not just in the Active Army, but also in the Reserves." "The Army [can perform its mission] only through full integration with the Reserve Components." Gen Meyer, pp. 21,24*

**Verify-** making that last check and not relying on supervisors to check. The staff's goal is for the Commander, or any supervisor, to feel he or she can sign anything without checking. *"A staff officer researches an area carefully and ensures that the recommendations he/she provides the decision makers are founded on fact and stated with precision." HQDA Staff Officer's Guidebooks, 1986,1988, p. 1*



**Providing Information to the Commander.** "[The staff officer] must. . .present information to the commander in an unbiased and objective manner." FM 22-100, 1961, p. 57

**Reports-** "In formation is analyzed and condensed to present only significant facts." FM 101-5, 1950, p. 35, and organized into the best format for the Commander for review or decision- easily absorbed formats, and at the appropriate level of detail. The Commander needs reports that alert him at a glance of problem areas, or potential problem areas. "Reports need to organize information so that the commander can make the right decision." Battalion Commander. For example, the S1 needs a very detailed report on MOS strength in order to effectively manage personnel strength, but the Commander may need only the totals of the authorized, assigned, percent, and projected strengths of each MOS. The detailed data may be given to him as back-up information with the more concise list.

**Recommendations** must be well-researched, well-written, well-coordinated, meet the Commander's intent, clear, represent the subordinate commanders' views, and done in time for the decision: "Sometimes a C+ paper with original thought, available at the time of decision, can prevent me from making a decision which history will grade an 'F.' Sometimes I cannot await the perfect product of a patient research effort." Gen Meyer, p. 37

"The final test of completed staff work is this: If you yourself were the commander would you be willing to sign the paper you have prepared? Would you stake your professional reputation on its being right? If your answer would be 'no,' take the paper back and rework it, because it is not yet completed staff work." Completed Staff Work Monograph by unknown US Army Officer, c. 1930, Staff Officer's Guidebook, 1972, p. 7; and also in the HQDA Staff Officer's Guidebooks, 1977-1988, p. 1

#### **Writing.**

-**Organized:** "For any type of writing a basic structure is as follows:

- List in the first paragraph three things you will talk about.
- Write one paragraph about each item.
- Write a summarizing paragraph.

This structure can be expanded whatever the subject or requirement." LTC (AF Ret) Jack Barber, English teacher, Mira Loma High School

- **Concise:** one page only when at all possible. Usually the shorter the paper the more work it has taken.\*

\*A President was asked how long it would take him to prepare a 5-minute speech, and he answered, "about a week." His answer to the question of how long it would take him to prepare a 30-minute speech was "about two or three days." When asked about a two-hour speech he answered, "I'm ready right now!" (source unknown)

**Actions.** One individual is designated as the "action officer" for each action. He or she has the primary responsibility for tracking and seeing the action through the system till its completion. When an action has been passed to another level, the primary responsibility remains with the original action officer. An action passed is not an action completed.

*"Always follow through. It's as important to a staff officer as it is to a golfer." HQDA Staff Officer's Guidebooks, 1977-1988, p. 3*

Each person must keep his supervisor informed of the status and progress of each action, and not wait to check on the status until asked. *"Don't wait to check on the status of an action until I ask you about it. Decide how often you should check the status, make notes to yourself in your 'Things to Do' notebook when you will check, and then, instead of my asking you, you keep me informed." CPT (MG) Daniel G. Brown, 10th Transportation Battalion S3.* A supervisor has many things to think about and must not track others' actions. But she needs to be informed of any bottlenecks or when an action is stalled. Unless she hears otherwise she may assume that an action is progressing.

Administrative obstacles can be difficult and frustrating to work through, but most can be overcome through perseverance and sense. It is important not to stop at the first hurdle in staff actions, just as it is important not to find reasons not to do things. *"Don't stop at the first 'no.' As a minimum you can begin by asking who can grant exceptions." LTC David Reaney.* The key to accomplishing needed actions is to learn the system completely- including the routing and timeframe at each step- and then persevere to find a legitimate way to work the action within the spirit and intent of Army regulations and the Commander. *"God grants victory to constancy." Simon Bolivar, WW, p. 401*

Active and proactive management are key. The term "action" officer is not an accident. *"Get things moving." CPT (Col) Jack Tier*

**Summary.** *"Anticipating problems, developing plans, gathering of necessary information and viewpoints, working out technical details, performing most of the basic thinking, consulting and informing all concerned, executing necessary paperwork, coordinating and supervising the activities that follow decisions, and reporting on progress- these are all appropriate staff functions." DA Pam 600-15, 1968, p. 191*

**Staffwork is rewarding.** *"Staff work. . .has its own. . . rewards. Chief among them are the broadening of perspective, a more intimate contact with the views, working methods and personality characteristics of higher commanders and the chance to become acquainted with administrative responsibility from the viewpoint of policy." The Armed Forces Officer, 1950, p. 138*

### 3. The Staff and Command and Control.

Command (leadership supported by management) and control (management supervised by leadership) is one way to describe the relationship and relative functions of Commanders and their staffs. "Effective command and control...is key to success on the battlefield." FM 100-15, 1989, p. 4-24

"There's been debate over the years about whether the profession of arms is an art or science. I think that the people who have been involved in that debate have missed the point. Fighting and winning will require the very best of both the art and the science of war." Gen Wickham, p. 171

<b>LEADERSHIP (ART) COMMAND: COMMANDERS (AND LEADERS)</b>	<b>MANAGEMENT (SCIENCE) CONTROL: STAFF*</b>
- form the vision	- translate vision into reality
- form the concept of operations	- analyze, define limits, compute requirements
-prioritize missions - prioritize resources	- analyze and recommend
- assess risk	- allocate resources
- assign missions/ people	- analyze risk
- select critical time and place	- develop specific instructions from general guidance
- see, hear, and understand	- monitor, measure, analyze, and report performance
- make decisions	- research and recommend
- anticipate change	- anticipate and project change
- lead, guide, and direct subordinates	- identify and correct deviations from guidance
- focus the entire unit's energy to accomplish clear objectives	- direct subordinates' actions to accomplish the Commander's intent

Compiled primarily from article Future Battlefield Dynamics and Complexities Require Timely and Relevant Information and White Paper III Corps Battle Command, Tomorrow's Capabilities Today

\*But staffs also lead. "The qualities of a leader are not limited to commanders. The requirements for leadership are just as essential in the staff officer, and in some respects more exacting, since he does not have that ultimate authority which can be used when necessary and must rely even more than his commander on his own strength of character, his tact and persuasion in carrying out his duties." Gen Ridgway, Military Review, Oct 1966, p. 48

## **Channels Units Use to Accomplish Missions:**

**The Command Channel.** *"This channel is the direct, official link between headquarters through which all orders and instructions to subordinate units are passed [except those in the technical channel]. Command channels are from commander to commander. Within the authority granted them, staff officers use command channels when acting in the commander's name." FM 101-5, 1984, p. 1-6. "Staff officers. . . only issue orders of and for the commander." FM 22-100, 1958, p. 82*

**The Staff Channel.** *"This channel is the staff-to-staff link between headquarters for coordination and transmission of information." FM 101-5, 1984, p. 1-6. Staffs work with each other to implement Commanders' guidance. The staff channel is a primary means for executing plans, resolving problems, and supporting people. The Commander needs to monitor the level of staff support provided, but only be directly involved with those actions that require his personal attention.*

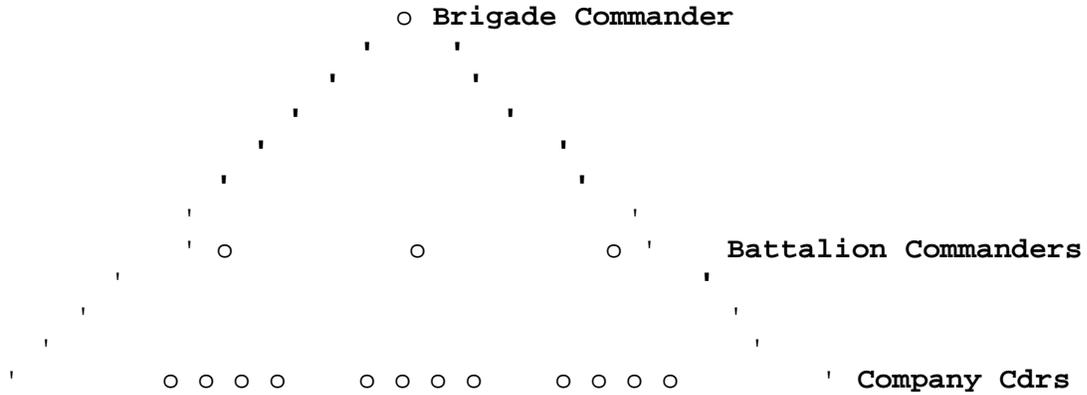
*"The staff is the repository of its chief's intentions, and its members, having consulted his confidence and knowing his plans, must, in his name and frequently without consulting him, give decisions which will accomplish his purposes. If staff officers consult their chief on all matters he no longer has a staff but only clerks." Report of the Chief of Staff, War Department Reports, 1917, p. 131*

**The Technical Channel.** *"This channel is the technical link between two commands used for transmission of technical instructions. It is used by those commanders and staff officers who have been given the authority to do so due to the technical nature of the activities within their assigned areas of responsibility. Examples include instructions directing equipment modifications and changes which incorporate centralized systems such as procedures for maintaining personnel records and pay accounts." FM 101-5, 1984, p. 1-7*

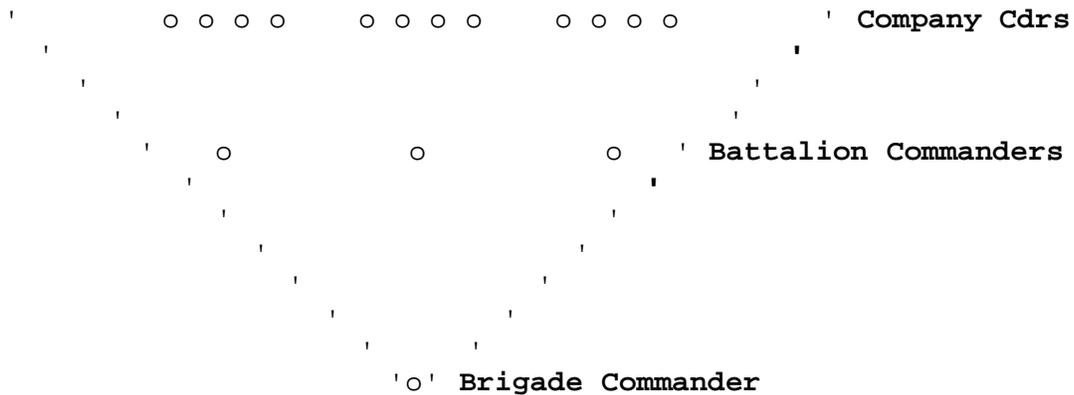
**The NCO Support Channel.** *"The NCO support channel (leadership chain) parallels and complements the chain of command. It is a channel of communication and supervision from the command sergeants major to first sergeants and then to other NCOs and enlisted personnel of the units." AR 600-20, 1988, p. 8. "This channel is used for exchanging information; providing reports; issuing instructions, which are directive in nature; accomplishing routine but important activities in accordance with command policies and directives. Most often, it is used to execute established policies, procedures, and standards involving the performance, training, appearance and conduct of enlisted personnel. Its power rests with the chain of command." FM 22-600-20 (Advance Copy), 1977, p. 53*

**4. Summary.**

**Commanders provide, but by providing they support:** the pyramidal brigade structure shows Commanders providing purpose, direction, focus, leadership, guidance, responsibility, authority, climate, and strong, steadfast, ethical execution.



The inverted pyramid shows that by providing, Commanders are the cornerstone supporting their units:



**The staff helps the Commander do both.**

*"No strict definition of duties can completely clarify the complexities of the dual relationship of the staff officer to both his commander and subordinate commanders. His task is to help both and to maintain a working balance between them." DA Pam 600-15, 1968, p. 205*

*"No military or naval force, in war, can accomplish anything worthwhile unless there is back of it the work of an efficient, loyal, and devoted staff." LTG Hunter Liggett, DMNQ, p. 308*

## **2 Staff Support for Subordinate Units**

### **1. The Focus of Support.**

The staff can increase unit readiness and training effectiveness by using staff support techniques that help subordinate units execute requirements and programs. Because both operational and non-operational requirements and standards must be met, support in this area by the higher HQ staff is particularly important for the effective functioning of subordinate units. *"Staff roles are important."* This support is most needed at the company and battalion level, at which level most requirements and programs must be executed.

*"One of the key players in ensuring our Army's readiness is the company commander. All the equipment and soldiers in our divisions belong to company commanders. Although they have no staff, they are eventually responsible for all requirements generated by those above them." Gen Wickham, p. 277*

**Staff Support Techniques.** The staff can support subordinate units in executing requirements and programs by continually reviewing all requirements, programs, and systems for ways to simplify their implementation and execution. This can require an investment of time, but the returns are great, not only in unit readiness and subordinate unit effectiveness, but in increasing the higher HQ staff's effectiveness as well. Whatever increases the effectiveness of subordinate units also increases the higher staff's effectiveness and efficiency, and makes their own jobs easier.

### **2. Techniques That Support Subordinate Units:**

- 1. Support in correspondence.**
- 2. Support in maintaining and disseminating the status of current and recurring requirements.**
- 3. Support in program implementation and execution.**
- 4. Support in systems and processes.**
- 5. Support by using checklists.**
- 6. Support by buffering subordinate units.**
- 7. Support by increasing line/staff teamwork.**

## **1. Support in Correspondence.**

1) **Use Stand-Alone Tasking Memos.** The goals of a tasking memo are to give the Commander's guidance, be as short as possible and still be effective, and be able to stand by itself without its enclosures. To do this the staff thoroughly reviews all material for the subordinate units; "filters" the requirements by deciding what the higher staff should do; tasks down only what must be- and is appropriate to be-tasked down; and puts those requirements into a memo so that it is clear exactly what the units must do. Enclosures are for reference, for further information, and as a check. This way, the in-depth analysis, thinking, and research must be done only once, and by those with the most expertise. As a rule, subordinate units should not be expected to dig through enclosures to determine what their tasks are. This is the job of the higher staff. *"The staff must also know what they can task and what the Commander must see."* Battalion Commander

2) **Keep memos to one page.** By careful thinking and concise writing most memos can be kept to one page. When a memo is a little too long for one page but can't be shortened any more, the margins and format can often be adjusted so that it will fit on one page. Proper format is important, but content, efficiency, effectiveness, and the time and money saved in copying are more important. *"Substance rather than form should be emphasized."* DA Memo 340-15, 1988, p. 4

3) **Give good samples.** It is very helpful to units to give them good samples that successfully met their purpose.

4) **Group "Action Items" together.** Group all of the "action items" - things that must be done- in one paragraph near the beginning of documents such as minutes, trip reports, memorandums for record, etc. This helps the units not miss requirements that may be in different paragraphs.

5) **Clearly define responsibilities.** The staff and the units must know the requirement, what tasks must be done to get the mission done, and who is responsible for each task or part of a task. SOPs, MOIs, etc., that clearly identify the responsibilities and tasks of units and staff are essential for this understanding.

6) **Prepare simple Fill-in-the-Blank Reports,** with minimum instructions.

7) **Prepare pre-printed Fill-in-the-Blank Memos,** including a pre-printed 2d endorsement, if required (sample on p. 28) . These are useful for many requirements such as requesting sponsorship appointments, and notification of departures.

8) **Prepare drafts that the units can annotate, correct, or update and return,** rather than each unit preparing the entire response from scratch. This draft is based on the staff's best knowledge.

**2. Support in Maintaining and Disseminating the Status of Current and Recurring Requirements.** Maintaining and disseminating a list of suspenses due to the higher HQ helps the subordinate units to not overlook requirements, minimizes calling on suspenses, and results in better and more thorough responses. Two sample suspense control logs are on p. 77, a weekly NCOER/OER status report is on p. 82, and a recurring requirements list is on p. 78.

**3. Support in Program Implementation and Execution.** The focus of staff support in executing programs should be to help subordinate units meet standards and goals as effectively and efficiently as possible. At each successive lower level the number of programs one person must manage increases until at the battalion and company level one person may have to manage several programs or more in addition to his or her full-time job. This makes effective management at the higher staff level critical for the subordinate units' effectiveness-and therefore also the program manager's success. To effectively manage programs such as the safety program, managers must:

1- **know the program**, its purpose, what needs to be accomplished, what is required at each subordinate level, and then

2- **make the program as easy as possible and appropriate for leaders at the lower levels to execute.** Before the staff tells the Commander that more command emphasis is needed on a program, the staff should first ensure that they have done everything possible and appropriate to make it easy for the subordinate units to accomplish the programs-and the Commander should ask what the staff has done to help the units execute programs more efficiently and effectively.

**The One-Source Document** can be an effective way to support subordinate units in executing programs. The One-Source Document is effective because it clearly identifies in one document everything the subordinate units must do in a program. It identifies each responsibility, the source of the requirement (such as an AR with paragraph numbers), and includes as enclosures the pertinent extracts from the applicable regulations or manuals regarding the requirement. Though this can require an initial investment of time, after that it is easy to update, and the returns on the invested time are great. If there is too much material to include, then the references should be specific- list those parts of the directives or manuals that must be read. Unless really required, subordinate units should not be expected to dig through regulations and manuals to find out their responsibilities and what they must do. This is the responsibility of the higher staff. Companies and battalions need this support the most, for they must execute everything. This is further addressed on p. 83.

**4. Support in Systems and Processes.** *"If there's any common complaint I receive, it's the administrative overload in the companies and elsewhere." Gen Meyer, p. 21.* The staff can provide effective support to subordinate or supported units by thoroughly analyzing, understanding, and documenting systems and then providing to the units what they need to know. One example is in personnel actions- it is extremely helpful to units and soldiers if they know how long to expect a personnel action to take. The S1 can trace out the personnel actions flow and how long each step takes and give it to the units (a sample is on p. 40). Another example is preparing a multi-use "reply to inquiries," and a sample is on pp. 84-85.

**5. Support by Using Checklists.**

*"We all need checklists. The more there is to do, the more stress there is, and the less time there is available, the more we need checklists." FM 22-100, 1983, p. 207*

**However:** *"Don't become dependent on checklists. It is always your responsibility to think." Battalion Commander*

1) **Checklists for recurring requirements.** Checklists are invaluable. For example, a one-page checklist of everything that has to be done for an award ceremony and who does each task saves enormous time and helps ensure the ceremony says to the soldier and the soldier's family how proud the unit is of him or her, and how valued the soldier's contribution. Sample ceremony planning checklists are on pp. 32 and 33. *"When you are trying to get a job done in a hurry you need a checklist." Julie A. Gibson*

2) **Inspection checklists.** Inspection checklists need to identify the standard and the reference including the paragraph number for every item. The extracts should be included, so that units do not have to spend the time to look for them. Doing that extra step is important. The time spent doing the research and providing the information and extracts is saved many times over for everyone. See also pp. 68-71. *"Have every staff section develop checklists that comply with and integrate higher headquarters standards." The Battalion Commander's Handbook, p. 25*

**6. Support by Buffering Subordinate Units.** The staff can assist the Commander in buffering subordinate units by filtering requirements, thorough coordination, and considering and communicating the impact of requirements on subordinate units. *"Research should only be done once for most requirements and programs. If the requirement is one that if one person or staff section can research and then every battalion can use, the brigade staff should probably do it. Each unit should not waste time repeating the same research. The battalion staff should have this same focus for the companies." Brigade S1*

**7. Support by Increasing Line/Staff Teamwork.** *"[There is] a natural tension between the field and a headquarters, but it is also a complementary relationship." Gen Wickham, p. 231*

The staff implements the commander's guidance, policies, and standards by directing the subordinate units' actions; monitoring, identifying, and correcting deviations from the commander's guidance, policies, and standards; and by supporting the subordinate units. The most effective use of the staff, and finding the right balance in assisting the Cdr to both direct and support units has been a concern of Cdrs for a long time: *"One of the greatest errors of detail is the separate, independent character of our staff corps. This removes them from their proper position as aids or assistants to the commander, and constitutes them his equals."* Secretary of War John Floyd, Report of the Secretary of War, 1857, p. 9. Friction can sometimes occur between subordinate units and the higher HQ staff through lack of understanding or because the staff's functions sometimes conflict. Possible sources of problem areas include the following:

**Staff Mistakes:**

**1) Not reviewing tasks with the focus of "support while tasking."**

Before passing requirements down, the staff must think requirements through and try to lighten the load. The staff needs to guard against the routine passing on of messages or requirements under a cover memo saying "implement this." This support is vital: *"The Army structure is built upon the Company. The Company Officer is the bulwark in the chain of command."* MG John T. Lewis, TGGGS Special Text No. 1, 1949, foreword

**2) Inadequate coordination.** The staff must "gather necessary viewpoints," always think "who else needs to know about this?" and "consult and inform all concerned" -especially the subordinate units. If this is neglected, it is an area in which command/staff conflict can easily develop. *"One of the principal roles of the staff officer is to contribute to better understanding between the senior commander and subordinate units."* DA Pam 600-15, 1968, p. 205

**3) Not understanding the impact of requirements.** A junior officer or NCO does not always have enough knowledge of the subordinate units, the broader view of the subordinate unit's commander, or the overall experience needed. Communication and the effort to learn are key here. *"To function effectively as a team, the staff must have a thorough understanding of its commander and his policies. The staff must be equally acquainted with subordinate commanders and their units."* DA Pam 600-15, 1968, p. 191. *"[The staff officer must make] sufficient visits to learn first-hand the problems of subordinate commands so that assistance may be furnished..."* FM 101-5, 1954, p. 6

**4) Giving the impression of unwarranted assumption of authority.** *"The staff officer has no personal authority. The authority is his commander's, not his own. He performs supervision solely as his commander's representative."* DA Pam 600-15, 1968, p. 206

## **Unit Mistakes:**

1) **Not understanding that the staff has the dual function of helping the Commander provide both direction and support.** The staff must task, monitor, and correct deviations from the commander's guidance, policies, and standards, but only as an extension of the commander, and only to the extent authorized. Sometimes problems occur if this monitoring function of the staff is not clearly understood. The staff monitors compliance with the commander's direction and either reports non-compliance or enforces compliance IAW the commander's delegated authority. *"The authority of the staff varies with the degree of authority delegated to it by the commander." FM 101-5, 1960, p. 4.* *"The extent to which the commander authorizes his staff to act for him depends on the ability, training, and judgment of his staff officers..." FM 101-5, 1954, p. 7*

2) **Not understanding the unit's responsibility to continually work and track their actions with the staff.** Sometimes blaming the higher HQ staff can appear to be an easy way out of difficulties (for the units or for the staff) . Subordinate units and the higher staff share the responsibility for ongoing actions. Responsibility remains with all involved until the action is complete. *"Don't make excuses, and don't blame your subordinates or your boss's staff." The Battalion Commander's Handbook, p. 40*

3) **Not respecting the value and necessity of the staff's work.** Mutual respect is necessary between line and staff for effective teamwork. The staff must respect the great responsibilities of line officers and NCOs; they in turn must respect the duties and responsibilities of the staff, for a good staff multiplies the effectiveness of leaders at all levels. *"Appreciate all those details; they are not without glory." Frederick the Great, WW, p. 135*

4) **Bypassing the staff channel.** A primary method of working actions and solving problems is the staff channel. *"Allowing the staff to 'make things happen' increases the unit's effectiveness by increasing the staff's credibility." Battalion Commander*

5) **Giving the impression of unwarranted assumption of authority.** Subordinate commanders have no authority over the higher HQ staff, but the staff needs to listen to them. *"Presumably, the line commander knows his own needs better than any staff officer and he is responsible for the results." DA Pam 600-15, 1968, p. 208.* And since commanders are always very concerned about providing both direction and support to their subordinate units, they direct their staffs to provide this support on their behalf.

*"The commander and his staff should be considered as a single entity." FM 101-5, 1950, p. 1*

## **Mutual Mistakes:**

1) **Unclear lines of responsibility.** Responsibilities need to be clear and in writing before execution. *"Functional responsibilities and interrelationships of staff elements must be clearly defined and made into an SOP." FM 7-20, (Draft), p. 2-5*

2) **Conflicting priorities.** The Commander sets the priorities for the staff, but each subordinate commander has priorities that may not be the same as the staff's. But the units and the staff have a responsibility to continually review and recommend priorities, and the units should continue to ask for what their units need, regardless of the priorities of the staff or the staff's manning level. This keeps the focus on establishing or improving procedures, or adding support resources (people, automation, communication networks, etc.) . *"If there is an inversion of priorities at the command level, it will wash through a unit..." Gen Meyer, p. 109*

3) **Using a disproportionate amount of the available time.** The staff must allow the units enough time for planning and executing, but the staff also needs enough time to consolidate responses to requirements, clarify issues, or resolve discrepancies. *"Follow the 1/3- 2/3 rule in order to give your subordinates maximum preparation time." The Battalion Commander's Handbook, p. 37*

4) **Not thinking:** *"The principal casualties of the in-box mentality are creative thinking, innovative application and reasoned discourse. The assumption that someone out there is doing the thinking and writing is not necessarily correct since subordinates tend to follow leaders' priorities and emphasis." Gen Meyer, p. 111*

5) **"Dropping dimes."** "Dropping dimes" routinely, especially during command and staff meetings, interferes with the staff channel and lessens its effectiveness. When commanders or staff do this, they are actually saying that they are ineffective and cannot make the staff channel work. The higher commander can assist in making channels effective. Inadequate staff support or unit responsiveness needs to be addressed and corrected, but professionally. *"Don't 'drop dimes' on higher headquarters staff during command and staff meetings with your boss." The Battalion Commander's Handbook, p. 41*

6) **Pointing fingers.** *"Do not point fingers unless you are absolutely sure you are correct. First reports rarely check out to be entirely true." The Battalion Commander's Handbook, p. 41*

What line and staff can do to prevent these mistakes is to put themselves in the other's place, try to maintain "balance" between commanders, try to understand the other's perspectives and priorities, and not do to others what you would not like to be done to yourself. The focus needs to be that the units and staff are responsive to and look after each other- to "cultivate teamwork."

### **3. The Senior Commander's Influence on The Staff's Effectiveness, and Line/Staff Relations.**

*"The behavior and attitudes of the senior commander are the governing factors in staff-line relationships. If the senior commander consults subordinate commanders on important matters, he sets an example that will be followed by his staff officers. If he asks staff men whether they have consulted with subordinate levels, he encourages them to consult. If he prefers, encourages, and rewards cooperation with subordinate units, his staff officers will behave accordingly. When the commander takes a staff report and uses it as a positive basis for constructive discussion of subordinates' problems, he creates an environment which indicates to the staff that prior coordination with lower-level commanders would be wise. On the other hand, if he uses his staff to apply pressure, he destroys any valuable relationships that might exist between staff and line subordinates." DA Pam 600-15, 1968, p. 207*

*"The reason that we must involve ourselves rather than direct our staffs to address [training] conflictors is that many, if not most, conflictors originate from within our own headquarters, ostensibly to meet the commanders' needs as perceived by the staff." Gen Meyer, p. 123*

*"In developing a staff, the commander's goal is not so much the transmission of knowledge as the cultivation of teamwork. This involves training both staff and line subordinates to concentrate upon solving mutual problems rather than protecting private jurisdictions. The commander wants his officers to dispense with personal viewpoints and learn to see problems in terms of the command as a whole." DA Pam 600-15, 1968, p. 208*

*"[The objective is to obtain] through the command structure, results which embody the skills and knowledge that are made available by the staff system." DA Pam 600-15, 1968, p. 208. ". . . to develop complementary rather than duplicative capabilities..." Gen Wickham, p. 164*

*"The manner in which the commander controls the activities of his staff, uses the information he gets from it, organizes staff services, and delegates authority to his staff officers sets the patterns of work and attitude that govern staff effectiveness. This is true whether the commander is developing a new staff, using staff officers to supervise subordinate units, or creating staff teams to plan future operations. Thus, a commander determines the quality of his staff's performance. The evolution of an effective staff is itself part of that process of organization development for which skillful leadership is the essential ingredient." DA Pam 600-15, 1968, p. 208*

*"A unit is a reflection of its commander." FM 22-100, 1953, p. 62*

### **3 The S1 and Morale: "Mental Armor"\***

#### **Morale.**

"Morale does not remain constant but is always either increasing or decreasing." FM 22-100, 1953, p. 50

"Everything you do as a leader affects morale in one way or another." FM 22-100, 1983, p. 229

"We foster morale by fostering the esprit, the spirit, of the group through giving them something to be proud of, through creating conditions which bring pride in group efforts and group standards and group achievements." DA Pam 22-1, 1948, p. 31

"It is not numbers or strength that bring victories in war. No, it is when one side goes against the enemy with the gods' gift of a stronger morale that their adversaries, as a rule, cannot withstand them." Xenophon: Speech to the Greek officers after the defeat of Cyrus at Cunaxa, 401 BC, DMNQ, p. 195

"Morale is to the material as four is to one." Napoleon, FM 22-100, 1983, p. 229

"Readiness is inextricably tied to soldiers' morale and to sustaining their families' strength." Gen Wickham, p. 59

**The Staff Officer's Role in Forming Morale.** "The staff officer, in furnishing. . . assistance, plays almost as vital a role in motivation, morale, and leadership as does the commander." CGSC Special Text 22-10, 1950, p. 83

**The S1's Role in Assisting the Commander in Forming Morale.** Every area of the S1 directly impacts the morale, command climate, and quality of life in the unit. "In a short tour area, the S1 has a crucial position in the battalion. Awards, finance, efficiency reports, replacements, mail, and in/out processing are critical to smooth operations. A proactive S1, preferably a former commander, will root out and solve problems." a short-tour battalion commander. "Just as the commander gives quarterly training guidance, he can assist the staff in improving quality of life by providing quarterly 'caring guidance' and 'maintaining guidance.' This gives focus and a tracking system." LTC Neil Putz

"There is an iron logic between readiness and quality of life." Secretary John Marsh, quoting Secretary of Defense William Perry

\*term used in *What The Soldier Thinks*, Dec 1943, p. 1, in referring to morale

## 1. Recognition.

"Good morale comes from doing well a worthwhile job and receiving recognition for it." TGGGS Special Text No. 1, 1949, p. 7

- "Experience and study have proven that people need meaningful work." FM 22-100, 1983, p. 238

- "We need to be constantly in search of excellence and reward it." Gen Wickham, p. 121

Providing recognition is one of the most important jobs of a leader because only that person speaks officially for the unit. When the leader recognizes achievement or excellence, it is the entire organization recognizing and sharing in it. It takes time, but it must be a high priority and the time made for it.

"Even the most independent among us presents his work as a gift..." David Keirse and Marilyn Bates from Please Understand Me, p. 129

However, the effectiveness of recognition is much lessened if things in the office are not fair, such as uneven work distribution, or people tolerated who are not pulling their fair share. And recognition, if possible, should be in a form valued by the recipient. The Myers-Briggs Type Indicator can provide insight on this.

"[Outstanding commanders in World War II] did not fail to recognize outstanding results produced by their subordinates and to publicize them as appropriate." study quoted by Gen Clarke, Reflections, p. 10

"Great people doing great things." Col Jerry Pickar, Brigade Commander

**The Timing of Recognition.** The timing of recognition has a significant impact on its effectiveness for the member, the member's family, and the unit. "It is extremely important for a member to be honored for individual excellence while still a part of the unit, as well as for the unit to share in the achievement of one of its members." DA Pam 350-2, 1982, p. 3-1

**Include Families.** "A short, one-page note written by the commander to the soldier's spouse or parents, and sent with a Polaroid picture of the award or promotion ceremony multiplies recognition ten-fold. It says 'You did a great job and I want your family to know it. '" a short-tour battalion commander

## **Ways To Provide Recognition (Honor).**

1. **Acknowledgment.** *"The simplest and one of the most valuable [ways to bestow credit] is the personal recognition (from a respected leader) of a job well performed." TGGGS Special Text No. 1, 1949, p. 14*

*"The person of average ability who is doing his or her best deserves to be thanked often." MG Perry Smith, article*

*"At each opportunity, you should praise them for things they do that support duty, cohesiveness, discipline, good training, and good maintenance." "Praise, however, can be cheapened by overuse." FM 22-100, 1983, p. 80. "Management by praise" or "MBP" alone without correcting to standards is not effective.*

2. **Attention.** Nothing makes anyone think his job is important more than the leader's attention: *"The importance a man attaches to his job is often directly proportional to the leader's attention to and interest in that job." FM 22-100, 1965, p. 33*

3. **Setting Standards.** All sections can set tangible evidences of standards met or exceeded, especially for sustained periods of time. *"Setting meaningful records is a very useful motivational tool." MG Perry Smith, Taking Charge, p. 210*

4. **Time Off.** *"Give a 3-day pass to everyone if the unit passes the annual general inspection. Give a fourth day to any individual cited as 'commendable. '" FM 22-100, 1983, p. 223*

5. **Notes.** Written words last, and can create the same feeling over and over again. Personal notes from the Commander (especially on notes with the unit crest) can be very valued.

6. **Letters.** *"Write a short letter- just a paragraph or two- to the families of soldiers regarding the soldiers' performance." FM 22-100, 1983, p. 224*

7. **Reviews.** *"Take your folks off site annually... .stretch minds. . . . leaders should review the past year, drawing out the high and low points, and drawing lessons from each. Here is a great time to dissect and celebrate, to take responsibility for much of the failure and to compliment those responsible for the successes of the past year." MG Perry Smith, article*

## 9. Awards.

*FM 22-100, 1983, pp. 222,223:*

*"Awards symbolize a proud achievement."*

*"Use the established awards system to the maximum- Army and division certificates, Army achievement and higher Army medals, letters of commendation, driver and mechanic badges, and safety awards."*

*"Develop awards and ways of recognizing good performance that motivate the large group of average people who make up 90 percent of your unit. "*

*"Create local unit certificates or awards, where appropriate, for individuals or units, such as 'Hawkeye award' for the antitank gunners who meet an established standard."*

*"Present awards at a retreat, parade, or some other appropriate unit ceremony."*

*"Don't wait to recognize good soldiers until they PCS or ETS (use letters, AAMs, impact awards, atta-boys, time off, etc.)." The Battalion Commander's Handbook, p. 30*

Awards need to be presented quickly, and also before soldiers depart from the unit. Causes of late submissions for awards can include supervisors not knowing the system, soldiers receiving sudden orders for PCS, or supervisors not giving the preparation of an award a high enough priority. The S1 can help by providing a good, simple SOP on award preparation if the problem is lack of knowledge, and commanders can provide priority.

The awards SOP must exist, and it must be good and make awards easy for the preparer to submit. It should include how long each type of award takes, when each is due, and have samples. People must have the SOP, and use it.

**10. Ceremonies.** Ceremonies are important. Awards and promotions are significant steps and the ceremony needs to reflect this. Ceremonies say a lot to the person and about the unit- they must be professional, well-organized, done in the most appropriate place, meaningful to the attendees, and photographed. The ceremony should demonstrate how proud the unit is of the soldier's achievement, and how proud the unit is to share in the honor being given. *"Pull as much of the unit together as possible for ceremonies." Battalion Commander*

*"A poor ceremony is destructive to morale and is worse than not having any ceremony at all. Take the time and effort to do them well. The effect on morale is worth it." Brigade S1*

**A System for Managing and Tracking End-of-Tour Awards.** All members of the unit, including family members, should be considered for recognition before leaving the unit, and all receive appropriate recognition. The initiating system is a shared responsibility between supervisors and the S1; the S1 is the primary tracker.

**1. Initiating Mechanism.** Within three working days of the notification of assignment instructions, the S1 prepares and forwards a one-page, preprinted, fill-in-the blank "Projected Loss" memo for the Battalion Commander's signature. The memo includes a fill-in-the-blank second endorsement at the bottom. After the Battalion Commander

signs the memo, the S1 sends it to the company who in turn sends it to the soldier's supervisor. The supervisor fills out the second endorsement with the award she plans to recommend the soldier for, if any, and the date she will forward the recommendation through the company back to the S1.

**2. Tracking Mechanism.**

The Battalion S1

- sends the memo to the company.
- enters the soldier's name and the suspense date on the memorandum on the Weekly Status Report (WSR) .\*
- monitors the suspense until the memorandum is returned from the company with the level of award recommended.
- checks the status of the recommended award weekly with the company until the award recommendation is received.
- logs in the award recommendation on the award log and enters the type of award recommended on the WSR.
- provides a copy of the WSR to the companies weekly, and briefs it at the command and staff meeting.
- tracks the processing of awards with the Brigade S1 until the award is returned from the Brigade and to the company.

**SAMPLE WEEKLY PROJECTED LOSSES REPORT**

(Part of Weekly Status Report to the Battalion Commander)

<u>RANK/NAME</u>	<u>LOSS MEMO FWD</u>					
	<u>TYPE</u>	<u>DATE</u>	<u>SUPERVISOR</u>	<u>SUSPENSE</u>	<u>AWARD</u>	<u>STATUS</u>
S FC	PCS	9412 940610		940624	MSM	WITH BOARD

\*The Weekly Status Report is an S1 report of key areas briefed to the Battalion Commander at each command and staff meeting. Recommended areas to include are areas such as NCOERs and OERs due, gains and losses, projected losses with award status, and personnel actions.

**Fill-In-The-Blank Memorandum to Track Projected Losses for Award.**

S:

MEMORANDUM FOR:

SUBJECT: Notification of Projected Loss

1. The following individual is projected to depart your section:

<u>RANK / NAME</u>	<u>DATE OF LOSS</u>	<u>TYPE OF LOSS</u>
--------------------	---------------------	---------------------

2. The soldier's supervisor must initiate the following actions:

a. Prepare evaluation report for soldier if applicable. Supervisor must turn in the report to the soldier's company NLT the first day of the month following the ending month of the report. (Supervisors are encouraged to complete reports and turn in as early as possible.)

b. Ensure departing soldier completes evaluation reports for his/her subordinates.

c. Prepare appropriate award.

d. Fill out endorsement below and return to HQ, Battalion, ATTN: S1, NLT the above suspense date.

Encl

Battalion Commander

1st End

OFFICE SYMBOL	ACTION OFFICER/TEL #
---------------	----------------------

COMPLETE MAILING ADDRESS AND DATE

1. \_\_\_\_\_ is submitted for award as shown:

LOM	90 days <u>prior</u>	<u>SPACE BADGE</u>
MSM	90 days <u>prior</u>	<u>OTHER OR NONE AND</u>
ARCOM	60 days <u>prior</u>	<u>REASON WHY</u>
AAM	30 days <u>prior</u>	

2. Soldier's projected departure date (including leave) is \_\_\_\_\_ .

3. Award will be forwarded to your HQ on or about \_\_\_\_\_ .

SIGNATURE

**11. Public Affairs.** Recognizing soldiers and units in publications can contribute greatly to unit cohesion and esprit; strengthen purpose, vision, and commitment; provide Command Information; and become sources of good memories. "*[The PAO] can help you recognize soldiers.*" SMA Richard Kidd.

"A good command information program makes good soldiers better soldiers." MSG Ron Hatcher, *The NCO Journal*, Spring 1991, p. 14

**Parts and perspectives for a unit publication could include:**

-**A Command Information message** from the Commander addressing key topics, including the unit's goals and how the unit is meeting them.

-**At least one item from or about each unit-** focusing on soldiers and families and what they are doing. This also helps show how what soldiers do fits into "the big picture." "*Build confidence and esprit de corps by exploiting all information concerning successes of the command.*" FM 22-10, 1951, p. 23

-**A special focus on one unit or part of a unit.** This could include command information from the leader, and telling about the mission, soldiers, their families, and activities. "*Encourage junior soldiers to be involved in publications. It is important to develop esprit one and two levels down, and this helps. Developing esprit at the company and platoon level will also develop esprit at the battalion level.*" LTC David Reaney

-**Action photographs.** The photos that get the reader's attention best are photos with action or movement in them. Try not to use "grip and grin" pictures, but save them- they can make great albums for going-away gifts.

-**Something humorous-** a cartoon or photo with a funny caption.

-**Something to think about,** such as a significant quote.

It is important to use publications constructively and not to vent frustration or lecture. This is not effective for it is disrespectful to soldiers, and, in order for thoughts to have impact they must go to "the root level," and tell "why," "how," or hit a thought from a new slant or perspective. "*How to maintain interest is to appeal to curiosity or inject new thoughts and ideas into old subjects.*" *Psychology of Leadership, The Armored School, Ft. Knox, KY, c. 1946, p. 31, paraphrased*

The positive, constructive focus is to emphasize the good things that are being done. "*[The Army] can't exist without public understanding and support; we can't fight without Soldier understanding and support; a commander cannot command without a good public affairs effort.*" Gen Meyer, p. 32

**12. Evaluation Reports.** The S1 plays a key role in ensuring that the evaluation system in the unit is well-managed. Evaluations must be done well, be timely and accurate, and counseling and communication must clearly identify how standards can be met and exceeded. Units must devote the time and effort for this system- much depends on it.

The S1 should provide a copy of a current ORB to the rater and senior rater for all OERs. This saves time in not having to ask for it, and it is needed when reviewing the officer's background and assignments when recommending assignments and potential.

**Notes on preparing reports.** Good questions to ask yourself when doing reports include:

1. *"Does this person have a love affair going with his/her organization?" MG Perry Smith, Taking Charge, p. 187*
2. *"Is the unit better off because he or she was assigned here?" CSM Jimmie Spencer, AUSA News.*
3. Does this person have the inner strength to sustain a unit at the next higher grade?

A strong report should:

1. Characterize the overall effectiveness of the performance and its impact. The strongest statement should go first and be unmistakable. The best line is short and strong.
2. Address specific achievements, and most can be expressed measurably.
3. Conclude with a short, strong statement. The concluding statement leaves the final impression for the report.

**Qualified statements can be misinterpreted:**

"He did all assigned tasks well." The reader can interpret this to mean that all the person did well was what he was assigned, and did nothing without being told to do it- no initiative.

"He was selected for this position because he was the best person available." Does this mean they didn't really want the person but had to take him? The meaning needs to be clear.

**A person writes his or her report to a great extent:** *"I always used to say, 'In order for me to write a good report on your work, you have to do something that I can write about. '" Edward Scheffelin*

### 13. Departure Gifts.

The departure of a member of the unit needs to be recognized, and there are many ways- luncheons, Hails and Farewells, etc.- and most involve giving a gift or memento as a symbol of the member's contribution.

Ideally, departure gifts are personal, meaningful, useful, inexpensive, and standard. The intent is to recognize contributions, and bring back good memories for the person later.

**Personal-** writing makes a gift personal- either by handwriting or engraving. A personal aspect is often more meaningful than anything expensive- that someone cared enough to take the time to plan the gift.

**Inexpensive and useful.** Inexpensive gifts can be useful and personal. Something that can be used can remind of the unit and give recurring pleasure. Some possible useful gifts:

- Engraved items-** desk clocks, desk items, letter openers (name engraved on blade or handle), pen and pencil sets, baby cups
- Etched items-** glass mugs, wine glasses, vases
- Books-** books inscribed by members of the unit
- Address book-** with people's addresses written in (recommend pencil for easy updating)
- Needlework-** with initials of maker
- Photographs**
  - a single large framed photograph with a border signed by everyone
  - collages of photos
- Photo album**
  - with first page signed by everyone, but rest of the pages blank, or
  - filled with pictures of the unit- this is a particularly good gift for commanders- and can include those "grip-and-grin" photos that usually can't be used in the newspapers

**Note 1:** A gift does not have to be wrapped to make it a gift. Tying a ribbon around it makes it a present. The act of opening something sealed gives pleasure.

**Note 2:** Be sure to know the rules on gift-giving. Ethics counselors and SJA can help here.

**Note on farewell lunches.** Potluck luncheons in the office area have several advantages: they are usually less expensive than going to a restaurant, the travel time is saved, they are more relaxing, and the food is often better since everyone does what they do best (hopefully) . *"Remember, if you serve hot biscuits, a man always thinks he's had a good meal."* LTC Jack Barber

**Ceremony Checklist for a Company Award Ceremony for which a Unit has Invited the Battalion Commander to Present the Award.**

**Battalion S1 Responsibilities:**

- Get orders
- Get certificate
  - Put award certificate and copy of orders in green binder (with the plastic taken out so there is no reflection from the camera flash)
- Obtain and prepare medal (put small black clip on so it is easy to pin on)
- Check arrangements made by company
- Notify Battalion Commander when all is ready
- Read orders when requested (and practice reading, especially the name. It is very helpful to copy the citation, and then highlight what the reader will read)
- Retrieve medal if award is not the first award

**Company Responsibilities:**

- Schedule location
- Determine and disseminate information regarding:
  - Time and location of ceremony
  - Attendees (relatives, VIPs, high-ranking officers/NCOs)
  - Uniform
- Arrange for photographs\*
- Set up location
- Arrange for and set up refreshments\*\*
- Return room to original or agreed condition
- Follow-up on and distribute pictures
- Ask soldier to fill out and sign Hometown News Release Form

**\*Photographs are important.** Very helpful is for the company and the S1 to keep on hand an emergency camera with extra film, batteries, and flashes.

**\*\*Refreshments signify that the ceremony is important:** *"To really make a ceremony special have homemade refreshments, a personalized cake, punch, coffee, a white tablecloth, and flowers."* CPT (LTC) Rachel Shive

The S1 does all of the above for any ceremonies that the S1 sets up. The S1 has overall responsibility to ensure that any ceremony that involves the Commander goes well, including checking that each unit/activity accomplishes its responsibilities. The S1 also checks on any requirements for ceremonies to which the Commander is invited as a spectator.

## Sample Reception Planning Checklist.

*"Reminders for Planning a Reception.*

### A. Event

- (1) Host
- (2) Guest of Honor
- (3) Date, time, and place
- (4) Dress

### B. Guests

- (1) Guest list
- (2) Mail invitations 3-5 weeks in advance
- (3) Keep working list of acceptances and regrets Will
- (4) any of the guests require special attention  
(handicapped persons, dignitaries to be met, etc.)

### C. Location/Arrangements

- (1) Menu
- (2) Number of bars and tenders
- (3) Ensure nonalcoholic beverages are available
- (4) Coat/hat check
- (5) Name tags
- (6) Place cards
- (7) Podium and microphone
- (8) Seating (if appropriate)
- (9) Lighting at appropriate level
- (10) Parking facilities

### D. Miscellaneous

- (1) Flags
- (2) Decorations (flowers, potted plants)
- (3) Music (check acoustics)
- (4) Photographer (briefed beforehand)
- (5) Receiving line
  - (a) In form members of order beforehand
  - (b) Carpet runner
  - (c) Set-up table near for.. .members' beverages
- (6) \_\_\_\_\_ Sequence of events (speeches, presentations, toasts)
- (7) \_\_\_\_\_ Aides. Often it is helpful to have junior officers and spouses aid in manning check-in tables, directing guests, etc."  
DA Pam 600-60, 1989, p. 54

**Note:** "In reading for ceremonies, or for any type of public reading, always take three deep breaths before beginning to read, and always read slower than you think you need to. You always read faster than you think in these situations." CPT (Col) Michael Stafford

**Recognition for the Support Staff and Units- the "Silent Service."** The morale of the support staff needs attention, for support, when done well, is invisible. *"The more efficient [the Army], the better its organization, technique, and deployment, the more nearly it is invisible..."* Gen Marshall, *SS&S*, p. 22. Support people too often get attention only when things go wrong.

*"Publicly recognize and award your unsung heroes (mechanics, POL handlers, cooks, mortarmen, commo guys, clerks, staff, medics, drivers)." The Battalion Commander's Handbook, p. 30*

*"While service in the communications zone usually entails less hardship and danger than is encountered in the combat zone, [leadership] is still necessary. The troops lack the incentive of combat service. The commander does not have the advantage of unit identification with its attendant history and background." FM 22-10, 1951, pp. 45,46*

*"Observe and thank invisible people. There are lots of fine people doing great work who seldom get thanks because they are invisible. They're working so quietly and so competently that they are often not even noticed by the leader. Try to look past those who fight hard for time with you." MG Perry Smith, article*

However, the goal of the support staff should be that the support is invisible. Those supported need to be so sure of their support that they don't have to think about it and can concentrate on their duties. The support staff can take pride in how efficiently and effectively they provide this support, and goals and standards with recognition for achieving standards help here. But still, an occasional visit or note recognizing good work is greatly appreciated- and probably more by the support staff than by anyone else- and it pays dividends. For the leader to think a person's work matters is important, and the most effective way to show this is by how the leader spends time. The support staff needs to feel part of the team and to know how what they do contributes. Visits to the workplace- especially with the Command Sergeant Major- can be very helpful.

*"How can you make the jobs of your mechanics meaningful? They often work long and hard without recognition. Sit down with them once a month. Learn their perceptions- the logjams to effective maintenance that they know about. Get their ideas on solutions to problems. Develop an awards program that recognizes all good mechanics, not just the best. The conditions under which mechanics work can often cause low morale if the mechanics are not well led. Keep a close eye on their morale. Show them appreciation. Recognize their good work. Give badges and awards to all of the maintenance people- mechanics, armorers, communications people, chemical people, drivers, and others who are doing a good job of maintenance. Make their jobs challenging, meaningful, and rewarding in every possible way." FM 22-100, 1983, p. 274*

## 2. Esprit de Corps and Unit History.

### The importance of history and esprit:

"All units have histories..." DA Pam 350-2, 1982, p. 6-1

"Everything that the unit does contributes to the story that composes its history." TGGGS Special Text No. 1, 1949, p. 43

"[Unit histories should include the] origin of the unit, participation in battles and significant results, major accomplishments, heroes and their achievements, development of customs and traditions." DA Pam 350-2, 1982, p. 6-1, extracted

"Esprit de corps evolves from several specific attitudes; first, pride in present accomplishments and efficiency of the unit; second, pride in past accomplishments, traditions, rituals, and heroic actions of former members; and third, confidence and determination that the future will contribute to the unit's prestige." TGGGS Special Text No. 1, 1949, pp. 37,38

"It has been proved that pride in the unit was the outstanding manifestation of good morale in World War II." FM 22-10, 1951, p. 8

"A unit with a high esprit de corps can accomplish its mission in spite of seemingly insurmountable odds." FM 22-10, 1951, p. 8

"The acquired reputation of any single legion will both make an impression on the others and even on the enemy. Such a body will regard their reputation as a tradition and will always be moved by a desire to surpass that of any other." "The reputation of an organization becomes personal..." Marshal de Saxe, 1732, Reveries, p. 223

"The higher commander has a definite role in the formation of the small unit's esprit. While the unit borrows a little of his prestige. . . he must be willing to recognize its pride as a separate organization, with a life and feeling of its own. He must be quick to compliment it upon those duties which, when performed well, are reflected in the more efficient performance of the larger organization. If this praise is not forthcoming, it is your responsibility to remind the higher commander of his obligation." TGGGS Special Text No. 1, 1949, p. 43. (Commanders of support units can also do this.)

**Mascots and Esprit:** During the Civil War the 8th Wisconsin Infantry Regiment's mascot was an eagle named Old Abe. "He was in thirty-six battles, wounded in two, and a Confederate general offered a reward for him, dead or alive. His likeness now forms a part of the shoulder-sleeve insignia of the 101st Airborne Division, which also came from Wisconsin." FM 21-13, 1952, p. 64

**Ways the S1 can support unit history and esprit.**

**Common area rooms:**

*"Day and recreation rooms are good places to emphasize the historical background of the organization, and to publicize former members who have won decorations or fame." TGGGS Special Text No. 1, 1949, pp. 42,43*

*"Photographs, relics, trophies, flags, souvenirs, and scrap books are all tangible reminders of the past and the former effectiveness of the unit." TGGGS Special Text No. 1, 1949, p. 43*

*"An effective as well as highly decorative frieze might be made out of the names of the battles and campaigns in which the unit has participated..." TGGGS Special Text No. 1, 1949, p. 43*

An article or group of articles can be mounted and framed.

*"The 704th Military Intelligence Brigade had the names of every soldier who deployed to Desert Shield/Desert Storm engraved on a plaque and mounted on the wall outside the Brigade Commander's office. Everyone who comes in the Command Group stops and looks at it." Ann Kepler. "Unless we preserve our history it can get lost." BG Wilma Vaught*

**Memorabilia.** *"[At unit dinners] the back of the menu provides an effective place for a souvenir roster of all the [members] present in the organization at that time." TGGGS Special Text No. 1, 1949, p. 43*

**Unit photos.** Arrange for unit photos, and keep a copy at the unit in binders or scrapbooks.

**A history file of members.** *"Small units could begin to develop a history file of their own noteworthy past members and accomplishments for present members to read. For example, it would be enhancing for platoon members to know that the platoon was once led by a . . . Patton, Eisenhower or that some highly decorated soldier such as Audie Murphy was once a member." DA Pam 350-2, 1982, p. 6-2. Starting places to look for past unit records are the National Personnel Records Center and the Center for Military History.*

**Keep pictures of Commanders, CSMs, and the chain of command,** with their command philosophy letters in binders or scrapbooks. Save the chain of command photos, including the Commander-in-Chief. Over time this book will become increasingly interesting, and some of the members will have made significant achievements.

*"New organizations. . . must make their own history, their own traditions..." Gen Marshall, SS&S, p. 207*

### 3. In and Outprocessing.

*"The reception and integration program of a unit is so crucial; it plays an important role in determining the beliefs and values that the new soldier develops." FM 22-100, 1983, p. 81*

The complete process of in and outprocessing often needs to be examined thoroughly, for this can be a very frustrating time for people. But once through it, too often people forget the problems they had and let them recur for others. This perpetuates a large waste of time and energy, and causes aggravation. Really looking deep into the system- taking the time one time to find out what is required at each step- can pay enormous dividends.

One solution is for each activity to prepare an information sheet of their in and outprocessing requirements, and then each supported unit consolidates this information, adds their own requirements, and provides the incoming person with good information.

*"Ensure feedback mechanism for incoming soldiers experiencing difficulties." The Battalion Commander's Handbook, p. 29*

#### **Inprocessing and orientation should include the following areas:**

**1) Introduction to the unit.** A new member of an organization should be briefed on the unit, and the briefing should include

- *"the unit's history and traditions.. .and activities, [and] how the new soldier's duty assignment is important to the unit and its mission." FM 22-101, 1985, p. 40*

- the mission, vision, values, and goals

- how the mission fits in with the "world beyond" the unit.

**A briefing with pictures of locations** (and people too if possible)-or at least a briefing book with pictures- is a good way to introduce the person to the unit. To have prepared this shows that the soldiers in the unit care enough- and are proud enough- of their unit to have made the effort to show what their unit is and does.

2) **Introduction to the leaders in the chain of command.** *"The battalion commander must brief incoming personnel (at least monthly in small groups, depending on turnover), brief with CSM." The Battalion Commander's Handbook, p. 29*

One effective way to do this is to have a weekly breakfast with the Battalion Commander and Command Sergeant Major. This time spent has great payback- soldiers are welcomed, impressions are given and received, and the Commander sees and talks with the new soldiers in the unit and gets direct feedback on programs such as sponsorship and inprocessing.

It is also effective to occasionally bring members of the staff to this breakfast. It gives a very different and direct perception and feedback on the importance of effective sponsorship and inprocessing. It makes the programs real.

3) **Helpful guidance for soldiers.** As a minimum, the section in the unit responsible for in and outprocessing should provide:

- a list of what is required, and where to go. This includes detailed instructions and maps, building numbers, hours of operation including the times the in or outprocessing can be done, information on parking, etc.

- the sequence for in or outprocessing, for those areas that must be sequential.

- what paperwork or documents they must have at each step.

- a survey form on which to note any problems they encountered.

- an inprocessing inbrief (with checklist) that will:

- "-Explain all of the procedures for in-processing and the schedule for accomplishing them.

- Explain the standards of conduct and the performance expected of the soldier in a new duty assignment.

- Explain the unit's policies on leaves and passes, duty rosters, promotions, and job performance evaluations.

- Explain opportunities and facilities for personal and professional improvement and development. . . . spiritual needs, conveniences, and off-duty recreation.

- Inform. . . of the functions and locations of assistance agencies [especially to] resolve problems with personal affairs.

- Explain local customs and off-limits areas."

*extracted from FM 22-101, 1985, p. 40*

This orientation briefing should include the problems soldiers and families may encounter, and what to do about them. The company inbrief should also include the unit policies, standards, and standard operating procedures to include safety, emergency/casualty procedures, and security.

*"Two of the best times to get ideas and perceptions are when people are coming into or leaving a unit. Really listening to a new soldier's ideas helps the unit, and helps the soldier 'own' the unit. You can also get important perspectives by having monthly outbriefs with soldiers." LTC Neil Putz*

**Sample In and Outprocessing Feedback Survey Form.**

**To: S1, ---- Battalion**

**Date: \_\_\_\_\_**  
**Inprocessing ----**  
**Outprocessing-----**

1. What problems did you encounter?
  
2. Does anything on our in or outprocessing instruction sheet need to be changed? If known, what is the correct information?
  
3. What information did you need to be told that you weren't told?
  
4. What paperwork did you need that you didn't have?
  
5. What paperwork did you have that you didn't need?
  
6. How were you treated during your in/outprocessing?
  
7. What would improve our in/outprocessing procedures?
  
8. Other comments.

\_\_\_\_\_  
**Signature and unit**

**CF: \_\_\_ Co, \_\_\_ Battalion**



## 5. Support From Other Organizations.

*"Know who supports you and how systems work." The Battalion Commander's Handbook, p. 42.* All organizations are provided support by other organizations, such as personnel, finance, and medical. This support must be effective for the successful functioning of any unit, and needs the attention of leaders at all levels. There are challenges in both providing and receiving this support. A key factor in a successful relationship, for both the supporting and supported unit, is to fully understand the requirements on both sides. Understanding what is required, monitoring its accomplishment, and teamwork solves problems.

*"Empathize with the problems of supporting and supported units. Work together at solving problems." The Battalion Commander's Handbook, p. 42*

Maintaining the necessary level of support during reductions is a challenge. In order to maintain the level of service needed, processes must be made as efficient and effective as possible, and everyone must assist in making the systems work- the individual soldier, squad leader, platoon sergeant, and the chain of command. Getting the right people to the right places in the right numbers and then taking care of them is essential- and includes very important morale factors such as pay, promotion, and mail.

As an example, the publishing of PCS orders is often a recurring problem, and one that easily lends itself to finger-pointing. It is easy to say "It took 120 days to cut these orders!" when it may have taken 3 days for the MILPO to cut the orders and 117 days for the soldier to go and take his HIV test. The MILPO, the unit, and the soldier each have responsibilities that must be accomplished in order for orders to be cut in a timely manner. The solution is for everyone to understand the entire process and actively monitor the system. At the battalion level it is the S1's job to develop an SOP and checklist outlining the responsibilities at each level. *"It's easy to point fingers at the support assets [when conducting AARs], so I make every attempt to use examples where the platoon has direct control. These include logistics reporting, crew-level maintenance and dissemination of paragraph IV information to the platoon." 1SG C. R. Johnson.*

In order to provide the best support, units must know and understand the units they support. To have and keep an understanding and vision of what those units are doing helps to keep the focus on the need for the support, and can make the supporting team or organization feel a part of the accomplishment of the supported units' mission. This understanding can be started during inprocessing and increased by visits to and from the supported units.

## **6. Families: Readiness and Support.**

"Our successes are often made possible and our disappointments tolerable because of the support given us by our spouses." Gen Meyer, p. 22

"Readiness is inextricably tied up to family life." "The stronger the family, the stronger the Army, because strong families improve our combat readiness." Gen Wickham, pp. 139,290

"The Army is only as good as the soldiers who man it and the support they receive from their families." Gen Wickham, pp. 220, 221

"One primary responsibility of a commander's husband or wife is to keep the commander happy." a commander's spouse

"My family's gift to me continues to be their willingness to let me serve." Gen Wickham, p. 259

"I took care of everything so that he could do his job." a Colonel 's spouse

"A partnership exists between the Army and Army Families." "The basis of this statement is the understanding that the Army is an institution, not an occupation. Members take an oath of service to the nation and Army, rather than simply accept a job. As an institution, the Army has moral and ethical obligations to those who serve and their families; they, correspondingly, have responsibilities to the Army. This relationship creates a partnership based on the constants of human behavior and our American traditions that blend the responsibility of each individual for his/her own welfare and the obligations of the society to its members." Gen Wickham, pp. 310,311

"Because people are the Army's most important resource, soldiers and their families must believe that their leaders are ethical and caring." Gen Wickham, pp. 10,11

"We must care for one of our most precious resources- the children and families of our soldiers." Gen Wickham, p. 290

"Our children are not with us for very long. One night after having been 'too busy' to go to my 9-year-old daughter's recital I thought 'Half of her time with me is gone. ' From then on I took the time to go to her plays and recitals, and if I needed to went back to work later. Take the time for your children's activities, and then go back to the office if you need to." Col Ward Nickisch

"That special concert, that special anniversary, only comes once."  
LTG Charles Dominy

**The Family Support Group.** The family support group (FSG) is an official part of the unit, "chaired" by commanders themselves and supported by the S1. An FSG can be particularly effective because it creates a team of military members and spouses.

"Family support groups are informal networks of volunteers who enrich family life on a continuing basis and provide assistance to families during unit deployments." Gen Wickham, p. 78

"Consider encouraging the FSG to participate in any or all of the following activities:

- Chain of concern telephone tree.
- Home welcome visits. - Organized social activities...
- Organized local tours. - Welcome home celebration sponsor.
- Welcome packet input. - Holiday party activities sponsor.
- Battalion newsletter input. -Newborn mothers assistance visits.
- Potluck dinners. -Loan closet for children's clothes.
- Single soldier dinners. -Organization Day activity sponsor."

The Battalion Commander's Handbook, p. 97, extracted

"[With any kind of a spouse's group the goal of a Battalion Commander's spouse is to] Work WITH the Group to Plan and Organize What THEY want to do." USACGSC RB 22-2, 1983, p. 7

"The family support group is a very helpful 'tool' for the commander, and it can provide the unit extra 'caring. ' It should not be made into a chore." Battalion Commander

"Be conscious of the cost in time and money to your subordinates when you plan social events. Absentees will increase in direct proportion to frequency." The Battalion Commander's Handbook, p. 65

"Keep the social side of the [unit] functioning all year long. -  
. . . do something socially once a quarter.  
-Make it very inexpensive.  
- Potlucks anytime and parties around major holidays are effective.  
- Consider Organization Day picnics.  
- Consider visits to local field training sites for a family day during field training exercises."

The Battalion Commander's Handbook, p. 96

"Families share and provide a solid source of strength in the Army. In times of crisis one sees the strength of families shine forth." Gen Wickham, p. 359, paraphrased

"Concerned hearts and generous hands creatively joined can compensate for much in our special way of life, but they do need material assistance." Gen Meyer, p. 322

"You must look well beyond the bare-bones of your relationships to give them richness, completeness, and meaning." Gen Meyer, p. 208

"We recruit Soldiers, but we retain families!" Gen Meyer, p. 123

## 7. Other S1 Areas.

**The Chaplain.** "The chaplain, like the artillery, is never held in reserve." Gen Meyer, p. 4

"The chaplain has an important and positive role to play... " "He is a good nonthreatening information conduit from the boss down and the troops up." The Battalion Commander's Handbook, p. 64

"The weather was so bad that I directed all Army chaplains to pray for dry weather." Gen Patton, War As I Knew It, p. 184

"It was noteworthy during World War II that church attendance among enlisted personnel took a tremendous bound forward when it was seen that their officers were present at church services. This provided tremendous support to those chaplains who were intent not only on praising the Lord but on passing moral ammunition to all ranks so that they would be better prepared for the ordeal ahead." The Armed Forces Officer, 1950, p. 24

"Chaplains are bulwarks during times of sustained effort. Our Brigade Chaplain [Major Steve Moon] was a pillar for soldiers and families during Desert Shield/Desert Storm." Col Jerry Pickar

**The Medical Profession.** "In your profession, life is an intimate thing because by your hands you aid both in giving life and in repairing broken bodies and minds. Your profession is built on the highest ideal- that of caring for your fellow man. You know the value of life." Gen Wickham, p. 110

"Help to establish a bridge of understanding to the operational side of the Army- a bridge which will be strengthened by genuine concern and caring on your part, and by solid trust and confidence in your skills on the part of our soldiers and their families." Gen Wickham, p. 110

**Mail.** "The frequency of letters is often more important than the length. Just receiving the envelope gives pleasure." Postal Officer

"Mail and distribution centers are necessary for the effective functioning of every organization and must be viewed as an important part of the structure of any organization." SGM Linda Boudy

"Carry some postage stamps." Officers' Manual, 1906, p. 253

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"The S1 is involved with so many areas that affect soldiers that there are always ways, if you just look, that you can make things better for the unit." SFC(P) Alma Pinckney

## 4 The Battalion XO: Responsibilities and Relationships

The XO's primary responsibility is to support the Commander, and the XO's focus ranges from ensuring that daily requirements are met to the entire unit's mission. He or she does this by working in four primary relationships:

**- From the Commander:**

- ensure that the commander's orders, missions, and instructions are executed.

- ensure all requirements are met, both internal and external.

- act for the Commander as authorized, and in his or her absence.

**- To the Commander:**

- provide support directly to the Commander.

- assist the Commander in creating and sustaining the conditions for successful mission accomplishment.

**- To the Battalion and the Staff:**

- oversee all the management functions, systems, and processes within the battalion, and the support relationships outside the battalion.

- direct the staff in executing the Commander's guidance and priorities, and develop the staff.

- teach and instill key perspectives and principles throughout the battalion.

**- To the Subordinate Unit Commanders:**

- know the Commander's intent and be able to explain it.

- provide an alternate route to the Commander and their units' best interests.

- provide an alternate place to discuss problems (prob. Commander).

*"An executive officer. . . performs the same functions as those of a chief of staff." FM 101-5, 1984, p. 2-11. "(And more, because the XO also has responsibilities as the deputy commander.)" Battalion Commander*

*"[The position of the chief of staff] is so uniquely related to the commander, to subordinate commanders, and to other staff officers that the chief of staff frequently evolves or is assigned numerous informal roles not explicitly defined in official job descriptions. A chief of staff may be organizer of the headquarters, commander's 'leg man,' center of communication to and from the commander, informal interpreter of the commander to subordinates, and informal advisor both to the commander and to subordinate officers. In many instances, these informal roles play a more critical part in effective staff functioning than the formal job requirements." DA Pam 600-15, 1968, p. 193*

**1. From the Commander. Executing the Commander's guidance and intent for mission accomplishment.**

The Commander initiates action by either giving direction or approving a plan, and the XO then sees to it that everything happens necessary to carry out the mission. At a certain point for each mission or requirement the Commander expects the XO to take over the details of the execution from him. If the Commander does not delegate this he must do it himself, to the detriment of his leading and external responsibilities. *"The commander relies- and, indeed, must rely- upon his Chief of Staff for primary supervision and monitoring of staff activities." Seventh Army Command Process Study, Vol IV, 1967, p. 12. "However, this does not mean that the commander does not check."*  
Battalion Commander

In executing requirements the XO breaks them down into their components, assigns missions, and follows through to see that they are done. This includes ensuring that both external and internal requirements are met, and that the Commander's policies, standards, and instructions are carried out by subordinate units.

**External requirements.** The XO actively seeks out, organizes, and orchestrates all outside requirements, especially hidden ones. Ways to identify external requirements include:

- assigned missions
- goals
- suspenses
- taskings
- standards
- recurring requirements
- inspections
- objectives
- internal controls
- assistance visits

All external requirements must be identified, met, and done well. Everything that comes from the unit should reflect well on the unit. *"It only costs a nickel more effort to make a first class product. Invest that nickel- you'll get a good return."* Robert Laychak. The Commander relies on the XO to protect him in this area- and to tell him of anything that may bite him.

The daily visit (or contact, if geographically separated) to the higher HQ is one the best ways to ensure external requirements are met. It not only facilitates the exchange of information, but also helps make sure requirements and suspenses are not missed.

**Internal requirements.** For internal requirements, the XO is a bulwark, and forceful in upholding and implementing the Commander's principles, ethics, standards, decisions, intent, and instructions continually in every action, discussion, decision.

**Acting for the Commander.** The XO takes care of everything in the unit that does not require the Commander's personal attention. The XO must understand the Commander's intent so as to be able to speak for him and take action on his behalf. The XO approves actions when authorized, otherwise obtains the Commander's approval. The XO also presents matters that do require his attention in a way that minimizes the time spent.



## 2. To the Commander.

**Advising the Commander.** *"The chief of staff is the commander's principal staff assistant and adviser." FM 101-5, 1972, p. 3-4*

**-Keeping the Commander informed.** The XO must ensure that the Commander is kept informed to include:

- information on higher HQ matters and interaction.
- affairs with other units.
- weaknesses in the unit, internal and external.
- failures in compliance with higher HQ's directives. *"Reporting bad news is non-negotiable- and without fear." LTC Neil Putz*
- failures in battalion staff support to subordinate units.
- any time anyone does, or asks to do, something illegal or not IAW a regulation.
- anything good, or humorous, the units or the staff does (the Commander needs to laugh too) . *"The men in our Army are training and working all day, and in their odd moments are laughing..." Gen Marshall, SS&S, p. 99*

**-Providing perspective.** The XO must give the Commander- asked or unasked- his best thought, unreserved input, best analysis and feedback on any proposed course of action or decision, and warned of any possible pitfalls. To make the best decisions, the Commander needs the perspectives of key members of the unit, especially from those closest to the issue. *"It is important to have many views." Battalion Commander.* Each subordinate can provide perspective not only from his position in the unit, but also from his or her experience and character. *"Leaders must deflect at least some of the bad guidance they get from above. It is being loyal to your boss and to the institution you serve to tell the bosses when they are wearing no clothes." MG Perry Smith, article*

**-Acting as a sounding board and confidant.** Being an effective sounding board and confidant can help the Commander clarify his thoughts, and also informs the XO of the Commander's thoughts- of vital importance in executing the Commander's intent effectively. *"Nothing clarifies knowledge like a free exchange of ideas..." MG J. F. C. Fuller, WW, p. 291*

*"Sharing the daily routine work burden is often not enough. The human side of the commander requires attention, and the XO should be the one to help." MAJ David Miles, Ordnance, Nov 1991, p. 36*

*"For some commanders, one of the more important roles of a chief of staff is that of confidant." "As a commander talks to a chief of staff about unit problems and the people involved in them, he frequently finds answers or formulates questions that clarify issues. Furthermore, by listening, the chief of staff learns how the commander sees problems, what matters are considered important, and what weight the commander attaches to happenings that affect the command. With this information, the chief of staff can better represent the commander." DA Pam 600-15, 1968, p. 194*

**Assisting the Commander in creating and sustaining the climate for successful mission accomplishment.**

**Unit Climate.**

**-Awareness of problems.** Because the XO is in such a central position in the unit and is usually more approachable than the Cdr, he needs the XO to be aware of conditions, climate, and potential problems of the unit and the staff, for problems are best detected and resolved early. Bringing these matters to his attention- either for action or for awareness- is an important function of the XO.

**-Resolving conflicts.** *"The conflicts between individual training requirements, company details and mission requirements often lead to internal quandaries that require arbitration by the XO. [The battalion commander] relies on his XO to know his priorities and to make the right decision for the battalion."* MAJ David Miles, *Ordnance*, Nov 1991, p. 35. The XO must be sensitive to any command/staff conflict, defuse it early, and keep the focus between line and staff on mutual responsiveness.

**-Communication.** The XO is responsible for the communication system throughout the unit and to ensure that communication and coordination takes place: *"The chief of staff also helps to maintain continuity of policy and communication. By making himself available to subordinate commanders and other staff officers, the chief of staff can add substantially to the availability and consultative capacity of his commander. Through him, officers can learn when it is most convenient or most auspicious to discuss a problem with the commander. Or they may consult the chief of staff about policy matters because they want to sample the commander's thinking without bothering him directly."* DA Pam 600-15, 1968, p. 194

**Assisting in managing the Commander's time.** The XO helps ensure that the Cdr's time is used most effectively, leads the staff's effort to save the Commander's time, and helps ensure that everyone shares in the Commander's time, for there is no substitute for the Cdr's attention, interest, and interaction with the members of the unit.

**Unity of Command.** The XO leads the effort to ensure that all authority flows from the Cdr only. The XO must be the strongest supporter of the Cdr for his position, decisions, and the ethical environment. A Cdr's position carries with it significant authority, but selective compliance at any level undermines both him and the unit. The XO keeps the focus on that everyone must actively support the person who is responsible for mission accomplishment, and help that person get the mission, job, or task accomplished in the best way and make the best decisions. *"At every level in organizations, there is only one source of authority. All effort is directed toward ensuring that orders and guidance flow from the established authority."* FM 22-103, 1987, p. 52. The CSM is the other key player in this effort: *"The XO and CSM must be of 'One Mind' with the commander."* LTC Neil Putz

### 3. To the Battalion and the Staff.

**Overwatching the management functions.** *"It is in the area of management support to the commander that the XO can really make an impact."* Battalion Commander

The XO overwatches all battalion procedures and systems, both internal and external. He or she:

- monitors the existing systems
- ensures that systems are both effective and efficient- *"Does the system serve us, or we it?" Gen Meyer, p. 89*
- develops and implements needed systems
- fine-tunes existing systems
- tests systems, such as emergency or casualty notification\*
- ensures that all systems have standards

If something falls through, the XO looks at the system to see if there is a systemic problem, and then takes corrective action. The XO also analyzes if there is a resource problem, but before going to the Commander for more resources, the XO (and the staff and subordinate commanders) first answers the following questions:

- Are there procedures that could be made more efficient?
- Is there technology that can be productively applied? *"When you combine technologies the result is much greater than the sum of the parts. For example, combining communication and computer technology has not only made the phone and word-processor more effective, but has changed the way we use both."* Barry Smith
- What training could be conducted in order to accomplish the mission more effectively?
- Do people need to work harder, longer, or simply pay more attention to what they are doing?

**\*Note:** In the event that someone has been in an accident but is not seriously injured, when notifying anyone of the accident precede the acknowledgment of the accident with the status of the person. Say, "...is alright but he's been in an accident." This spares the person receiving the phone call unnecessary alarm.

**Directing and developing the staff.** *"The leader of a staff has to persuade its members to simultaneously move in two contrary directions. He has to ensure the intricate coordination necessary to establish and maintain effective staff procedures and routines. He must also stimulate the ideas and imaginativeness which are the life of good staff work but which are often disturbing to routine."* DA Pam 600-15, 1968, pp. 194,195

The XO instills the understanding and application of the principles of staffwork, and key perspectives, focus, and principles, and how to apply them (see Appendix B).

#### 4. The Battalion Commander's Responsibilities to the XO.

For the Commander to:

1) **know what he wants.**

2) **communicate that clearly to the XO.**

3) **give the XO enough authority** to achieve the desired results, and clearly communicate the XO's position in the battalion. Commanders sustain their units through their own strength, and the XO must help. *"The commander is the final maintainer of standards. This takes effort and can be taxing. If the commander makes the XO his 'alter ego,' the XO shares this responsibility and can also effectively maintain standards." Battalion XO*

4) **back the XO up.** *"As a battalion commander, I always watched to see if the company commanders listened to the XO, because if they weren't, chances are they weren't listening to anyone else either." LTC Charles Beck*

5) **provide adequate resources** to accomplish the mission.

6) **take care of the staff** and assist in making the staff channel effective. *"Commanders at every level need to become 'heatshields.' "* Gen Meyer, p. 31

7) **develop the relationship** and foster an environment of mutual openness and trust.

*"Leaders must take particular care in nurturing their relationships with their deputies." MG Perry Smith, Taking Charge, p. 154*

*"It is very important for the commander and the XO to understand each other and to be able to talk freely. The payback in unit effectiveness is worth the time and effort the commander invests in this critical relationship." Col Richard Yamamoto. "Only the battalion commander can initiate this relationship." MAJ Bonita Oteri*

8) **train the XO to be a Battalion Commander.** The responsibility of command is so great- the accomplishment of the unit's mission, the well-being and development of unit members, and "to take all measures to ensure that soldiers and units are ready and able to fight." The XO will very likely also be a battalion commander later. Since most soldiers belong to battalions, for their sake and for the sake of the Army this chain of development must be strong.

*"A battalion commander is given a second-in-command, who should be his understudy and not an administrative hen brooding over the headquarters eggs." MG J. F. C. Fuller, Generalship, p. 89*

**5. The Commander and the XO: Forming a Strong Relationship.** To get the mission done the Commander and the XO must know each other well—the Commander must know the XO and his capabilities, and the XO must know the Commander, the way he thinks, his intent, and what he wants for the unit. *"Between the commander and his chief of staff in a division or larger unit there should be thorough mutual respect, understanding, and confidence with no official secrets between them. Together they form a single dual personality, and the instructions issuing from the chief of staff must have the same weight and authority as those of the commander himself."* Gen Ridgway, Military Review, Oct 1966, p. 48

When the Commander and the XO work together well the Commander can go and be where he is needed, knowing that his intent is being carried out in his absence. *"Bedell's unique capabilities as chief of staff enabled Eisenhower to escape his headquarters and devote a greater share of his time to planning and travel in the field."* Gen Bradley, A Soldier's Story, p. 207

*"Every day I look at the paperwork that comes in, toss it on the XO's desk, and leave the office and go see the battalion."* LTC (LTG) William G. Pagonis, Commander, 10th Transportation Battalion. (*"I could work 24 hours a day and still not get everything done."* MAJ (Col) David Lofgren, LTC Pagonis' XO)

Ideally, the XO not only executes the Commander's orders, but complements him. *"When General Pershing was given the command of the American Expeditionary Force he selected for his chief of staff an officer [MG James Harbord] in whom he sensed qualities he himself lacked."* paraphrased from West Point, by Thomas Fleming, p. 298

When the Commander and XO form an effective team the result is that the Commander has what almost amounts to an extension of himself, and his effectiveness is greatly increased. *"An XO who knows the commander's intent and executes accordingly more than doubles the commander's effectiveness."* LTC Randy Inouye and other battalion commanders. Not only is the full extent of another strong individual's energy and effort channeled in the same direction as the Commander, but the whole is greater than the sum of the parts. *"[The relationship of General Eisenhower to his Chief of Staff] had been fused into so much an entity of command that it was difficult to tell where Ike left off and where Bedell Smith began."* Gen Bradley, A Soldier's Story, p. 206

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*"The best means of organizing the command of an army. . . is to:*

1st. Give the command to a man of tried bravery, bold in the fight and of unshaken firmness in danger.

2d. Assign as his chief of staff a man of high ability, of open and faithful character, between whom and the commander there may be perfect harmony." Jomini, The Art of War, p. 457

## 5 Developing and Working Towards Goals

*"Goals can charge up people, can ignite the human spirit." MG Perry Smith, Taking Charge, p. 120*

### 1. Developing Goals.

**The most important aspect in achieving any goal is to envision the end result desired. Then determine how to get there.**

**Vision.** Vision plays a key role in focusing the unit and providing direction. It is not only the leader's guidepost, but also is important in involving the spirit and will- it captures the imagination and provides the focus for the future.

*"Vision. . . is a personal concept of what the organization must be capable of doing by some future point." "It can be an intuitive sensing, a precise mission, or a higher commander's intent for a battle or campaign." FM 22-103, 1987, pp. 7,16*

*"What does the unit need to accomplish today, tomorrow, or years from now to achieve the desired result? How is the organization developed to achieve that capability?" FM 22-103, 1987, p. 7*

*"Have a vision." Gen Colin Powell, article*

*"Where there is no vision, the people perish." Proverbs: 29:18*

*"By communicating vision to subordinates the commander provides direction, purpose, and motivation to the unit and soldiers." FM 71-100, 1990, p. 1-25, paraphrased*

**Identify the mission and vision.** Identify what is expected of the unit- its mission. Collect the documents pertaining to the unit- documents that authorize the office or mission- law, DOD Reg, AR, TOE, TDA, written directives, verbal orders, organization charts, policy letters, agreements, history, MOUs. Include documents relating to the unit's goals, priorities, short and long-term plans, programs, budgets, and structure. Look for what innovations are underway, and what divestitures are planned. Date each document and then keep them together. A binder is a good way to do this. Helpful is to list the documents and add the list to the unit's SOP. *"Leaders even at a lower level must try to set some long-term goals for their people and for the organizations that they lead. People want to know where they are going and in what priority. It is a cop-out to say, 'The long term is not my responsibility. '" "It is the role of leaders at every level to help form and implement that vision." MG Perry Smith, article*

**The Need to Balance Continuity and Change.** Every organization- unit, section- regardless of size- needs a balance of continuity and change. This perspective is key to establish vision and goals.

Gen Wickham:

*"Continuity and change are important in the life and vitality of any organization." "We achieve a healthy balance [by] maintaining continuity and creating change." pp. 246,183*

*"Continuity is important to minimize turbulence that tears at the foundation of the cohesiveness of a unit." "Continual fluctuations and unnecessary changes endanger the overall integrity, the well-being of the Army." "The turbulence down at the bottom of the pipe from everybody changing plans is enormous." pp. 333,8*

*"Changes. . . are necessary if the Army is to continue to grow and be responsive to movement in national objectives, the threat, technology and other realities. We must have the vision to know which changes are needed and the courage to make them." p. 8*

*"[Changes should be] evolutionary, not revolutionary." p. 115*

*"Find the right balance between change and continuity in your activity." p. 333*

*"Look at the turtle there [a little wooden turtle on his desk]. The turtle gets ahead only when he sticks his neck out, but he also moves very slowly. Change comes slowly. But one needs to take risks, one needs to be bold and creative." Gen Harold K. Johnson, quoted by Gen Wickham, p. 343*

*"Often leaders, especially inexperienced ones, mistakenly believe that a new broom must sweep clean, that new directions and initiatives are necessary, that tyranny is a substitute for teaching and leading. Most units do not need a new agenda; they require catalysts for excellence with current and evolving goals; and they need teachers who really care for people." p. 12*

*"Make only those essential changes which are immediately required." "As a principle, make changes slowly; but if you see something that is very wrong or very broken, fix it fast." The Battalion Commander's Handbook, pp. 6,7*

Shortly after General Abrams became Chief of Staff of the Army, the Secretary of Defense asked him what he thought about all the new directions being instituted. He answered, "Mr. Secretary, it's sort of like an aircraft carrier. You folks. . . are up on the bridge, giving orders of left rudder, right rudder, full ahead. The wind's blowing in your faces and you're feeling full of yourselves. But all that's really happening is that us poor folks in the hold are getting seasick!" quoted by Gen Wickham, p. 8

## **Setting Goals.**

"If an organization has a strategic vision which includes specific goals and priorities developed in the long-range plan, day-to-day decisionmaking is much more likely to have real coherence." MG Perry Smith, Taking Charge, p. 120

"Goal setting is a critical part of leadership; it sets the direction for your unit. When you assume a leadership position, you and your subordinates should ensure that you have a set of clearly written goals and policies which you all understand and support. When setting goals for your unit, remember several key points:

- Goals should be realistic and attainable.
- Goals should lead to improved combat readiness.
- Subordinates should be involved in the goal-setting process.
- Goals should be established, as a minimum, for training, maintenance, discipline, morale, cohesion, and development of subordinates.
- A program or set of policies should be developed to achieve each goal." FM 22-100, 1983, pp. 182,183

"Unit mission and goals need to be firmly established in the soldier's mind so that he has no question about what the unit is trying to accomplish. As each soldier accepts and commits himself to the mission and goals of the unit, cohesive teamwork will develop." FM 22-102, 1987, p. 20

## **Involving subordinates in goal-setting:**

"People are motivated to carry out a plan if they are part of the planning process." FM 22-100, 1983, p. 231

"Have a goal-setting session with key leaders during the first 15 days, get everyone involved in setting goals and objectives." The Battalion Commander's Handbook, p. 7

"Have your subordinates participate in the planning of upcoming events." "By involving your subordinates in planning, you show that you recognize their ability and appreciate them. Recognition and appreciation from a respected leader are powerful motivating forces. Your subordinates contribute ideas to the plan, which gives them a personal interest in seeing the plan succeed." FM 22-100, 1983, p. 232

"Your job in this questioning or brainstorming phase is to develop a creative atmosphere that causes your subordinates to think and to exercise their imagination and problem-solving skills. This, in itself, is part of the process of developing the leadership of your subordinates and preparing them for more responsibility." FM 22-100, 1983, p. 177

**Purpose, Keeping Informed, and the "Bigger Picture."** Soldiers need to understand not only their unit's mission, but the Commander's intent at least two levels higher, so they know how their unit or section fits into the "big picture" and how success or failure of the unit will impact "the world beyond" the unit. This understanding is critical for motivation and for the "disciplined initiative" necessary for battlefield success.

*"There is a striking relationship between men's feeling that they were informed about their combat mission and the way they rate the teamwork of their company in actual battle." What The Soldier Thinks, Jul 1944, p. 6*

*"If you understand the big picture, you are far more likely to understand how important your particular role is in causing that vision to materialize." Gen Meyer, p. 52*

*"You need to develop the habit now of thinking beyond the narrow confines of your daily activity. As junior officers, you must understand the commanders' intent at least two echelons higher so that you know the tactical ends they seek." Gen Wickham, p. 172*

*"The genius of this nation is not in the least to be compared with that of the Prussians, Austrians, or French. You say to your soldiers, 'Do this, ' and he doeth it; but I am obliged to say 'This is the reason why you ought to do that,' and then he does it." MG Baron von Steuben (and former aide-de-camp to Frederick the Great) in a letter about American soldiers during the American revolution, quoted by Gen Meyer, p. 383*

*"American soldiers do best when they know why they are doing something." "Knowing why gives one's actions and sacrifices meaning." FM 22-103, 1987, p. 13*

*"Nothing irritates American soldiers so much as to be left in the dark regarding the reason for things." FM 21-50 p. 29, quoted in What The Soldier Thinks, Jul 1944, pp. 6,7*

*"[Purpose and understanding the larger view]:*

- focuses soldiers and units on the task....*
- imparts a sense of priority and importance for the tasks that must be accomplished....*
- relates how success or failure of the organization will impact on the world beyond the unit....*
- helps subordinates judge what new tasks might [contribute]....*
- enables subordinates to operate [in the absence of the leaders]."*

*FM 22-103, 1987, pp. 13,14*

*"Unity of action develops from fullness of information." The Armed Forces Officer, 1950, p. 260*

*"Purpose helps create loyalty." DA Pam 165-15, 1986, p. 3-1, paraphrased*

**Standards.** "Readiness. . . is really another word for standards." Gen Wickham, p. 44. "Standards have to be universal in the Army. Soldiers have to understand what the standards are and know that those standards will be evenly applied." Gen Meyer, p. 347

**Every area must have standards and be measured, and be viewed positively:** "The habit of always performing to standard is a power packed habit."

"Standards must be realistic, but they must stretch the capacities of both the individual and the organization." Gen Wickham, p. 91. "Use the Army standard as your base, then build on it."

Meeting standards gives soldiers the best chance for success and survival on the battlefield: "Caring means many things. It means making sure soldiers get fed, get paid, and get a place to sleep at night. But it also means giving them solid, realistic training and assuring that high standards are ingrained. Sometimes, caring means not letting soldiers sleep at night." Gen Wickham, p. 91

"You as a leader have two responsibilities: first is to know the standards; and second, to enforce the established standard." FM 22-100, 1990, p. 46

"You and your soldiers have only so much time and energy; use this time and energy to meet the standards in all areas." FM 22-100, 1990, p. 36

"Maintaining high standards requires persistent correction." LTG Arthur Collins, Jr., LQFMT, p. 270

"If you walk by a deficiency and say nothing, it becomes the standard." The Battalion Commander's Handbook, p. 16

"NCOs are willing to do almost anything. All they want to know is what 's the standard, and then [if] the commander [will back them up]." MG William Carter, 1st Infantry Division, Desert Storm, TRADOC Pam 525-100-4, (Draft), p. 30

"Men may complain about being held to high standards of appearance, training, discipline, and duty, but once attained, they will take pride in them and look with a patronizing attitude at individuals and units not up to their standard." DA Pam 22-1, 1948, p. 4

"Enforcing standards is not only right for the mission, but it also benefits the members of the office by providing the best environment in which soldiers and civilians can grow." LTC Michele Calhoun

**Sample System/Program Standards and Methods of Measurement.**

Examples of standards:

<u>FUNCTION</u>	<u>STANDARD</u> (include source of standard such as DA, MACOM, VOCO, etc.).	<u>STATUS</u>
<b>NCOERS</b>	DA Standard: 95% to DA within 60 days of ending date.  MILPO standard: 95% to MILPO within 30 days of ending date.	
<b>Award Recommendations</b>	- 100% of all departing soldiers considered for awards. - 100% of all soldiers recommended for appropriate recognition.* - 95% of all awards initiated within the time-frames specified by the Commander.  *this does not necessarily mean an award.	

**The Green, Amber, Red method:**

<u>Area</u>	<u>Green</u> (meets or exceeds standard)	<u>Amber</u> (sat, but problems)	<u>Red</u> (below standard)
<b>Assigned strength (% of authorized)</b> (standard from MACOM directive)	90%+	80-89%	79% or less
<b>Receive and distribute Pentagon mail</b> (standard from SOP)	Incoming/outgoing mail is processed and ready for pickup by customers /USPS within 8 hours of receipt.	Incoming/outgoing mail cannot be processed within 8-12 hours of receipt.	Incoming/outgoing mail cannot be processed within 12-24 hours of receipt.

**SAMPLE PLANNING SHEET FOR VISION, GOALS, OBJECTIVES,  
TASKS, STANDARDS, AND PRIORITIES**

<b>"1. Vision.</b>	<b>The Unit</b>	<b>Standard</b>
<i>Personally develop what the organization should look like at some future point. . . . the mission is crucial in determining this desired state.</i>	<i>For a division, this might be 'to be able to deploy and fight in a hostile environment for a sustained period.'</i>	
<b>2. Goals.</b> <i>Establish goals, and agree on values with the team. Goals are also stated in unmeasurable terms, but they are more focused.</i>	<i>For example, 'The unit must operate effectively in a nuclear environment.' This establishes the framework of the commander 's intent.</i>	
<b>3. Objectives.</b> <i>Establish objectives, with the active participation of the team. Objectives are stated in precise, measurable terms.</i>	<i>'By the end of the next training quarter, each battalion will be able to conduct defensive operations under MOPP-IV conditions.' The aim, however, is to get general ownership by the entire team.</i>	
<b>4. Tasks.</b> <i>Concrete, measurable events that must occur.</i>	<i>'The next rifle qualification for the division will occur under MOPP-IV conditions.'</i>	
<b>5. Priority.*</b> <i>Establish a priority for the tasks. Since time is precious, establishing priorities helps subordinate leaders and commanders determine the order in which the tasks must be accomplished.</i>		
<b>6. Execute.</b> <i>Follow up, measure, and check to see if the team understands and is doing what is required."</i>		

*FM 22-103, 1987, p. 91, extracted*

\* "Priorities set the sequence in which actions are to be accomplished." *FM 22-103, 1987, p. 58, and does not excuse anything from being done.*

**Planning.** *"The better prepared you are, the better chance you have at being successful."* SMA Richard Kidd.

In planning, the best long-term goals come from deciding "What legacy do you wish to leave behind you?" MG Perry Smith, Taking Charge, p. 181

For the shorter-term- *"No coherent battle or campaign is possible without a lucid vision of how it should conclude."* FM 22-103, 1987, p. 8

#### **Focus in planning:**

**Plan on more than one level of time:** for example, that of one's own job, one's subordinates, and one's supervisor. The goal of planning is to ensure that what is needed will be there when it is needed.

*"The time included in a forecast can vary from many years at major command level to months at battalion level."* FM 22-103, 1987, p. 30

*"Orders which attempt to regulate action too far in the future result in frequent changes."* FM 100-5, 1949, p. 28

*"The commander conducts his planning to allow subordinates the time to prepare for the next mission."* FM 7-20, (Draft), p. 2-2. *"The . . . staff should use no more than one-third of the available time from mission receipt to the start of mission execution, reserving two-thirds of that time for subordinate elements."* FM 71-100, 1990, p. 3-8

*"Commitments of higher headquarters must be projected accurately and sufficiently ahead of time to permit subordinates an opportunity to plan. Once fixed, this allocation should represent commitment of a resource to the subordinate command." "The Soldier needs to know that his time is valuable and so regarded by his leaders."* Gen Meyer, pp. 24,58

**Plan within the intent of higher commanders:** *"The battalion commander . . . must understand the intent of the brigade and division commanders (two levels up) and must ensure his intent is understood at company and platoon levels (two levels down)."* FM 7-20, (Draft), p. 2-3

**Have a tactical focus:** What will be needed to support the tactical commanders and soldiers? *"The key to maintaining a wartime perspective is the ability to look beyond peacetime concerns."* FM 100-15, 1989, p. 4-0. *"You must have a mental picture of the demands of battle on leaders and soldiers."* FM 22-100, 1983, p. 2

**And have alternate plans:** *"No plan survives contact with the enemy."* von Moltke, quoted by Gen Meyer, p. 88

**Planning Techniques.** "Planning is as essential for success in peacetime training as it is for combat operations. Planning is usually based on guidance or a mission you receive from your leader or higher headquarters. With this guidance or mission, you can start planning using the backward planning process. First determine what the end result. . . must be; then work backwards, step by step." "This process will help you eliminate problems, organize time, and identify details. Backward planning is a skill, and like other skills, you can develop it with practice. The steps in backward planning are-

- Determine the basics: what, how, and when.
- Identify tasks you want to accomplish and establish a sequence for them.
- Develop a schedule to accomplish the tasks you have identified. Start with the last task to be accomplished and work back to the present time." FM 22-100, 1990, p. 47

FM 22-100, 1983, pp. 179-181:

"Determine all tasks."

"Set up a structure to accomplish all tasks."

"Allocate resources."

"When you receive a mission ask: 1. What is the mission? 2. What does the commander want to do- what is the intent? 3. What is the main effort and who is going to do it? Identifying who will execute the main effort is critical, for it identifies who will get the main support. This identifies priorities, including priority of resources. This is extremely important so that effort is not diffused, but focused." SGM Robert Rush

"One does not plan and then try to make circumstances fit those plans. One tries to make plans fit the circumstances." Gen Patton, War As I Knew It, p. 116

"Orders and instructions must be issued in sufficient time to permit subordinates to prepare properly their respective plans and to issue orders, and to permit units to make necessary preparations to carry out orders." FM 101-5, 1950, p. 37

"Within the limitations imposed by higher authority he may organize his staff and subordinate elements in the manner he believes will best accomplish the mission of his unit." FM 22-100, 1961, p. 54

"NCOs found that the best way to understand the commander's intent was through the bottom-up rehearsal process. Bottom-up rehearsal facilitated fine tuning of basic plans and helped in the development of contingency plans such as re-arming, chemical decontamination, and re-supply on the move." TRADOC Pam 525-100-4, (Circulating Draft), Desert Storm, p. 8

Using timelines is essential to achieving goals. "[We must] manage change, instead of being managed by change." Gen Meyer, p. 231

**Evaluate and Compare the Resources Available and Needed.** Identify and compare the resources authorized and available, and identify shortfalls between authorizations and on-hand or ordered (and note how long things have been on order) . Does the unit have what it needs?  
NOTE: Need is the key word- not want.

<b>Tangible:</b>	<b>Status</b>	<b>Shortfalls</b>
- People		
- People's time, energy, effort, and accomplishments		
- Training conducted		
- Written goals		
- Standards		
- Administration - systems and processes		
- Documents*		
- Materiel		
- Equipment**		
- Supplies		
- Space		

**Intangible:**

- Leading- vision, direction
- People' s character, morale, ability
- Unit climate (somewhat measurable)

\*Documents because they capture and preserve thought, energy, effort, policy, history, perspective, knowledge, and wisdom. They include written explanations of systems, procedures, instructions, SOPs, inspection reports, status reports, etc.

**\*\*Notes on equipment:**

- Look at the cycle for replacing equipment.
- Listen to the people who actually do the work- they most often know what would help them do their jobs better. Then obtain the equipment, or at least initiate the process, so it will eventually come. *"Remember that almost every weapon of war. . . requires a year to a year and a half to manufacture."* *"In other words, whatever your son and my son is to use to defend himself and to defend us and the country, has to be manufactured in time of peace."* Gen Marshall, SS&S, p. 9

*"The focus is not on what we want, but what we need."* Col Stanley Fos cue

**Making the Plan to Achieve the Goals.** Knowing where to go is critical, but it is also necessary to make a plan to keep focused and on track. *"Having a good idea is only the point of departure." Gen Meyer, p. 301. "Once the what is decided, the how always follows." Pearl S. Buck, TMDWL, p. 79*

**SAMPLE PLANNING WORKSHEET TO WORK TOWARDS GOALS**

<b>GOAL</b>	<b>ACTION TO BE TAKEN</b>	<b>TIMELINE</b>
Improve timeliness of NCOERs.	Examine system- find out why unit is not meeting standard and improve system.	Examine now, fix before end of month.
TDA needs updating.	Submit input to Resource Mgt Office.	Next MOC window: Jun.
Equipment replacement needs to be initiated for next FY.	Submit in budget. Check with RMO for special budget programs to obtain equipment.	Oct.
End communication system that is no longer needed due to communication by computers (divesting*).	Staff action with ARSTAF. by Director of	Get approved of the Army Staff by 15 Mar 94.

**\*Divesting.** Growth and divestiture are both important for the organization. Divesting is important: *"The absence of a profit-oriented performance system in government makes it conceivable, indeed inevitable for a time, that governmental organizations will live beyond their useful lifetimes." Gen Meyer, p. 87. "The commander has to periodically review all programs and 'weed-out' those that are unnecessary, or 'meld' others together." LTC Neil Putz*

In planning growth and divestiture the focus must be to ensure that the unit develops- and not necessarily gets bigger. The focus must be, and remain on, what is needed. This is important, for energy and effort must not be wasted, and the energy and effort being put in areas where it is no longer needed can be redirected where it is needed. "Evolving," "reshaping," "divestiture," or "right-sizing" is only the redirecting of energy. However: *"Smaller does not necessarily mean better. Better is better."* LTG Theodore Stroup

## 2. Working Towards Goals.

**Command and Control.** "Control is the exercise of authority and is the counterpart of command. " "Control refers to the supervision of the operation while ensuring all systems and activities are synchronized." FM 7-20, (Draft), p. 2-2

"Control... follows up a decision and minimizes deviation from the commander's direction." FM 7-72, 1987, p. 2-1

"[The commander] gives direction by outlining procedures and issuing orders that define the policies of the command. He establishes coordination by consistently insuring that all elements of the command are properly informed and functioning harmoniously. He maintains control of the program through inspections, reports, and all phases of command supervision." FM 16-100, 1961, p. 17

**Supervising.** "Supervision is. . . keeping a grasp on the situation and ensuring that plans and policies are implemented properly." FM 22-100, 1983, p. 205

"Every leader, whether civilian or military, actually maintains close personal contact with only a small group, regardless of the number of men ultimately controlled by him. Inevitably, he must depend upon that small group in order to make his will known and to execute his purpose." FM 22-10, 1951, pp. 2,3

"Throughout the war I deliberately avoided intervening in a subordinate's duties. When an officer performed as I expected him to, I gave him a free hand. When he hesitated, I tried to help him. And when he failed, I relieved him." Gen Bradley, A Soldier's Story, p. 20

"Two important things you as a supervisor can do are to remove obstacles that interfere with your subordinates' effectiveness, and ensure that subordinates know that you are interested in their doing a good job." LTC James Fowler. "You also have to be available, be perceived as willing to help, and follow through on the commitments you make- large and small." Shirley Fowler

"The issuance of an order is the initial and relatively small part of the commander's responsibility. His principal responsibility lies in supervision to make sure that the order is properly executed." FM 22-10, 1951, p. 13

"You give the orders of your superiors in your name and with the authority of your office. A commander shows weakness when he implies that he is giving orders because of pressure from above." FM 22-100, 1953, p. 24

**Command Presence, Personal Observation, and the Leader's Position.**

"There is always time [to visit subordinate commanders]; administrative work can be done at night. By day you belong with your troops." Gen Ridgway, Military Review, Oct 1966, p. 48

"There is. . .no substitute for personal reconnaissance, nor any other technique that in the long run will have half its value." "Once formed, the habit of getting down to the roots of organization, of seeing with one's own eyes what is taking place, of measuring it against one's own scale of values, of ordering such changes as are needed, and of following-through to make certain that the changes are made, becomes the mainspring of all efficient command action." The Armed Forces Officer, 1950, pp. 129,130

"You must spend time with your units [and] know the real situation in your subordinate units." "An inspirational leader makes the time to get out with the troops and see the substance of a unit." FM 22-100, 1983, pp. 71,70,237

"Commanders must get down to company level and determine con flictors as perceived there. Once identified, conflictors must be tracked upward to determine where they originated and for what purpose." Gen Meyer, p. 123

"Get out of your office, 'command from your feet, not your seat. '" The Battalion Commander's Handbook, p. 9

"I want to see your face at my place." Elsie Noel

"Only you [the leader] can provide appropriate priority by your presence." The Battalion Commander's Handbook, p. 53

"Position yourself so you can best control and help your unit." FM 22-100, 1983, p. 228. "The real reason why I succeeded in my own campaigns is because I was always on the spot." Wellington, DMNQ, p. 131

"Miseries seem light to a soldier if the chief who imposes hardships on him also volunteers to share them." Comte De Segur, DMNQ, p. 170

"After providing for the issuance of orders, the commander places himself where he can best control the course of action and exert his leadership. When opportunity offers and when his presence at the command post is not urgently required, he will visit his subordinate commanders and his troops in order to inspire confidence and to assure himself that his orders are understood and properly executed. During the decisive phases of battle, the place of the commander is near the critical point of action." FM 100-5, 1949, p. 26

"Be at the critical point early." The Battalion Commander's Handbook, p. 33

**Balancing Making Changes and Keeping Steadfast.** In executing it is necessary "to strike the balance between flexibility of mind and strength of will." Field Marshall Sir William Slim, FM 22-100, 1983, p. 172

"We must look vigorously for the places where we must make bold changes and for the places where little or no changes are needed." MG James Monroe and LTC Fred Hart.

**Vision.** Vision, the end result desired, "is the reference point against which the . . . leader measures progress." FM 22-103, 1987, p. 8

**Making changes.** Sometimes situations require changes from the plan to accomplish the mission: "A leader is concerned with adapting the organization to forces in the environment." "A leader continually defines and redefines the organization 's role and purpose. " LTG Kenneth Lewi

"No rule of war is so absolute as to allow no exceptions..." Napoleon, Maxims, p. 421

**Keeping steadfast.** "We have an extraordinary responsibility to provide the kind of leadership that. . . maintains steadfastness of purpose..." Gen Wickham, p. 189

"There are certain things in war of which the commander alone comprehends the importance. Nothing but his superior firmness and ability can subdue and surmount all difficulties." Napoleon, Maxims, p. 427

"Vision, the ability to anticipate the course of future events, is what keeps the Army steady on the course..." Gen Wickham, p. 183

**Timing:** "How do you influence ensuring that. . . change takes place? You have to attack. . . when the paper is blank. The time you strike hardest is. . . when there are a lot of people coming in with a lot of blank sheets." "You influence people by being there at that point in time when they are looking for the idea and seeing that you have someone there to plug that idea in." Gen Meyer, p. 328

**Keeping informed:** "It was very obvious, very quickly that the most important thing we could do to continue the success and the momentum. . . was to keep people informed." CSM Richard Cayton, 1st Armored Division, Desert Storm, TRADOC Pam 525-100-4, (Coordination Draft), p. 22

"Success gets to be a habit, like anything else a fellow keeps on doing." Charles Ingalls, These Happy Golden Years, p. 3

**The Means to the Ends.** "The noblest end is lost if the means are not worthy of it." Pearl S. Buck, My Several Worlds, p. 248

"We must eliminate the mind set that produces such directives as 'I don't care how you do it, just do it.' Such an approach is the opposite of that for which we must strive." Gen Wickham, pp. 280, 281

"Being the backbone of the Army means having the 'backbone' to recognize that some things are 'Officer Business,' some things are 'NCO Business,' and some things [bending or breaking the rules] are 'Nobody's Business.'" MSG Jack D'Amato.

"Soldiers in cohesive, combat-ready units take pride in successfully accomplishing their missions with honor. Violating the basic principles of American life and the rules of warfare while defending them leads to tainted victory." FM 22-102, 1987, p. 7

"As an example, violating the rules of warfare regarding the treatment of POWs not only can lead to the strengthening of the opponent's will, but also to corresponding treatment of American POWs." summarized from TC 22-9-2, 1986, p. 52

"The leader must be concerned not only with the quality of unit achievements, but also with the process by which the achievements are attained." DA Pam 350-2, 1982, p. 5-2

"[When soldiers of the 4-32 Armor, 3AD began to take prisoners, the Iraqi soldiers] started yelling and screaming at my soldiers, 'don't shoot us, don't shoot us,' and one of my soldiers said, 'hey, we're from America, we don't shoot our prisoners.' That sort of stuck with me." 1SG Dennis DeMasters, 4th Battalion, 32d Armor, 1st Brigade, 3rd Armored Division, Desert Storm, TRADOC Pam 525-100-4, (Coordination Draft), p. 26

**Protecting Soldiers and Units.** "Challenge harmful policies." The Battalion Commander's Handbook, p. 41

"Maintain a sense of outrage. There are too many super cool managers who worry so much about keeping the boss and higher headquarters happy that they never allow themselves to be outraged when the system is doing serious damage to the lives and the careers of those working for them. The best leaders do get mad and, using controlled outrage, work hard to put wrong to right." MG Perry Smith, article

"Don't make an issue out of unimportant items, fight for big issues but try not to fight for unwinnable issues unless principle demands your involvement." The Battalion Commander's Handbook, p. 41

**Inspecting and Evaluating.** "Leaders can never stop inspecting and teaching. It is our way of life, and it will save the lives of our soldiers." Gen Wickham, p. 47

"We must reinforce. . .by checking that things we say are important are perceived as being important. This is accomplished most effectively by the commander. An inspection [provides] a solid base line from which to build and reinforce the commander's articulated focus." Gen Wickham, p. 277

"A unit that does well only those things the boss checks will have great difficulty." MG (LTG) E. S. Leland, Commander of the National Training Center, WW, p. 224

"The deep involvement of commanders in the inspection of their units results in increased readiness, improved staff performance, a strengthened chain of command, and increased support to company commanders." Gen Wickham, p. 306, paraphrased

"Commanders must analyze all areas that need to be checked and decide how each will be checked. No commander should or has time to personally check each area. He must decide what needs to be emphasized; what needs to be checked through multiple means; what areas others such as the XO and CSM should check; and what areas the commander will personally check." Battalion Commander

"Let the unit tell you what they're doing well, then look at their mission and make sure they're doing what they're supposed to be doing. Too often people are doing only what they are comfortable with." LTC David Reaney

"Ensure everyone responsible for a given area knows the standard and knows what and how to inspect." *The Battalion Commander's Handbook*, p. 25 (and include the standard and source on checklists)

Gen Clarke, Guidelines, p. 29: "TO INSPECT IS TO EMPHASIZE."

"To become a good inspector requires. . . study, planning, and practice. It requires study to be sure that he knows what is correct and what is not correct in his field of responsibility. It requires planning to prepare a schedule of inspections in such a way that over a period of time he has given the necessary attention to all aspects of his field of responsibility. And then, it requires practice in order to notice promptly whether the important things are correct or incorrect."

"Most people find that a checklist is necessary. This insures that important things are not overlooked, and assists the inspector."  
"There are inherent evils in the use of a checklist unless it has been made out well. It does focus great attention to the items listed which may cause other important things- which have been left off the checklist- to be overlooked."

**Evaluating/Assessing.** "Look at inspections and evaluations as 'tools of the trade. '" SFC Lawrence Kordosky.

**Effectiveness and Efficiency.** In assessing, the difference between effectiveness and efficiency needs to be clearly understood- they must support each other but are not the same.

"Effectiveness directs attention to results such as achieving organizational goals and accomplishing the mission. Efficiency addresses how well the process was accomplished and is part of, but does not necessarily address, the outcome." FM 22-103, 1987, p. 42

"Efficiency tends to address form. Effectiveness suggests substance or total outcome. Both are necessary to achieve success." FM 22-103, 1987, p. 42

**Assessing:** "Assessing things accurately and reliably is both an art and a science." FM 22-103, 1987, p. 88

"Assessment skills are important to [leaders] because they provide the capability to determine the condition of organizations and then develop strategies to respond to identified strengths and shortcomings." FM 22-103, 1987, p. 34

"Properly formed assessment skills ensure useful feedback that allows the organization to be self-correcting and self-renewing." FM 22-103, 1987, p. 34

"[The purpose of assessment is to]:

- Evaluate overall progress toward one or more organizational goals (emergency deployment readiness exercise).
- Evaluate the efficiency of a system (late [NCOERs]).
- Evaluate the effectiveness of a system (tank gunnery scores).
- Compare the relative efficiency or effectiveness of one segment of an organization with other segments (SIDPERS timeliness rates of comparable units).
- Compare the behavior of individuals in the organization with prescribed standards (physical training test scores).
- Evaluate the adequacy of systems supporting the organization (CIF lines at zero balance)." FM 22-103, 1987, p. 88

"Types of assessment are:

- Direct observation of process or system (receipt processing time).
- Direct observation of outcome (M16 score).
- Subjective evaluation by individual (morale of my unit).
- Subjective evaluation by groups (ARTEP evaluation).
- Indirect or inferential (graffiti).
- Self-evaluation (OER support form).
- Perception (questionnaire)." FM 22-103, 1987, p. 88

**Evaluation Systems.** "Valid evaluation systems and effective leaders require much more than statistics. They require ways to get beneath the 'image' to the real substance of the unit- the true strengths and weaknesses that influence effectiveness and the real leadership causes of those strengths and weaknesses." FM 22-100, 1983, p. 237

**Performance/Results.** "Concentrate on performance as well as results. The bottom line can be very deceptive. Leaders who don't concern themselves about the performance that leads to the results are making a big mistake. What did it take to gain those great results is often the key question." MG Perry Smith, article

**Competition.** "When competitions, particularly in training, tend to raise the morale of one unit and lower that of five or six others, the purpose is obviously being defeated. At such times, competitions to attain a certain standard which all can reach, the competitive element being time or some other such factor, are helpful in giving all groups a feeling of accomplishment and at the same time retaining the best morale-building elements of the competitive spirit." DA Pam 22-1, 1948, p. 32

"Competition is most effective in strengthening unit cohesion when:

- a. Objective rather than subjective criteria are used to evaluate performance.
- b. Success for one unit does not infer failure on the part of other units.
- c. All units feel that they have gained by participating.
- d. Competitors are independent of each other (i.e., distinct operating entities) and not interdependent. For example, in company competition, each platoon should compete rather than teams formed by mixing personnel from various platoons." DA Pam 350-2, 1982, p. 5-2

**Statistics.** "Avoid using statistics as a major method of evaluating units and motivating subordinates." "Improper use of statistics has a devastating effect on trust, morale, and motivation." "Statistics should be used sparingly and carefully because they are only the 'mask' of a unit and they may present a false image. They are surface indicators or symptoms that need to be checked further." FM 22-100, 1983, pp. 236,237

**Some Pitfalls in Evaluating and Assessing:**

- Focusing. . . on only what is quantifiable- statistics, reports, and data.
- Making simplistic judgments about the meaning of information.
- Overlooking the importance of intangible factors that are difficult to quantify but are vital in combat.
- Allowing the neatness and regularity of management solutions to give a deadly false sense of security.
- Not personally getting out and seeing [what is happening]." FM 22-103, 1987, p. 44

**Checklist for Preparing for Inspection.** The Green, Amber, Red method can be an effective way to prepare for an inspection. The section responsible for the overall inspection reviews the inspection checklist and prepares a list of all the areas to be inspected- one sheet for the staff, and one sheet for each of the companies. This ensures that every area is covered and also identifies those responsible for each area. Then every week during the command and staff meeting each section and company briefs the Battalion Commander on the status of each area, progress made, and estimate of future status:

**The Green, Amber, Red Method:\***

**Battalion Sheet:**

<u>Area</u>	<u>Green</u>	<u>Amber</u>	<u>Red</u>
S1			
-Evaluation Reports	X	X	
-Personnel Actions			
-SIDPERS	X		
S2			
etc.			

**Company Sheet:**

	<u>Green</u>	<u>Amber</u>	<u>Red</u>
S1			
-Evaluation Reports	X		
-Personnel Actions	X		
S2			
etc.			

* <u>Green</u>	<u>Amber</u>	<u>Red</u>	
RFI but inspection (RF I)	Will not be ready	Ready for ready without outside help	Not

### **3. The Climate in Which the Unit Accomplishes the Mission.**

*"Leaders do not motivate others; they create an environment in which people motivate themselves." Robert Taylor and William Rosenbach, Military Leadership, pp. 1,2*

**The Climate at the Unit Level.** *"You as a commander. . . personally create and regulate the climate for successful command." The Battalion Commander's Handbook, p. 85.* The mission can be accomplished through many methods of leadership, for even with poor leadership soldiers will persevere because of their own professionalism and dedication. But it is the only through steadfast, ethical leadership that soldiers and units can reach their full capabilities and be most effective.

**The Effect of the Climate of Higher Leaders.** Leaders at every level create the environment in their units or sections, but they do this within the environment set by the higher leader, and this environment has either a positive or negative effect. If the higher commander creates a strong, ethical environment, it makes it easier for subordinate leaders to create and maintain their own section's climate. This environment also makes the unit more successful, for it creates energy. If a senior leader has not set a good environment, any subordinate leader can create it within his own unit or section, but it takes more energy and effort on his part- energy that should go to mission accomplishment.

#### **The Climate of the Army.**

*"Soldiers and units need continuity, stability, assurance of adequate resources and inspired leadership. Soldiers also yearn for a climate of command where leaders teach, where individual character can mature, and where recognized achievement and tolerance for honest mistakes foster personal and professional growth. Soldiers deserve standard-bearers, leaders who insist on and meet high personal, ethical, and professional standards of training, maintaining, caring, and leading." Gen Wickham, p. 12*

*"We are working hard to nurture a climate of command in the Army with leadership that cares, teaches, mentors, and allows people the 'freedom to grow' so that they can mature and capitalize on their God-given talents. . . . where young people can grow to the fullest of their God-given talents, where young people can make mistakes and still survive." Gen Wickham, pp. 256,349*

*"[Units need] a command climate where those who are led feel that they can grow because they are part of a learning opportunity and mistakes in learning are tolerated in order to capitalize on the great potential of soldiers." Gen Wickham, p. 287*

## **6 Managing: "A Key Part of Leadership"**

"Appreciate all those details; they are. . . . the first step that leads to glory." *Frederick the Great, WW, p. 135*

"Good management is one expression of effective command and leadership." *FM 101-5, 1960, p. 4*

"A key part of leadership- at every level, from platoon leader to general- is the management of resources. Do not fool yourself- you've got to have some managerial skills to be a great leader." *Gen Wickham, p. 101*

"Management is. . . the process of planning, organizing, coordinating, directing, and controlling resources such as men, material, time, and money to accomplish the organizational mission." *FM 22-100, 1973, pp. 1-2, 1-3*

Remember: "Time and one's earnest interest are necessary regardless of method." *Gen Meyer, p. 103*. And always remember: "Never underestimate the power of a single individual in a bureaucratic maze such as the United States Army." *Gen Maxwell Thurman, USACGSC RB 22-2, 1983, p. 64*

### **The importance of good management:**

**1. Good management is critical to mission success:** "A study of large unit operations in the past shows that many failures initially attributed to faulty strategical or tactical plans were, in reality, caused by administrative deficiencies." *FM 100-10, 1949, p. 1*

**2. Good management is effective in combat.** "Administrative discipline is the index of combat discipline. Any commander who is unwilling or unable to enforce administrative discipline will be incapable of enforcing combat discipline." *Gen Patton, War As I Knew It, p. 350*

**3. Good management saves lives.** "This was a lesson that I carried forward with me to the Gulf War. . . that bottom-line attention to detail could save lives." *LTG Pagonis, Moving Mountains, p. 31*

**4. Good management increases leaders' effectiveness.** When a leader is effective, some of that effectiveness is due to the staff. Though everyone needs leaders, leaders also need managers, for good management supports leaders and increases their effectiveness. "To get anything done you've got to have a good admin support structure in place." *Michelle A. Davis*

**5. Soldiers need good management.** "When administration and orders are inconsistent, the men's spirits are low, and the officers exceedingly angry." *Chang Yu, fl. 1000, DMNQ, p. 225*

**Some essential methods of managing:**

1. **Make lists and then work with the lists.** *"A pen is stronger than the best memory." anonymous*

2. **Look at the idea behind work.** There are interesting ideas and principles to be discovered and applied in all work. *"Whenever changes are proposed, modern theories advanced, or surprising developments are brought to my attention, I automatically search for the fundamental principle involved..." Gen Marshall, SS&S, p. 21.* It is very helpful to look at the more routine work this way, for these areas often need work, and are areas that can most benefit from improvement. Poorly managed systems can lower morale, but well-managed systems can improve morale- *"The S1 really cares."*

3. **Analyze systems and processes-** write down the steps of the systems and processes, how long each takes, and who is responsible for what. *"Systems must be verifiable." Darrell Graf*

4. **Identify points to signify problems early** enough to be able to react and fix the problem in time to meet standards.

5. **Establish feedback systems that ensure closure.** *"For example, if the commander sends you a note to do something, after you have done it, write 'done' with your initials and date, and return the note to the commander. This closes the loop." SGT Lucia Freire*

6. **Provide short information sheets or papers and SOPs** by studying all the parts of a requirement, system, or program, and then identify and extract only what is really essential that people at each level need to know.

7. **Work hard and get things done.** *"In all important matters, to deliberate maturely, but to execute promptly and vigorously. And not to put things off until the Morrow which can be done, and require to be done, today. Without an adherence to these rules, business never will be well done, or done in an easy manner; but will always be in arrear, with one thing treading upon the heels of another." George Washington, Maxims, p. 58*

8. **Work on more than one level-** immediate requirements must be met, but investing the time and effort to improve the overall program makes the system work better, and then meeting immediate requirements is easier. *"It's awfully easy to be down among the details. It's awfully good to be a prisoner of the in-box and to deal with stuff that's given to you. It's much more difficult to champion new ideas, to rise above the fray, and to have a vision that carries a unit or an organization beyond the nearsightedness of day-to-day life." "Rise above it!" Gen Wickham, p. 234*

9. **Record and pass on knowledge,** lessons learned, and "how to."

## 1. Managing Requirements (Recurring and Non-Recurring).

People need to manage their work on several levels, including the immediate, the short-term, the long-term, and the systemic. Unless immediate requirements are accomplished, it can be difficult to get the others done. It takes effort to get beyond the immediate and short-term requirements, but so often it is by dealing with the long-term and the systemic issues that the near-term requirements can be made more efficient and effective. Studying and improving work on all levels can take a large initial effort, but often only once, and then many requirements are made easier, for time and effort are saved repeatedly.

Every unit and every part of a unit must have effective systems to manage requirements- both recurring and non-recurring. Without effectively managing requirements, the unit is constantly reacting to and being distracted by them, and so they take more time than is needed, to the detriment of other responsibilities. The objective is to have effective procedures to manage requirements so that they are met fully, on time, and efficiently so that there is time for other important duties. *"Establish an effective.. .control system to insure that appropriate and timely action is taken on all messages and correspondence and that dead-line dates thereon are met." FM 101-5, 1950, p. 48*

The management of recurring and non-recurring requirements is important to units for several reasons:

1. **They are often extremely important to individuals**, such as their efficiency reports.
2. **They are often measurable-** which gives good or bad visibility to the unit.
3. **If not well-managed and the statistics look bad, they reflect poorly on the higher HQ**, which makes matters even worse.
4. **Managing these well gives the unit a good reputation** and therefore helps the Commander to operate from a position of strength. This directly impacts on his credibility and respect, and affects how he interfaces with the higher HQ- including his ability to get resources for the unit.
5. **Others need and depend on the input**, and good input (garbage in, garbage out) . Decisions are made on the basis of input (or lack of input) . These are often opportunities to "make a difference" for the better. *"In every organization there are people who work quietly and hard, making sure everything is on track and gets done, who help people, and who make the system work. They don't answer 'Negative input. ' The organization depends on and needs to recognize them."*  
Sara Schroerlucke

**Managing Requirements and Suspenses.** The unit and every section within the unit must have a good suspense tracking system to ensure all requirements are met fully and on time. *"Effectively managing requirements and suspenses is critical to a unit's success and is a unit indicator."* Battalion Commander

It is not enough to manage the requirements that come to the unit, units must be active in making sure they know all their requirements. *"If units don't do this, they are too often caught off guard by unknown requirements, and then must scramble, or worse, make the subordinate units jump to meet these requirements."* CPT Ray Miller. Higher HQ staffs can help their units by maintaining and disseminating a list of pending requirements.

### **Suspense Management.**

**One Central Control Point.** One section or person, with back-up, needs to be responsible for the collection, assignment, and consolidation of suspenses and requirements into one list. This section often receives all the mail, tasks out the suspenses, and adds the suspenses to the list. Anyone else who receives a suspense or requirement reports and provides a copy of the suspense to this central point.

The Commander or XO needs to designate who:

- assigns incoming suspenses to a section.
- assigns suspenses if the primary assigner doesn't know.
- can reassign suspenses between sections.
- can extend an internal suspense.
- can request an extension within the unit.
- can request an extension outside the unit.

**Suspense list.** The central office should maintain and continually disseminate a master list of suspenses. A particularly effective way to keep suspenses on track and minimize calling on them is to provide this list to the staff and subordinate units before the weekly staff meeting (give them enough time to review and update it), and then during the staff meeting pass it out and brief key points. This facilitates passing information as well as the Commander's guidance and priorities.

### **Suspense management recommendations:**

-Always allow subordinate units the maximum time possible to answer requirements.

-If there is flexibility in choosing a suspense date between the end or the beginning of a month, such as the choice between 31 May or 1 June, choose the end of the month. This fixes in the mind the true time-frame the suspense is really due- otherwise the mind tends to think "June" instead of "May," even if the suspense is the first of the month.

-If it looks as if the unit may need an extension, ask early.

-Help the units. Send reminders by LAN, or during visits.

**Sample Suspense Control Logs.**

**Battalion Suspense Log.**

<b>SUSPENSE</b>	<b>FROM</b>	<b>DATE REC ' D</b>	<b>ASSIGNED TO</b>	<b>DUE TO/DATE DUE</b>
Training Seats	Bde S3	1 Apr 93	Bn S3	Bde S3/15 Apr
Training Seats	Bn S3		Companies	Bn S3/12 Apr

**HQDA Suspense Control Log\***

**Correspondence Control Record File Listing**

12 Apr 94

<b>DUE</b>	<b>SUBJECT</b>	<b>CNTL#</b>	<b>ACTN OFC</b>	<b>ACTN OFCR/TEL#</b>	<b>STA</b>
(1)	(2)	(3)	(4)	(5)	(6)
920312	Army Role in Strategic Defense	920167	SW-ZB	Doe LTC/55555	MEM

- (1) Suspense date; date action is due.
- (2) Subject of tasker.
- (3) Control Number.
- (4) Action office to which tasker was assigned.
- (5) Name of action officer and telephone number.
- (6) Status of action.

**CMT.** Comment. Provide comments or whatever is necessary to answer tasker.

**LTR.** Letter. Letter response is required.

**MEM.** Memorandum. Memorandum response is required.

**RAH.** Readahead. Action required is to prepare a readahead for principal being briefed in preparation for briefing.

**RED.** Redo. Action has been returned to action officer for corrections or modifications.

**PSM.** Please see me. Action required is to meet with principal.

**etc.**

*\*ODCSOPS Staff Action Guidelines, HQDA, (Draft), pp. A-13, A-13A,A-13B, extracted*

**Managing Recurring Requirements.**

**Recurring Requirements List.**

1. Each section in the unit needs to make, keep updated, and use a list of its recurring requirements- meetings, reports, suspenses, etc.

2. One section, such as the Battalion S1, needs to be responsible for maintaining and periodically updating a "master-list" of all the recurring requirements for the unit as a whole.

REQUIREMENT SOURCE OF DUE TO DUE DATE REMARKS  
REQUIREMENT \*

DAILY

WEEKLY

BI -MONTHLY

MONTHLY

QUARTERLY

SEMI-  
ANNUALLY

ANNUALLY redo files

OTHER

\*AR, VOCO (verbal orders of the commanding officer), etc.

**Additional Duty Appointments.** Designate one section to keep a master list of all required duty appointments, along with a xeroxed page of the regulation or reference that requires the duty appointment. Include what grade level is required. This simplifies identifying what the requirement is and will help in selecting the best individual to perform each duty.

**DUTY APPOINTMENTS REQUIRED BY REGULATION**

<b>DUTY REG*</b>	<b>MIN GRADE RESPONSIBILITY REQUIRED</b>	<b>NAME/GRADE ASSIGNED DUTY</b>
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**DUTY APPOINTMENTS REQUIRED BY HIGHER HQ POLICY**

<b>DUTY</b>	<b>SOURCE OF REQUIREMENT</b>	<b>RESPONSIBILITY</b>	<b>NAME/GRADE ASSIGNED DUTY</b>
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**DUTY APPOINTMENTS REQUIRED BY VOCO\*\***

<b>DUTY</b>	<b>SOURCE OF REQUIREMENT</b>	<b>RESPONSIBILITY</b>	<b>NAME/GRADE ASSIGNED DUTY</b>
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\*Include the specific paragraph requiring the duty appointment.

\*\*VOCO- verbal orders of the commanding officer

**Note: Campaigns and Similar Recurring Requirements.** It can be very helpful to equitably divide and assign permanently to sections the responsibility to administer recurring requirements and campaigns such as the Combined Federal Campaign (CFC) and Army Emergency Relief (AER) . This provides continuity from year to year, helps each section be responsive to the others, and reduces maneuvering to avoid these kinds of requirements and complaints about fairness. It also can improve performance over time, since records remain in one section, and hopefully "lessons learned" are passed on. An example is an annual book drive sponsored by one unit, with the proceeds given to the campaign in the larger unit's name.

## **The Ethical Implications of Managing Requirements and Recurring Requirements.**

Having good systems and managing them well gives pride in meeting and exceeding standards, pride in skill in preventing mistakes, and best of all, in their infrequency. Good management can even give pride in admitting mistakes- as long as there are not too many.

Good management also reduces the potential for ethical dilemmas. An example is a change of rater NCOER that is already late to DA because the rater changed three months ago and the change was not reported. The temptation can be to let the NCOER go until the annual is due because of wanting to maintain the unit's good timeliness rate. But a unit that has good systems and takes pride in its integrity will say "we made a mistake, but have found where the system fell through and have taken action to prevent its recurrence."

Good management is even more critical when a unit is under pressure for not meeting standards. Effective procedures- systems to manage requirements and signal problems while there is still time to fix the problem- then become even more important.

### **Selective compliance regarding requirements.**

Some people try to ignore requirements in the hope that if they don't answer, the requirement will go away or that the person who is asking will get tired of asking and quit. Some people try not to answer a requirement unless someone calls- "if they don't call, it wasn't important." This wastes time, and causes much unnecessary work and frustration. When the person calls on the suspense, the unit is not prepared and must react, and this is inefficient and worse, disruptive to the unit and often the subordinate units as well.

Requirements are made for reasons, and Commanders need information. Suspenses are opportunities to make things better, and input and feedback are both needed and appreciated. There is a procedure to address unnecessary requirements- and it is everyone's duty to identify these- as it is the duty of leaders to speak up and shield their units from dumb requirements. But to simply not comply is wrong.

The key is to have good, effective, and efficient systems for managing requirements, to keep lessons learned and to make responding as simple as possible. This is related to the management and keeping of information and knowledge- which is records management.

*"Don't waste time trying to fight admin requirements. Just knock them out and get back to your own agenda." LTC John C. Martin*

## 2. Managing Systems, Processes, and Programs.

**People manage programs and systems, and the processes that make up the systems.** Systems need to be both effective and efficient.

Effectiveness means meeting what is needed. Efficiency measures how much it took to meet the goal, and how well these resources were used.

The intent in managing systems and processes is to develop and implement needed systems, and maintain and fine-tune existing ones. In order to do this effectively, everyone must think "systemically," that is, in terms of the system and the processes that make up the system and how they form the whole- especially those who manage the systems on a daily basis. *"You need to understand the system to be a good manager."* MAJ Randy Odom

An effective way to do this is to write down what the requirement is, its source (AR, VOCCO, etc.), and the standards and goals and their sources. Then write down the system; how it works, each step, what is required at each step, how long each step should take; who has to do what, when, and to whom to make the system work; and the points that indicate potential problems while there is still time to fix the problem.

### SYSTEM

Requirements directives (what requires the work)  
Requirements identified (what has to be managed)  
Standards and goals (how well must be done)  
System to monitor statistics\* (how and when reported)  
Person(s) responsible designated (who will manage)  
Hard copy list made (by responsible person)  
List reviewed, managed, maintained (set times to check)  
Key points identified to indicate potential problems (system such as green means "OK", amber means "OK-minus", or red means "broken")  
Problem identified (system that shows problem) Level of supervision notified (by responsible person) Solution to problem identified (by manager or supervisor) Person designated to execute solution (system mgr or supervisor) Problem resolved (system manager or supervisor)  
Lessons learned recorded and shared (system manager)

\*Establish a system to monitor the key statistics that indicate the meeting of standards.

Investing the time and effort one time to identify, analyze, and write down the entire system and its requirements is the best way to "ride this tiger," and then establish the policy, procedures, guidance, and aids needed to manage and execute the requirements. Then the follow-up, periodic evaluation of the system, and adjustment as needed is not so time-consuming.

Sample Tracking Report for a System- Weekly NCOER/OER Status Report.

NCOERS AND OERS PENDING AS OF 19 NOV 93

RANK/NAME	UNIT	TYPE RPT/RATED PERIOD	BATTALION/MILPO SUSPENSE	RMKS
<u>1SG</u>	HOC	ANL/9211-9310	931115/931130	W/RATER

NCOERS/OERS OVERDUE FOR WEEK ENDING 19 NOV 93

RANK/NAME	UNIT	TYPE RPT/RATED PERIOD	BATTALION/MILPO SUSPENSE	RMKS
<u>CPT</u>	HOC	ANL/921019-931018	931103/931118	W/SR*
<u>SSG</u>	A CO	COR/9301-9308	930915/930930	W/SR**

NCOERS/OERS PROCESSED FOR WEEK ENDING 19 NOV 93

RANK/NAME	UNIT	TYPE RPT/RATED PERIOD	BN/MILPO SUSPENSE	DATE FWD TO MILPO
<u>SSG</u>	B CO	COR/9305-9310	931115/ 931130	931128

UPCOMING NCOERS/OERS FOR THE MONTHS NOV-JAN

RANK/NAME	UNIT	TYPE RPT/RATED PERIOD	BN/MILPO SUSPENSE	MEMO TO UNIT
<u>MAJ</u>	C CO	COR/930730-931118	931203/931218	930805
<u>CPT</u>	HOC	COR/930630-931118	931203/931218	930805

\*LATE TO PSC

\*\*Late to Ft. Benjamin Harrison/HQDA

(ANL- Annual; COR- Change of Rater; SR- senior rater)

### **Developing Short Documents That Increase Efficiency and**

**Effectiveness.** Offices can improve the effectiveness and efficiency of their own office, supported activities, and other offices by studying a system, process, or program, and then developing concise guides, information papers, "One-Source Documents," or "reply for users." Indications of the need for this is if the office receives the same question often, or the same problems recur.

The One-Source Document is one of the most effective ways to support subordinate units in executing programs because it focuses on essentials, and everything is located in one easily referenced document. Because it assists subordinate units it also assists the higher HQ staff as well, for whatever helps subordinate units also helps the higher staff.

*"There were many references required on the CIP checklist to be on hand for the safety program. No unit had them all, but they were always 'on order' for inspections. The Brigade S1 found and reviewed them all, identified all the requirements that applied to the units in the brigade, listed them in the order of who had to execute them-the brigade, the battalions, and the companies- and included as enclosures the applicable pages from the sources. This made it simple for the units: one easily referenced and easily updated document stated every requirement at each level. It also helped program continuity during unit turnover." Brigade S1*

### **Sample "Reply for Users."**

#### "FOIA Reply Letter Reduces Man Hours, Improves Customer Service

*"The Army's Freedom of Information/Privacy Act Office (FOIA/PA) [developed] a standard 'Reply to Inquiry' that lists the primary agencies that can assist in locating Army personnel along with information on each agency's requirements, fees, and addresses. This reply now answers twenty percent of our inquiries and reduces the amount of back and forth correspondence required to handle them. The reply letter is designed so it can be used both as an enclosure to a FOIA action and as a stand-alone reply to an informal inquiry. A major initial effort was required to identify the correct points of contact in each agency and to identify the information that would best serve the public and the agency. . . . However, now that the initial work is done, information in the letter is easily updated by quarterly fax to the participating agencies.*

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**REPLY TO INQUIRY: Request to Locate Individual**

*This is in response to your request for information. This abbreviated form of reply is to supply information to you efficiently and effectively. Addresses by category for location/information inquiries regarding Army personnel are listed below:*

**1. ARMY ACTIVE DUTY PERSONNEL LOCATOR (ALL RANKS).**

Commander  
U.S. Army Enlisted Records and Evaluation Center (EREC)  
Attention: Locator  
Fort Benjamin Harrison, IN 46249-5301

The locator fee for each current duty address searched is \$3.50 for requesters not performing official Government business. Send a check or money order made payable to the "Finance Officer" for each address sought (\$3.50 each) . Provide the rank, full name, and either the social security number or the date of birth of the individual to locate. Provide who you are and the reason you are requesting the duty address. This will assist EREC staffers in determining if you are a no-fee requester. The check or money order will be returned if there is no charge.

**Default Judgment Certificate (Soldier's and Sailor's Civil Relief Act of 1940)** . Send a check or money order for each certificate sought (\$5.20 each) . Provide the full name and either the social security number or the date of birth for each soldier for whom you desire a certificate.

**2. CURRENT ARMY RESERVE OR RETIRED PERSONNEL.**

U.S. Army Reserve Personnel Center  
ATTN: DARP-VSE-VS  
9700 Page Avenue  
St. Louis, MO 63132-5200

The U.S. Army Reserve Personnel Center will forward a letter to an individual if you 1) provide enough information to locate the person (full name as a minimum and information such as the social security number or date of birth is extremely helpful), 2) enclose an envelope with the person's name on it, and 3) include a note requesting that your letter be forwarded. There is no charge for this service.

**NOTE: For reunions,** address the request as above, except use ATTN: DARP-VSE-V, and include a check for \$3.50 per person made out to "Department of the Treasury."

**3. FORMER ARMY PERSONNEL.** Former personnel are those that have been discharged and have no further Army service obligation or status. There are several methods available to try to locate former military personnel:

a. Assistance in locating a veteran may be available by contacting the nearest Department of Veteran Affairs (VA) Regional Office or the Veterans Affairs Records Processing Center, P.O. Box 5020, St. Louis, MO 63115. You will need to provide the person's full name, service number, and a check for \$2.00 payable to the "Department of Veterans Affairs," along with the letter you want forwarded placed in an envelope. Put only the name of the person you want to find on the envelope- leave the return address blank.

b. Some individuals have had success in locating former members of the military by placing advertisements in publications of various veteran' s organizations.

c. In addition, there are commercial publications on how to locate former military members. See your library or bookstore.

d. The National Personnel Records Center provides forwarding service only in limited circumstances, and a fee may be charged. You will need to provide the veteran's full name, the branch of service (Army, Navy, Air Force, Marines, Coast Guard), the approximate date of service, and the social security number or service number. Also, include the purpose of your request.

National Personnel Records Center  
Military Personnel Records  
9700 Page Avenue  
St. Louis, MO 63132-5100

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*Please provide any comments or recommended changes to the address below:*

SAIS-IDP-F/P SUITE 201  
USA FOIA/PA OFFICE  
1725 JEFFERSON DAVIS HIGHWAY  
ARLINGTON, VIRGINIA 22202

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### **3. Providing Commander Support- Office Standards and Procedures.**

**Standards.** The staff and the battalion need to know the Commander's standards in order to provide the most effective support.

**Areas of Immediate Concern.** The following are areas of immediate concern to every person in a unit- the leader needs to check that the unit has effective procedures in place and that each person in the unit knows the procedures. Each person arriving in the unit needs to check these areas.

1. **Emergency/Casualty Procedures.\*** *"All commanders and leaders must review, verify, and know the emergency contact and casualty procedures in their unit. When you need the procedures is too late-in this area you must be proactive. To handle an emergency notification or casualty poorly is one of the worst things a unit can do." Battalion SOP.* The Battalion and Brigade SIs should prepare a checklist of actions to be taken in the event of a casualty. This checklist should include each action, who does it, the POC and phone #, and by when (immediately, within 4 hours, 72 hours, etc.).

2. **Reports to the Commander/Serious Incident Reporting.\*** Everyone in the unit must know the requirements and reporting procedures for Serious Incident Reports (SIR), and other items of which the unit and higher HQ wants to be informed. Specify in writing (memo, SOP) what the Commander wants reported to him and by when. Recommended immediate reports include:

- Serious Incident Reports (AR 190-40 and guidance from higher HQ).
- death or serious injury of a member of the unit, or a member's immediate family.
- items of Command interest (higher HQ).
- Congressionals/IG complaints.
- significant interaction with the higher HQ (define what kinds of interaction, such as verbal taskings, conflict).

The time frame for these reports needs to be specified: such as within one hour, four hours, 24 hours. *"The time frame in which to notify superiors of emergencies should allow the responsible person time to work the action, and yet inform the leader within the needed time." Battalion Commander*

3. **Accountability for soldiers.\*** *"All commanders and leaders must have accountability for and be able to contact their soldiers at all times. Personnel accountability plays a key role in emergency/casualty notification." Battalion SOP*

\*These areas must have procedures in place before the situation occurs. If not handled well these can have disastrous effects.

4. **Safety-** that an effective safety program is in place, and safety is an active part of the thought process throughout the unit. *"Safety must permeate everything your unit does." The Battalion Commander's Handbook, p. 52*

5. **Security-** that effective procedures for the processing and handling of classified documents, and security procedures are in place. *"There is no surer way for an officer to blight an otherwise promising career than to become careless about security matters." The Armed Forces Officer, 1950, p. 127*

6. **Control of funds, equipment, and supplies-** that effective controls for funds, equipment, supplies, and anything of high value are in place.

7. **The management of requirements and suspenses-** that effective and efficient systems are in place to identify and manage requirements, both recurring and non-recurring. *"How well an organization manages suspenses and requirements is an indicator of the unit." Battalion Commander*

#### **Other areas.**

**Courtesy.** Designate:

- procedures for military and professional courtesy**, such as for
  - the Commander's daily arrival and departure.
  - the use of names and titles.
  - greetings (for example, as a general rule junior soldiers do not ask seniors how they are).
- procedures for visitors.** Example- in what situations the Commander wants someone to formally report to him.
- a **"customer service" approach-** courtesy to all regardless of rank or position, and trying to put yourself in the other's place.

**Telephone procedures.** Designate:

- what to say when answering the phone.
  - how quickly the telephone will be answered (how many rings).
- Recommend: all phones to be answered by the second ring, and not later than three rings.
- any needed "phone watch" for early morning, lunch, and the end of the normal workday.
  - procedures for handling phone calls when the Commander is out. It is helpful to refer all calls to designated people to see if the call can be handled or some research done while she is out.

**Office Appearance.** Standards for general office appearance, "clean desk policy," loose papers, clutter.

*"It is no exaggeration to say that I have filled twenty wagons with useless rubbish which I have found in the review of a single regiment." Marshal de Saxe, 1732, Reveries, p. 231*

## **How the Commander's Correspondence and Documents will be handled.**

Determine:

### **In and outbox management:**

- who can put items in the Commander's in-box.
- who can take items out.
- how often the outbox should be checked (recommend very frequently-5 to 6 times a day as a minimum).

**Standards for the accuracy of correspondence/actions.** The Commander should set standards for correspondence, such as 95% of all correspondence for signature be error-free. These standards also provide measurable standards for efficiency reports (exceeding the standard) . Though the Commander may spot-check correspondence, it needs to be correct before it gets to him. "*Precision counts.*" Gen Sullivan/

### **Correspondence/notes-** the administrative procedures to follow: **To the Commander:**

- how correspondence is routing slip, post-its, etc.
- how correspondence is of review (such as the S1,
- how personnel actions
- on correspondence and wants to review documents **From the**

### **Commander:**

-if the Commander wants to use a particular color ink. It can help to subordinates if the Commander chooses a color only he uses.

-how fast the Commander expects responses to verbal or written questions or notes, or an interim response with an estimated time or date for the full answer.

-abbreviations such as PSM (please see me), PSMU (please see me urgent), meaning "see me today" or "immediately upon receipt."

**Notes.** Ask his policy if he prefers written notes, or verbal discussions, or which for what kinds of situations. Notes-

- clarify the writer's thoughts
- put thoughts in concise form
- provide the Commander flexibility in when to read them
- give the Commander the opportunity to think about the contents
- provide the XO, staff, and subordinate commanders a valuable reference from return comments

Note: Writing in pencil is efficient, and saves time because erasures can be made, and the note does not have to be recopied.

**Procedures for handling evaluation reports:** Review how the preparation is handled. Note: Include a current ORB with OERs whether the OERs are staying in the unit or going higher.

The S1 should give the Commander and keep updated:

- guidance regarding evaluation reports (ARs, CPO regulations).
- a list of whom he rates and senior rates, and when due.

## **Areas of Commander Support.**

**Communicating with the Commander.** Review who must communicate with the Commander, how, and if there are regularly scheduled times (this may be needed for dispersed units) . For dispersed units it can be workable to set the frequency and possibly the times for the subordinate unit to call the higher HQ.

Review the means of communication available, both external and internal to the unit. Some possible means include the following:

- staff meetings
- commander' s calls
- informal get-togethers
- social gatherings
- formal and informal seminars
- meetings (review and set policy for them)
- electronic signs (that show words- this is not only very good for passing information, but is a good way to emphasize safety)
- newsletters
- teleconferencing
- LAN networks
- notes
- newspapers

**Recurring support procedures.** Designate what duties

### **-need to be done daily-**

-in the morning before the Commander arrives, such as the lights turned on, computer turned on, LAN checked and messages printed, etc.).

-during the day (frequency of checking the Commander's out-box, LAN).

-at the end of the day (security checks, lights).

### **-need to be done periodically-**

-who checks on and replaces supplies, cleanliness of the office, etc. *"Check the Commander's supplies at least twice a week, and replace them before he has to ask for anything. All items he uses must be at hand- no delay, and no asking for things. He must not waste his time writing a note..." Battalion S1 SOP*

**Saving the Commander's time.** Though the entire staff should keep a focus of saving the Commander's time, this is particularly important for the personal staff. They, more than anyone else, must always try to think of what they can do. Unless he really wants to or it is something he must do- or is appropriate for him to do- the Commander should do nothing for himself that can be done by someone else. Note: *"Memorize the Commander's SSN and home phone number."* Battalion S1 SOP

**How recognition, ceremonies, and departures will be handled. Hails and Farewells-** how often, where, who sets up ceremonies (rotating between companies and each staff section is one possibility, and lends itself to variety and interest) and what information the Commander wants, such as biographical information on a 3x5 card.

**The Commander's Calendar:** Procedures that need to be determined include:

**- Who manages:**

- who maintains the calendar overall
- who can commit the Commander
- who can pencil in commitments other than the primary calendar manager
- who communicates the calendar, how, and to whom
- who makes travel and transportation arrangements, and how they are done
- rules for maintaining the calendar

**- What things are to be scheduled on it:**

- recurring meetings
- documents needed to keep the calendar up to date (training schedules, Brigade schedules)
- what items from training schedules he wants to attend
- courtesy visits- who should have them, how they should be arranged, protocol during the visits (reporting to the Commander, for example)
- whom the Commander wants to see, such as soldiers returning from military schools
- what types of awards he wants to present personally, or attend the ceremony
- what promotions he wants to do or attend
- what types of functions he wants to attend
- procedure for yes/no for invitations, and RSVPing

**Calendar management and "open time."**

*"I make a point of setting aside up to an hour and a half each day for 15-minute blocks of what I call 'Please-See-Me' time (PSM, for short)." LTG Pagonis, Moving Mountains, p. 191*

*MG Perry Smith, Taking Charge, pp. 6,7:*

*"Open time should be for thinking, dealing with crises, seeing unexpected visitors, or dealing with fast moving issues."*

*"In between. . .meetings, throughout the day, you should have time to return phone calls, work on items in your in-box, and to think and prepare for the next meeting."*

*"Another technique is to keep Fridays open, and fill it as required during the week." Battalion Commander*

The calendar manager can periodically, such as quarterly, analyze and give the Commander for his information an analysis of how he has spent his time. Looking at these totals by category can help him determine if he is meeting his own priorities. *"Time is a nonrecuperable asset we cannot afford to waste." Gen Meyer, p. 58*

## **Acting for the Commander.**

- **Signature authority.** Specify in writing who has signature authority for whom, and for what each person can sign. *"Keep the number of people who can sign to a minimum."* Battalion Commander

- **Approvals/disapprovals.** Outline what decisions, including disapprovals, the Commander reserves for herself. Recommendations include:

-**Outside the unit.** Written denials to anyone outside of the unit should either have the Commander's signature, or the prior approval of the Commander, if signed by anyone else.

-**To subordinate commanders.** It can be effective for the Commander to give the authority to key subordinates such as the XO to say "yes" and "no" to subordinate commanders, but with the understanding that the subordinate commander always has the right to go to the higher Commander. When these staff members understand the Commander's intent it can improve the battalion's effectiveness, save the company commanders embarrassment, and conserve the Commander's time and energy.

*"Another system that some commanders follow is to prohibit any subordinate leader from saying 'No, ' reserving that decision unto themselves." DA Pam 22-1, 1948, p. 38. There are drawbacks to this: it can make the Commander the "nay-sayer" too much, and it can both weaken as well as put unnecessary pressure on the staff. "Delegating the authority to certain staff officers to say 'no' encourages the commanders and staff to work together to solve problems." Battalion Commander*

- **SDO/SDNCO.** Designate who is the approval authority for exemptions, and how they are processed. Recommendations:

- requests must be in writing with justification.
- as a general rule, if a person can be spared to go on leave, he or she can pull duty.

- **Luncheons/breakfasts.** A practice Commanders can use when they cannot attend an official breakfast or luncheon, such as to recognize a group, is to buy a ticket and ask a subordinate leader to designate a soldier to attend in the Commander's place and represent him (giving the soldier the ticket free) . The soldier then prepares a written report on the luncheon or breakfast for the Commander.

- **Absences.** Determine how the XO will prepare for the Commander's departure (TDY, leave), how matters are handled before and during his absence, and how the Commander is to be briefed on his return. One method is to have all items in folders, in categories such as "For Immediate Action," "Medium Priority," "Issues Regarding the Calendar," and "Not Immediately Pressing."

#### **4. Managing Resources and Logistics.**

##### **Resources.**

"Soldiers and units are properly considered to be [the] most valuable resources." FM 22-103, 1987, p. 44. "To the extent we save lives and save resources in wartime we're going to do better in terms of fulfilling our mission." Gen Wickham, p. 335

"The management of public resources brings with it a unique set of responsibilities: the responsibility to justify the need for resources, the responsibility to compete for their allocation, and the responsibility for scrupulous stewardship." Gen Meyer, p. 87

"Priority of resources should be assigned to those items which provide a force multiplier effect for combat, combat support, and combat service support mission areas." Gen Meyer, p. 57

"Leadership is vital to determine what should be done and where to go, but in order to get there you need people who will do a good job of managing systems and resources." Leticia Hook

"Everyone who manages resources- which is everyone- needs to remember that every time you make a resource decision in one area, it impacts other areas." Robert Maxwell

##### **Superior and Subordinate Responsibilities Regarding Resources.**

**Superiors.** "To hold a subordinate responsible for performance of a task, a superior must provide the resources required to perform the task." FM 22-600-20 (Advance Copy), 1977, p. 86

"I believe it's my job to get the resources we need." Gen Meyer, p. 30

"Make every means possible available to your subordinates to assist them in accomplishing their mission." FM 22-10, 1951, p. 25

"Make certain that your staff has done everything to assist subordinate commanders in providing for their men." FM 22-10, 1951, p. 33

**Subordinates.** "Analyze any task assigned. If means at your disposal appear inadequate, inform your immediate commander and request additional means." FM 22-10, 1951, p. 29. "Utilize the full capabilities of your unit before requesting assistance." FM 22-100, 1958, p. 51

"I sympathize [with your shortages] but I don't excuse you from the performance of your duties." Gen Meyer, p. 9

**Logistics and Support.** "I don't know much about this thing called logistics. All I know is that I want some." anonymous WWI General quoted by Gen Wickham, p. 284

### **Logistics.**

"Strategy decides where to act; logistics brings the troops to this point." Jomini, The Art of War, DMNQ, p. 175

"We have come a long way since the days when entering the logistical net meant asking the supply sergeant, 'Got any?' 'Gonna get any?'" Gen Wickham, p. 284

"I often explained to my staff that G-2 existed to tell me what should be done on the basis of his information concerning the enemy. G-4 was to tell me what could be done in view of our limitations on supply. Then once I made my decision, G-3 was to do it. Thus a timid G-4 could directly restrict the scope of his commander's operations. And similarly a resourceful G-4 could expand it. Fortunately, my G-4's were always resourceful." Gen Bradley, A Soldier's Story, p. 39

### **The Importance of Support.**

"A key to winning the first battle, as well as the second and the last battle, is an adequate sustaining capability." Chief of Staff White Paper, 1980, p. 6

"The sinews of support are a basic ingredient for the US Army's combat muscle." Chief of Staff White Paper, 1980, p. 7

"Any man who has nothing behind him on which to retire or depend for aid is half beaten." Marshal de Saxe, Reveries, 1732, p. 236

"Service support and sustainability add a combat multiplier to our total battlefield capability." Gen Meyer, p. 55

"Whether in uniform or not, all Army personnel must be dedicated to the support of the soldier who accepts an unlimited liability contract." DA Pam 600-50, 1985, p. 7

"Successful land warfare requires that the Army pursue balanced improvements across all the functional areas: people, equipment, supplies, procedures..." Gen Meyer, p. 176

"Better people, more and better equipment, better training and sustainment, and solid support from the Congress and the American people. . . .means improved force readiness." Gen Wickham, p. 282

"The onus of supply rests equally on the giver and the taker." Gen Patton, War As I Knew It, p. 401

**Equipment, Maintenance, and Supplies.** "We cannot separate training from maintaining." "We have. . . to recognize that training and maintaining must go hand in glove. We have to exercise in the field and at the same time maintain our equipment." Gen Wickham, p. 285

"The very serious responsibility for maintaining what we are given is based on the hard reality that we will never have all the equipment, supplies, facilities, and funds we require. On the battlefield, we will be short because of combat losses, accidents, interruptions in the supply system, or just insufficient resources to fill all needs. Thus, a well-trained soldier must be taught to maintain and conserve what he has- in peace and in war." Gen Wickham, p. 284

"Any system which is not easily workable at the lowest level subverts the true purpose of maintenance. " "The maintenance structures that back [up our systems] are going to require more technically proficient and capable people... " Gen Meyer, pp. 321,84

"The 72nd Signal Bn held a weekly breakfast for key maintenance leaders, including the battalion commander. It was so effective in improving unit maintenance and coordination that eventually problems were identified before they happened." LTC Neil Putz

Maintenance can save lives: "In times of extreme stress/demand, [soldiers] will call forth seemingly impossible performance from gear that they know personally." FM 22-102, 1987, p. 64

**Supplies.** Check the system for obtaining supplies- that people know and have a system for proactively replacing supplies, especially critical supplies. Without looking ahead, invariably the equipment most needed at the most critical time will go down for lack of supplies- especially for printer toner or ribbons, and copier toner. And worse, supply will be out of whatever the unit has run out of and needs most. "For want of a nail..." Benjamin Franklin, DMNQ, p. 315

**Procurement.** The good management of procurement actions requires the knowledge and involvement of everyone from the user level to the procurement office. "There are about four million procurement actions a year that the Army is involved with. Some of them are very major operations, some of them are relatively minor. But they're all procurement actions. If we were 99.99% correct in those four million actions, it would still leave 400 subject to some debate. Out of that 400, you're likely to find some errors, and the errors seem to take a life of their own in the visibility they get. Unfortunately, the 99.99% that go right do not get as much visibility." Gen Wickham, p. 345

**Excess Equipment and Clutter.** Turn in equipment and supplies not needed, and check warehouses and storage areas. Offices need to be clear of clutter. Keeping offices clean and well organized can prevent a security violation or losing paperwork.

**Maintaining Office Equipment.** It is important to know who supports the unit and how systems work for the support of equipment, especially before the unit needs to know.

**SAMPLE EQUIPMENT SUPPORT SHEET**

<b>EQUIPMENT LEASE/COST TYPE</b>	<b>EXPIRATION DATE</b>	<b>WHO RENEWS</b>	<b>WHEN TO BEGIN RENEWAL</b>
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<b>MAINT CONTRACT/ COST</b>	<b>EXPIRATION DATE</b>	<b>WHO RENEWS</b>	<b>WHEN TO BEGIN RENEWAL</b>
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<b>LIST OF SUPPLIES/COST</b>	<b>HOW LONG THEY LAST</b>	<b>SOURCE</b>	<b>LENGTH OF TIME TO ORDER</b>
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**Equipment Use and Routine Maintenance.** Everyone needs to know how equipment works and how to do routine maintenance (such as unjamming copiers and replacing the toner) . Procedures for users need to include courtesy- such as not leaving the copier jammed or out of paper. Establishing procedures in these areas can prevent frustration and aggravation. *"The key to good maintenance is training." Gen Meyer, p. 202*

## 5. Managing Information and Knowledge. "Knowledge Wins"\*

**The Need to Manage Information.** Though information and its freedom is a great strength, information has to be related in order to be used effectively. Only by ordering thoughts and relating information can people convert information to knowledge, wisdom, and effective action. "Knowledge is the understanding of information." FM 22-100, 1983, p. 134

"Data or knowledge. . . is not synonymous with wisdom." "Education. . . is most meaningful if it has imparted. . . an ability to accept, test, classify, and reason from new bits and pieces of information." Gen Meyer, p. 207

"Nothing clarifies knowledge like a free exchange of ideas..." MG J. F. C. Fuller, WW, p. 291

"Knowledge should not be used as a substitute for thinking. It should be but a springboard for thought." DA Pam 22-1, 1948, p. 8

"The mind must be informed by knowledge and by idealism in order to strengthen the will." Pearl S. Buck, TMDWL, p. 235 (and for hope)

"We need to guard against this kind of thinking regarding automation and computer-generated information and reports: 'Garbage in- Gospel out.'" LTC John Rice

"I don't think technology will ever take the place on the battlefield of the ultimate role of the soldier, or of units that are manned with people, because people are the ones who have to make judgments." Gen Wickham, p. 340

"To understand is to be free to act correctly. My goal [as a commander] is to provide you that freedom." LTC Donald Langridge

"Knowledge of our profession and its application are two thirds of successful leadership." Gen Wickham, p. 47

Army manuals are very good sources of knowledge and wisdom, for they record lessons learned as well as give guidance. "What does the reg say?" SSG Richard Collin, in order to make sure postal clerks of the 8th Postal Detachment were reading and checking the regulations before he would answer their questions

"Intelligence, properly applied, [is] one of the key force multipliers available to the nation." Gen Meyer, p. 136

"Good intelligence saves lives." LTC Clyde Harthcock

\*World War I Poster in the Pentagon Library

**Frameworks to Relate Information.** Frameworks provide a structure that gives people a way to relate, organize, integrate, and use information. They are essential to effectiveness. Without frameworks, receiving too much information can result in confusion, unfocused direction, unnecessary changes, and wasted energy.

**Frameworks help people understand and relate principles.** Two examples of frameworks are the perspectives of leading and managing, and the Myers-Briggs Type Indicator. The framework of leading and managing is important because it encompasses everything people do. The Myers-Briggs is important because it can give insight into the differences between people, and its focus is constructive. It helps in understanding and appreciating the differences between people, and how differences and strengths can be constructively applied in a unit- for all types are needed in and can contribute to a unit. (However, capitalizing on strengths does not mean not fulfilling the requirements of positions. Though someone's strength may be in smooth interpersonal relations, if his job requires that he be tough, he has to be tough.) "Having then gifts differing according to the grace that is given us.. ." Romans 12:6

When a framework or structure has been organized it can never be viewed as perfect, complete, or as the only way to view things, but it does give a sense of coherence from which to go on. With good frameworks- or frames of reference- information, theories, thoughts, and systems can be evaluated, and the best each has to offer can be applied. \*

A framework can be compared to a building. A frame of reference is the structure of the building- the foundation and girders. Information is the material that goes into a building- bricks, plaster, and so on. Without the structure, the materials lie on the ground, and the more materials are delivered, the more they pile up on the ground until seeing is impossible. But with a structure in place, the materials can fit in and make something more at the same time.

\*Note: A tendency that needs to be guarded against is misinterpreting and misapplying business management theories and practices to the Army. Some of these theories concentrate on important aspects such as the responsibility of leaders to mentor and teach. These are important aspects and books emphasize them because they can be neglected, but they are not the whole of leadership. What is important to remember is that 1) the theories must be adapted to the requirements of the Army and to think about what will be effective to incorporate: "*[Influence comes from a] demonstration of pertinence to the Army and its problems.*" *Gen Meyer, p. 90*, and 2) that management goes hand in hand with leadership- it takes both to get somewhere. "*There may be lessons to be learned from the quarterly profit sheet of IBM or Textron, but these lessons should supplement, not submerge, military standards and values.*" *Admiral James Stockdale, A Vietnam Experience, p. 111*

**Principles.** *"The American philosophy places the individual above the state. It distrusts personal power and coercion. It denies the existence of indispensable men. It asserts the supremacy of principle." The Armed Forces Officer, 1950, p. 7*

**Principles provide a framework which experience and example fill out.** Principles and experience are related and inseparable, for principles give meaning to examples, and examples give depth to principles. Both are needed for understanding and application. But without clearly understanding the principles, the examples can remain unrelated until there are enough examples to enable people to deduce the principle from the examples. The principles need to be outlined first so that no time or experience is wasted from the start, and some mistakes can be avoided. Applying the principles early helps to support leaders better, and prepare people to assume more responsibility. Then as experience increases, the principles will become more deeply understood.

**Principles apply at every level,** from the individual through the national.

**As an example, at the national level** the United States was founded on the belief in, and loyalty to, the principles and structures in the Constitution, and this belief as a nation is one of the United States' strengths, for a major difference between nations is whether the primary loyalty is to a person, or, to ideas and principles and the offices, institutions, and processes constructed to support those principles.

**An example in the Army** is loyalty to the principle of the subordination of the military to civil authority, which shows loyalty to principle on the individual, unit, and Army level. Few soldiers or units would ever put their personal loyalty to a commander above their loyalty to the country, and this frees our country from the fear of military coups. *"Think of the military as a guardian class apart, like Lynkeus\* 'born for vision, ordained for watching, ' rather than as a strong right arm..." The Armed Forces Officer, 1950, p. 6*

**On all levels,** loyalty to and belief in ideals and principles give courage and hope, and enable people and units to rise above themselves. *"It is out of the impact of ideals mainly that men develop the strength to face situations from which it would be normal to run away." The Armed Forces Officer, 1950, p. 16*

This adherence to principle is a source of personal- and national-honor and strength: *"In that inner power of courage and conviction which stems from the spiritual integrity of the individual, lies the strength of democracy." The Armed Forces Officer, 1950, p. 11*

\*One of the Argonauts, famous for his sharpness of sight.

## 6. Managing Work, Time, and Energy. *"Time Is Precious"*

**Work has to be managed both on the overall plan, and in detail:** *"Be concerned about the big things." "Next, check the little things that make the major things happen." "Little details, as well as big ones, are important to morale and mission achievement." FM 22-100, 1983, pp. 206,211*

1. **Keeping focused on the "big picture."** The overall plan, goals, and major intermediate objectives need to be constantly in mind. A good way to keep focused is to outline the program on a large dry-erase board in view. *"Focus keeps soldiers alive." LTG Pagonis, Moving Mountains, p. 149*

2. **Managing daily work.** But along with the "big picture" guide to keep focused and on track, everyone needs to be able to manage their daily work effectively. *"You need to have a routine system for checking and double-checking the things that are important to cohesion, discipline, morale, unit effectiveness, and mission accomplishment." FM 22-100, 1983, p. 206*

*"Check small things." Gen Colin Powell, article*

*"Every subordinate leader should have a list of tasks that need to be accomplished that day." "The A priorities must be done today; B priorities should be done tomorrow; C priorities can wait a few days. Do your boss's A priorities first, then do your A priorities. (If you disagree with the priorities your senior gives you, have the moral courage to discuss your concerns with him.) Then move on to the Bs, then to the Cs if you can get to them that day. Each morning or evening develop your list, and add to it as the day goes on. Check it several times during the day. When someone. . . tells you something that you must do or check on, do not rely on your memory. Write it down on a checklist, and give it a priority. Then delegate it and check on it, or do it yourself. This is the only way to ensure that things will get done and that your training or your mission is 'implemented' as planned." FM 22-100, 1983, p. 207*

*"If you get one thing done a day, you're doing well." SSG Edwin Lindquist, Platoon Sergeant*

**The Fulfillment in Work.** *"Work is love made visible." anonymous*

*"The main reward of any job is the knowledge that worthwhile work has been accomplished." The Armed Forces Officer, 1950, p. 248*

*In work it is possible to find "the final inexpressible joy of complete self-forgetfulness which comes only in soul-fulfilling work." Pearl S. Buck, Of Men and Women, p. 92*

## **The "One-Page-Per-Day Things-To-Do" Management Technique.\***

1. **Make a "Things-To-Do" Book.** Use any kind of a book such as a spiral notebook or binder, and mark one page per day.
2. **Each day write down what you have to do.** Write down on each page everything you need to do that day. Mark with one, two, or three stars the important items, depending on how critical it is that it get done that day. As each one is accomplished, cross it off.
3. **Make follow-up notes.** If what you have crossed off is something that you need to follow-up on, write it down on a later page. This is critical for follow-up. By writing it down on another day you have set a reminder for yourself on that later day. Another benefit is that you have temporarily cleared your mind of the requirement, knowing that you have made a built-in reminder.
4. **Prepare for the next day.** At the end of the day, write down for the next day those things you didn't get done (some items will get done because you get tired of writing them down day after day) . It is very useful to review your requirements at the end of the day- or in the evening when your mind is clear- and plan your next day, for by putting your tasks in a particular order there are often things you can set in motion first thing in the morning before you tackle your own missions. *"The general should not go to sleep before reflecting on what he should have done that he might have neglected and on what he has to do the next day." The Emperor Mauricius, c. 600 AD, WW, p. 331.* And sometimes in the morning it's best to knock out small, pesky items, so that your mind is clear for the important things. Some management books say to work on your most important items first, but often it is the small details that get you into trouble.
5. **Review and save the notebooks.** At the end of the month, review the notebook, and transfer the points of contact (POC) to your telephone index. Save the notebooks- they provide good references of what you did and when.

\*Method from CPT (MG) Daniel G. Brown, 10th Transportation Battalion  
S3

**Meetings notebook.** A meetings notebook is a separate notebook or binder to take to every meeting, and in which you write down all your notes from the meeting, dating and titling each meeting. This book is very useful for two reasons: 1) when you get back to your office you transcribe your action items to your "things to do" notebook, and 2) you have a good, easy-to-use reference of past meetings and what was discussed and agreed.

**Managing Time.** Identify what things are critical to spend time on, such as seeing the unit and visiting support units, and block out times for these. To ensure he spent his time with soldiers, one commander would look at every item in his in-box, and if it was something he could do at home, it went into his briefcase. Analyzing how time is actually being spent (such as by examining the calendar periodically) is a good way to check how time is really being used and if priorities are being met. Often it is helpful to schedule visits away from the office the first thing in the morning-otherwise, sometimes it is hard to get away.

*"Those who do not discipline their meeting schedule, their in-box, their travel schedule and their telephone stay so busy that they become guilty of strategic drift." "Over time, they become 'in-box managers, ' not leaders." MG Perry Smith, article*

*"Where you as leaders put your time and where you put your focus-that's where your emphasis really is." Gen Wickham, p. 52*

*"Ask yourself frequently 'What is the best use of my time now?'" The Battalion Commander's Handbook, p. 4*

*"A successful leader should be perceived as the hardest-working member of the unit. That does not imply that he does the same work as his subordinates. He does work appropriate to his position and thereby assists his subordinates in getting each job done." FM 22-100, 1983, p. 90*

*"Avoid the temptation to do the jobs you already know." The Battalion Commander's Handbook, p. 20*

*"NCOs must take some time beyond the normal duty day for both mission accomplishment and for professional self-development. Taking this time leads to success, to more interest, and to more success. Time spent at the office beyond the duty day is effective, but not all time has to be spent there. Your family is also very important. But even fifteen minutes of professional reading in the evening at home adds up to a lot of knowledge over time. This reading needs to include a variety such as technical reading and field manuals applying to various levels of leadership such as FM 22-103, Leadership and Command at Senior Levels." CSM James Kumpost*

*"The difference between a career and a job is the difference between 60 and 40 hours a week." Douglas Freeman, quoted by Gen Wickham, p. 47*

*"Even a small amount of time put in after duty hours or on the weekend makes all the difference in whether the job runs you or you're on top of the job." Dolly Neth*

*"The most important thing officers and senior NCOs can give soldiers is their time." CSM Steve Stoner*

**Managing Meetings.** "Do not allow command and staff meetings to be a substitute for good staff work." *The Battalion Commander's Handbook*, p. 23. "This is key for the XO." *Battalion Commander*  
Areas to plan and decide on regarding meetings:

- Purpose
- Agenda (including who prepares, approves, and disseminates the agenda, and by when)
- Who sets up the room and equipment
- Attendees
- Time (starting and ending- set as a guide)
- Recorder
- Hook up key players unable to attend, such as teleconferencing
- Presentations (sequence, order of briefing)
- Constraints on the meetings (such as length)
- Who provides refreshments, if any (this can really add to the meeting)
- Who chairs the meeting
- Decisions during the meeting. At the end? Later?
- Who notes requirements stated by the Commander, or person running the meeting
- Who ensures these requirements are included in the minutes
- Who prepares/approves minutes
- Who is responsible for implementing decisions/following up on action items/taskings as a result of the meeting
- Additional meetings (scheduling the next meeting right then can be very useful and saves coordinating time)
- Who returns the room to the original or agreed-upon condition

**Minutes.** It is helpful in the minutes of meetings to list the action items in a separate paragraph near the beginning of the minutes. This clearly identifies "who must do what" to meet requirements, and is part of the principle of making requirements as simple as possible to execute and monitor. This helps the person responsible for following-up, but more importantly, it helps the units and makes it easy for them to identify what they must do, and not miss anything. This also makes it easier for the higher HQ, for understanding makes responses more timely.\*

**Timeliness.** Meetings need to start on time. People who are late are late. Sometimes people make comments such as, "Well, we'll wait a few more minutes." This shows disrespect to the individuals who were on time by not valuing their time, and undermines the principle of timeliness. By starting the meeting on time, those who come after the meeting has started will be embarrassed, and therefore more likely to be on time for the next meeting. After a few times of coming on time and having to wait, everyone is tempted to be late since they know the meeting will start late anyway- and so subsequent meetings begin progressively later and later.

\*Method from 1SG (SGM) John A. Flanagan, B Company, 743d Military Intelligence Battalion

**The Generation, Focus, and Control of Energy.** Though there are many resources, the most important resource in a unit is people and their energy, time, and effort. Energy is everything. Energy is precious, and leaders must value others' time and energy, and plan so that it is used effectively. It is vital that all effort goes in the right direction, and it shows disrespect to waste others' time. *"Changes which lead to wasted motion should be avoided or stopped."* Gen Wickham, p. 8

Energy and time are both critical resources, but time is finite- each person has only 24 hours per day. The only way to increase the time spent on a project is to increase the length of time one person devotes to a project, or to assign more people. But energy can be increased, with the result that what can be accomplished within the constraint of time can be increased by the use of "multipliers" and by eliminating time-wasters. Resource multipliers can include many things such as-

- **equipment** that increases efficiency (allows more to be done within the same amount of time), and allows interoperability- *"System interoperability is a key to success."* Kay Sclater

- **more efficient procedures or processes** (takes fewer resources)

- **time**

- working longer (adding time)
- adding, or redirecting manpower (increasing manhours)
- eliminating time wasters, such as unneeded meetings, unnecessary interference, or micro-managing

- **technology.** *"Good technology wins battles and saves lives."* *"Computers, automation, and communications. . . .must be catalysts. They must make the whole greater than the sum of the parts."* *"We must capitalize on as much leverage as we can from technology."* Gen Wickham, pp. 33,43,340

*"Technology enhances the human capability to perform in support of the Army mission- from the office to the battlefield. Because technology is the driving force behind change, our leadership philosophy must accommodate the pace and complexity of constant technological advancement. Leaders must identify opportunities for the use of technology to improve human performance."* DA Pam 600-50, 1985, p. 7

- **inspiring the spirit and kindling the mind-** demonstrating a worthwhile purpose and a vision that captures the imagination, and creating and maintaining an environment that provides the opportunity for the spirit to grow. *"People have to be willing to learn and grow because new technology grows exponentially, the Army is evolving, and even the Army's missions are becoming more complex. But as we focus increasingly on systems, we can't forget the people behind them."* CPT Edward Woodus

## **More Energy Producers and Conservers:**

**Ownership.** "Ownership of the unit and the mission by each of us is directly related to responsibility, and is key to success." MG (LTG) Calvin Waller, Commander, 8th Infantry Division. "The biggest multiplier of energy is 'ownership.'" Battalion Commander

**Discipline.** Discipline enables people and groups to focus and control their energy. "Morale. . . flows from the self-discipline of the commander." *The Armed Forces Officer*, 1950, p. 154

**An ethical environment.** "When leaders are ethical a bond develops between the leader and the members of the unit. This bond creates energy for both, and each draws strength from the other." Ed Tompkins

**Families.** "You are more successful if you build all areas of your life- work, family, and faith." LTG Charles Dominy

**Respect.** "Respect is basic to all human relationships." FM 22-100, 1983, p. 79. "Respect. . . must mutually exist. . . before leadership can be exercised." TGGGS Special Text No. 1, 1949, p. 3

**Courtesy.** "Courtesy is an air cushion. There is nothing in it, but it eases the joints of human contact..." DA Pam 22-1, 1948, p. 14, paraphrased

**Character.** "Character is the inner power source of leadership..." FM 22-100, 1983, p. 132

**Keeping calm.** "If you react to anger with anger, too often you have a situation deteriorated beyond repair. If you respond calmly and professionally, you can frequently achieve a responsive, professional resolution for the situation." Michael Selves

**The effective use of time and resources.** "Analytical resources and [effort need to be focused on] the essential elements of how to go to war and how to create the Army of the future." Gen Meyer, p. 15

**The efficient and effective management of recurring requirements.** Requirements must be met, but with the minimum expenditure of energy. "A unit should not waste unnecessary energy here, and too many units do waste energy by not organizing systems to effectively manage requirements." Battalion Commander

**The staff making requirements simpler for the units to execute.** "We must all be heat shields for our subordinates and must insist they be the same for theirs." Gen Meyer, p. 123

## **Energy Consumers and Wasters:**

**Decision making, if not done correctly and ethically,** is one of the most significant energy consumers. *"Thinking through an issue is critical. Too much emphasis is placed on quick reaction. It is my experience that ill-conceived fast responses result in tedious, drawn-out fixes. Take the time to do it right."* LTC Donald Langridge

**Wasting human potential,** such as carelessness in safety matters; alcohol and drug abuse; lack of equal opportunity. These kinds of things *"dishonor creation."* Cantata of War, 1942, by Paul Claudel, music by Darius Milhaud

**Ineffective management of requirements and time.** This results in too much "reacting," and not getting ahead of things. "Ask... 'How am I, as your boss, wasting your time?'" MG Perry Smith, article

**The higher HQ passing requirements down without thinking them through and thinking how to support subordinate units while tasking.**

**Not planning divestiture as well as growth-** continually adding programs without looking at what needs to be stopped. *"Army forces and leaders must. . . guard against proliferation of nonessential units, materiel, systems, and services."* FM 100-15 (Test), 1974, p. 1-1

**Unnecessary requirements, changes, and meetings.** *"Work hard to eliminate unnecessary meetings and administrative requirements."* The Battalion Commander's Handbook, p. 23

**Self-recriminations over mistakes.** *"Once you have experienced a failure or a disappointment, once you've analyzed it and gotten the lessons out of it- dump it."* Gen Colin Powell, article

**Dwelling on disappointments.** *"All through my life, every time I had been bitterly disappointed, it worked for the best."* Gen Patton, War As I Knew It, p. 136

**Anger.** Sustaining anger increases the bad effect of whatever made you angry in the first place. *"If you respond to anger with anger, there are then two angry people instead of one."* Michael Selves

**Worrying.** *"Worrying doesn't solve anything, and actually makes things worse by taking your time and energy. The key is to only be concerned."* a former DACOWITS member

**Unmanaged technology.** *"Technology is an advantage we must exploit. Nevertheless, we must also be able to recognize when we have reached the point of diminishing returns..."* Gen Wickham, p.43. Sometimes a data base is not the most effective way to manage a system. *"Technology is a tiger we must ride or be eaten by."* Gen Wickham, p. 54. *"Technology is not our goal, capability is."* Gen Meyer, p. 223

**The Need for Innovation.** "To encourage creativity and innovation in the Army, we must work hard at developing a command climate in which creativity can flourish. . . . in which honest mistakes are accepted as part of the learning process, ideas are shared, and reasonable risk-taking is encouraged; a climate where the mission orders are 'do it, fix it, try it' rather than 'analyze it, complicate it, defer it.'" Gen Wickham, p. 71

"[New leaders inherit an organization that already] has existing momentum. In a big bureaucracy it takes a long time to begin to change it..." Gen Wickham, p. 139. "It takes a whole lot to move the green machine an inch." Secretary of the Army John Marsh. (However- "You want an elephant to move slowly." Nancy Harvey)

"Meet new circumstances with new combinations." Vice Admiral Sir Herbert Richmond, C&D, p. 23. "Intelligent men have inexhaustible resources." Frederick the Great, Instructions, p. 352. "American soldiers are most ingenious." Gen Patton, War As I Knew It, p. 234. "When soldiers know a commander will really consider any idea to improve the unit, it creates an environment in which ideas start to flow." Battalion XO

"Finding the obvious sometimes takes quite a bit of looking. " Gen Wickham, p. 15

"Ambitious officers. . . would decide that they would bottle up their thoughts and ideas, as a safety precaution, until they reached the top and could put these ideas into practice. Unfortunately, the usual result, after years of such self-repression for the sake of their ambition, was that when the bottle was eventually uncorked the contents had evaporated." B. H. Liddell Hart, quoted in The Parameters of Military Ethics, p. 74. (This also applies in the area of ethics.)

**Innovation comes from the field:** "Users are where the action is." Gen Wickham, p. 83. "The true test of everything is whether it is useful at the user level." BG Evelyn Foote

"Ideas are powerful. We must ensure that ideas to improve the Army are shared and distributed at large. Many times the benefits that are gained at the local level can be realized also by the entire military community. We need to 'cross-fertilize' so that the Army will be enriched from the 'bottom up,' not necessarily from the 'top down. '" Gen Wickham, p. 65, paraphrased

"Championing new ideas is important..." "We need to protect and help. . . creative spirits." Gen Wickham, pp. 236,121

But in order to make effective recommendations, people do have to understand the context in which they work: "Always encourage initiative on the part of your men, but initiative must of course, be accompanied by intelligence." Gen Marshall, SS&S, p. 177

**The Effectiveness of a Constructive Focus.** *"Take this job and love it."* MG Perry Smith, article. The most effective focus is to always think how to make things better for both the short and long term.

**Look for what is good- at work and in each other- and build on it:** *"When you get into your units look for the good things that are there." "Find those things that are good, sign up for them and then establish continuity."* Gen Wickham, pp. 332,333

**Look for and build on the strengths of others:** *"A leader must seek in every possible way to build up the prestige of his junior officers and his noncommissioned officers..."* DA Pam 22-1, 1948, p. 18

**Look for the solutions to problems:** *"Each problem has hidden in it an opportunity so powerful that it literally dwarfs the problem. The greatest success stories were created by people who recognized a problem and turned it into an opportunity."* Joseph Sugarman, unknown source. *"All problems could be solved if one really thought about them."* Stuart Cloete, *The Curve and the Tusk*, p. 28. *"Use adversity and obstacles as stepping stones."* BG Hazel Johnson-Brown

**Always bring up a recommended solution for every problem:** *"The world is filled- and the Army is not different- with legions of nay sayers. NIH, 'not invented here, ' is a rampant disease..."* Gen Wickham, p. 236

**And really consider the suggestions of others:** *"Present your ideas to your superiors and encourage innovativeness from your subordinates. Innovative thinking and actions are one of our nation's strengths..."* Gen Wickham, address, 1981

### The Range of Looking at Things

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**"Everything is all screwed up."**

**"If it ain't broke don't fix it."**

**"Look for what is good and build on it."**

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*"Enthusiasm is the spark which brings all the other qualities of leadership to life."* DA Pam 22-1, 1948, p. *"The white flame of enthusiasm."* Gen Marshall, SS&S, p. 124

*"Soldiers readily detect. . . foolish optimism. The truly optimistic leader is one who sees and points out the hopeful aspects of a situation."* DA Pam 22-1, 1948, p. 26

*"Optimism is a force multiplier."* Gen Colin Powell, article

*"Hope encourages men to endure and attempt everything..."* Marshal de Saxe, 1732, *Reveries*, p. 200

**7. Building on the Work of Others.** Learning from and building on the work and experience of others is the only way we make progress. "Why should everyone have to make the same mistakes?" SMA Richard Kidd.

"If I have seen further. . . it is by standing upon the shoulders of Giants." Sir Isaac Newton, Bartlett's, p. 281

"You hope that those who follow will build on your work just as you built on others." Gen Meyer, p. 380. Build on the momentum created by others: "The point of a spearhead cannot penetrate its target without momentum and substance."

"Experience keeps a dear school, yet Fools will learn in no other." Benjamin Franklin, Poor Richard's Almanac for 1743, TPBQ, p. 83

"Failure to pass on the lessons learned to those who follow is equivalent to a violation of [the] ethical responsibility to take all measures to ensure that soldiers and units are ready and able to fight." FM 22-103, 1987, p. 37

#### **Ways of Maintaining Information and Passing on Lessons Learned:**

**Outbriefs.** Outbriefs can be formal or informal, or both. It can be very helpful to ask people leaving to write down at least three things they thought were best about the unit, including why, and three things they would like to see improved, and how. This keeps the focus on improving things. "Good, better, best. Don't ever rest until your good becomes better, and your better becomes best." 1SG (SGM) James Wright, 8th Postal Detachment

**Letters to subordinate commanders/leaders.** The Chief of Staff of the Army writes letters to the Army's General Officers. These letters give guidance and direction, but also reflect his thoughts and perspective, and the Army reflects him. This technique could be applied by leaders at any level.

**Collected Works.** Some Chiefs of Staff have left behind a legacy of their collected works: selected speeches, articles, interviews, and letters, including letters to the Army's General Officers. This is valuable and could be done at any level, and it benefits others.

**Files.** "Preserve records of continuing value." Staff Officer's Guidebooks, HQDA, 1977-1988, p. 3. What people have done is of more interest to those that follow than they may think. As people do their jobs, especially before they leave, they need to review what would be useful to others. Details of solutions to problems, MFRs, and packets explaining how significant changes were made help those who follow. Using the MARKS reg is important. There are ways to file things so that they will be kept until no longer needed.

**Continuity files, SOPs, MFRs, information papers, and lists of POCs** are important. They pass on the hard-earned knowledge, wisdom, and experience of others- often gained with considerable effort. Continuity files should include POCs, names, phone numbers, supporting documents, and extracts of pertinent regulations. Often the most time-consuming part of researching issues is finding the right office to get the right answer.

**Information papers** last and are valuable.

**Binders.** Putting information into binders helps information last. It is also a very good management tool for keeping programs together, and documents that must be frequently referenced, such as the budget. But binders can be troublesome to use and maintain- one way to make the documents in binders more accessible and replaceable is to put pages in the binder that have pockets into which the documents can be easily slipped in and out.

**Notes and notebooks.**

*"When soldiers write what they have seen and learned in training and in battle, they contribute to the knowledge of other soldiers. Without a journal, many valuable lessons will be forgotten that will have to be relearned next time. This costs valuable time in training and lives in combat. When soldiers do not systematically write lessons learned, they doom those who follow them to make the same mistakes." FM 22-100, 1983, pp. 266,267*

When we write what we have learned, we provide "an invaluable tie to the past while being relevant to the Army of today and tomorrow." Col Linda Norman

*"One of our primary tasks in life is to collect worthwhile memories..." Admiral James Stockdale, A Vietnam Experience, p. 74, and these experiences need to be shared: "When you have had an extraordinary or even a different kind of experience, you have an obligation to write about it, to share it." anonymous*

*"A notebook not only helps you see and hear, but it also helps you listen inwardly. When an idea comes to you in the middle of the night or out in the field, you write it down." Gen Wickham, p. 335*

*"I have carried a notebook all of my life in the Army. It saved my life in Vietnam, incidentally. It stopped the bleeding; but it's not the reason you carry it around." Gen Wickham, p. 335*

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Often, making the effort to help others helps the person who made the effort, directly or indirectly: "What goes up must come down. What goes around, must come around." SFC Hubert Black. "A body makes his own luck." Caroline Ingalls, These Happy Golden Years, p. 235

**Standard Operating Procedures (SOP).** A unit's SOP is a valuable tool for the Commander and the unit. It can communicate vision, goals, standards, policy, procedures, methods, lessons learned, and solutions to problems. Recommended parts of an SOP include a part that addresses the context and framework in which the unit functions, a part addressing overall procedures for the unit, and a part in which each office addresses its specific procedures.

*"Organizations need indispensable instructions, not indispensable people." MG Perry Smith, article*

*"A well-written SOP can assist when command and control is either difficult or lost completely. This helps to emphasize why all tank commanders need to have all the operational graphics posted on their maps." 1SG C. R. Johnson.*

*"Planning time requirements can be reduced and effective execution facilitated by the development of airborne, troop carrier, and communication zone standing operating procedures." FM 100-5, 1949, p. 247*

*"The three most important characteristics of a successful SOP are:*

*- They must physically exist, not 'being written. ' Any SOP is always better than no SOP.*

*- Everyone in the unit must have it.*

*- It must be usable. That is, small enough to fit in a pocket and preferably have some type of water-proofing. An SOP that fills a full-sized binder and falls apart in the rain is worthless."*

*- "Standard operating procedures reduce the number and length of orders that must be issued. They set down the regular procedure that is to be followed in the absence of instructions to the contrary.*

*The purposes of standing operating procedures are-*

*a. To simplify the preparation and transmission of orders.*

*b. To simplify and perfect training of troops.*

*c. To promote understanding and teamwork between the commander, staff, troops, and installations.*

*d. In general, to facilitate and expedite operations, both tactical and administrative, and to minimize confusion and errors." FM 101-5, 1954, p. 125*

*"One should, once and for all, establish standard combat procedures known to the troops, as well as to the general who leads them."*

*Marshal de Saxe, 1732, DMNQ, p. 309*

*"Fundamental principles of action against different arms must be laid down so definitely that complicated orders in each particular case will not be required." Friedrich von Bernhardi, DMNQ, p. 309. "Thus there arises a certain methodism in warfare to take the place of art, wherever the latter is absent." Clausewitz, DMNQ, p. 309*

**Part 1. Address the context and framework in which the unit functions.**

Include what is needed to focus the unit- tell about the unit, climate, mission, and vision; give an understanding of the unit and how it fits into "the world beyond"; and give an understanding of the values that go in the making of the climate.

**The Unit:**

- Its history and heritage
  - The unit's:
    - Mission and purpose
    - METL (mission-essential task list)
    - Vision
    - Goals
    - Values
  - The unit's internal structure, including an organization chart.
  - How the unit fits in with the higher HQ and "the world beyond."
- This can include the higher HQ's:
- Mission and purpose
  - METL
  - Vision
  - Goals
  - Values
  - The unit's external relationships, including a listing

**Address the Climate, Philosophy, and Priorities:**

- Command philosophy
- Policy letters
- Areas on which the Commander wants special emphasis
  - Areas that are always needed:
    - emergency/casualty notification\*
    - accountability\*
    - Serious Incident Reporting/items of Command interest\*
    - safety
    - security
    - control of funds, equipment, and supplies
- Recommended areas:
  - requirements for meetings
  - physical fitness
  - soldier, civilian, and family support
    - sponsorship
    - inprocessing
    - outprocessing
    - actions processing
    - recognition
      - promotion
      - awards
      - evaluations
  - morale support
    - Public Affairs
    - family support

**\*Areas that must have clear and understood procedures before the**

situation happens.

**Part 2. Address procedures regarding the unit as a whole:** the guidance of the Commander, the command and staff channel procedures, the overall procedures, and the specific support procedures for the Commander.

**Command/Staff Channels-** how direction and guidance flows, and responsibilities

**- Unit procedures (overall)**

- Command and staff channels
- Staff and unit coordination and responsibilities
- Principles of staffwork
- Management policies/principles
  - Standards for meeting requirements-
    - non-recurring
    - recurring
      - reports
      - duty appointments
      - campaigns
      - meetings
    - suspenses
    - reports
- Administrative procedures
  - Signature authority
  - Suspense control
  - Correspondence: standards and routing
  - Reports
- Continuity files
- Military/professional courtesy
- Communication channels and methods
- Central point for planning
- Meetings
  - Policy for meetings
  - List of meetings

**- Commander Procedures**

- General Procedures
  - Reports to the Commander
  - Acting for the Commander
  - Calendar management
  - Courtesy
  - Meetings
- Administrative procedures
  - Correspondence and documents
    - Responding to requirements and taskings
    - Evaluation processing
  - Communication

**-Ceremonies- award, promotion, Hail and Farewells**

**Part 3. Each major sub-element addresses its area in detail.** The elements of this part should include the:

1. **Purpose.**
2. **References.**
3. **Standards, Goals, and Objectives.**
4. **Responsibilities.** One part for each section that has a part in the program, process, or system. This section needs to capture historical knowledge, record how people do the work, record special problems and how they were solved, provide POCs, provide needed references, and outline systems including each step and how long each step takes. The intent is to have such a good SOP that someone could be assigned to the office with no overlap and be able to function.

**Updating the SOP.** The SOP should be easy to use and update- the unit needs to be able to update part of it without completely redoing and reissuing the whole SOP.

**Sample SOP Letter:**

1. Enclosed is the                      Battalion SOP. The policies and procedures contained in it are effective immediately.
2. The SOP consists of one SOP regarding general procedures and SOPs from the S1, S2, S3, and S4.
3. The SOP is set up to be easily updatable. I expect the staff to provide periodic updates based on improvements in our procedures and how we support our units and soldiers. I expect the units to recommend changes.
4. In order to ensure that each unit's SOP is current, each staff section will maintain an up-to-date Table of Contents listing the date of each Appendix of their SOP. When a staff section updates an Appendix, the staff section will also update and provide the applicable Table of Contents with the new date(s).

Battalion Commander

**Sample Table of Contents:**

<b>APPENDIX</b>	<b>AREA</b>	<b>DATE</b>
<b>S1</b>		
APP A	IN/OUTPROCESSING	10 APR 94
APP B	SPONSORSHIP	30 MAY 94
APP C	PROMOTIONS	12 APR 94
APP D	REASSIGNMENT PROCESSING	22 JUL 94
etc.		

*"The pen is mightier than the sword." Edward Bulwer Lyt ton*

## **7 Decision Making in The Army: "You Can't Tiptoe Wearing Boots"**

*"You must make the decisions for the overall benefit of the Army. You're going to be tugged into narrow little nooks and crannies for parochial interests but make the decision for the overall benefit of the Army." Gen Harold K. Johnson to Gen Wickham a few days before Gen Johnson died, p. 234*

*"The key to maintaining leadership perspective is sustaining the ability to look beyond peacetime concerns." FM 22-103, 1987, p. 4*  
*"Consider all your choices before you act. This applies to both day-to-day and career altering decisions." 1SG(P) Sandra Matlock*

*"Consider the short- and long-term effects of your decisions." FM 22-100, 1990, p. 6. "If at all possible, sleep on important issues." MG Perry Smith, Taking Charge, p. 13*

*"You may not always be right." The Battalion Commander's Handbook, p. 41*

*"Setting the climate is the first step, and leads to a better and easier decision process." Battalion Commander*

*"The mind is both rational and intuitive. " "Since the decision-making process is a thought process, it is both rational and intuitive."*  
*"Your intuition is that aspect of your mind that tells you what 'feels' right or wrong. Your intuition flows from your instincts and your experience." FM 22-100, 1983, p. 172. "The circumstances of war are sensed rather than explained." Marshal de Saxe, DMNQ, p. 343*

*"Character has a strong impact on a leader's judgment and application of the problem-solving process." "Your values, character, knowledge, and way of thinking have a direct and vital impact on the problems you identify as important. These inner qualities affect how you view, gather, and analyze information bearing on the problems." FM 22-100, 1983, pp. 173,169,170. "We must possess a set of values that instinctively guide our decisions." Gen Meyer, p. 193*

*"Get adequate rest." "You must have enough sleep to think clearly and to make the right decisions under stress." FM 22-100, 1983, p. 227*

*"Decision-makers must remember they represent both the soldier and the Army. Compassion cannot be the only rule." Battalion Commander. "Decisions which are wholly of the heart and not of the mind will ultimately do hurt to both places." The Armed Forces Officer, 1950, p. 236*

**1. Subordinates and Decision Making.** "It is important that decisions be made at the lowest organizational level where information is sufficient." FM 22-100, 1990, p. 68. "There will be errors in judgment, but in peace those can be corrected readily. Give. . . the freedom to make mistakes, but NOT the freedom to fail. 'It' is done until the task is done to standard, whether once or twenty times." SGM Robert Rush

**Involving subordinates.** "There is within all men a strong desire to do things their own way and to express that desire in words. It is fortunate, then, that there are few commanders who fail to listen to the suggestions of their subordinates." DA Pam 22-1, 1948, p. 23

"A leader should always look for contrasting views." "Leaders should talk to their executive officers, deputies, spouses, or other people who can be trusted to forgo personal or parochial interests. A leader also should talk to people who may not like the tentative decision to find out what their opposing views might be." MG Perry Smith, Taking Charge, p. 13

"There is a direct relationship between the thoroughness and openness of the decisionmaking process and the effectiveness of the implementation process. If subordinates are given a full opportunity to express their views prior to the making of the decision, they will be more willing to carry out the decision after it is made, even though the decision may not be the one that the subordinate would have chosen." MG Perry Smith, Taking Charge, p. 24

"You will always have problems in your unit." "[You must try] to identify, to head off, and to correct potential or real problems. To do that, you must involve your subordinates. You must get their perceptions of problems and their ideas on improving the unit. You must show that you want and need their feedback." FM 22-100, 1983, p. 65

**The requirement for subordinates to be truthful in providing input:**

"The commander cannot make the best decisions unless he has the true picture. Soldiers must be absolutely honest." CSM Steve Stoner. "Disasters. . . can occur if decision makers are given inaccurate information." FM 22-100, 1983, p. 168

"That is what character is all about- having the courage, self-discipline, and will to do what you believe is right, to tell your seniors the truth, regardless of the possible consequences or dangers." FM 22-100, 1983, pp. 68,69

"In combat, critical decisions involving the lives of many men often must be based upon the word of one man. In the armed forces team the stakes are too high to place the lives of its members in the hands of a man with questionable integrity." FM 22-100, 1953, p. 7

**2. Disagreement.** *"Disagreement is not disrespect." Gen Sullivan*

*"If a soldier truly believes that something is wrong, he has the responsibility to make his views known. The Army will be better for it." Gen Wickham, p. 151*

*"Remember these three important points [in expressing disagreement]:*

- (1) select the right time and place to offer your criticism or advice;*
- (2) do not criticize a plan without giving a constructive alternative;*
- (3) recognize that when your leader has made the final decision, you must end your discussion and support legal and proper orders even if you do not personally agree with them." FM 22-100, 1990, p. 23*

**Supporting decisions.** *"Up to the point of decision, you have the right, indeed, the obligation, to lay out your views clearly. Once the decision is taken, you have the responsibility either to salute or to leave." Gen Meyer, p. 194*

*"It is in the stage where information is being gathered that you [NCOs] can make your greatest contribution. Your reasoned recommendations may influence a good rather than a bad decision. When the decision is made, loyalty will guarantee that it stands up." Gen Wickham, p. 191*

If the leader's decision is other than a soldier thinks is right, the soldier must then decide

- is the decision within the scope of the leader's authority?
- is the decision lawful? Within the spirit and intent of formal guidance?
- does he or she feel honor-bound to go higher? This should not be done lightly- it is irretrievable.

Soldiers must also remember that *"The decision-maker above us has a greater burden on his shoulders than we do. He has pressures, information, and marching orders that we generally have no way of knowing. He has more pieces of 'the big picture'; he has to set a priority among competing claims. He has to strike a balance between the needs of the present and those of the future." Gen Wickham, p. 191*

*"Even then. . .he would remind himself of the possibility of his own fallibility since he might lack information available at the source of the order. Or, it might be that his mission is not expected to gain a local victory- it may be a diversionary attack to distract the enemy from the decisive attack or a delaying action to slow an enemy to gain time." "Mission success does not always take the conventional form of victory." Gen Maxwell Taylor, "A Professional Ethic for the Military?" ARMY, May 1978, p. 20*

### **3. The Requirement to Make Decisions Based on Incomplete Information and Time Constraints.**

*"Sometimes a C+ paper with original thought, available at the time of decision, can prevent me from making a decision which history will grade an 'F.' Sometimes I cannot await the perfect product of a patient research effort." Gen Meyer on staff work, p. 37*

*"When top leaders have about 60 percent of the information that they think they need to make a prudent decision, they must then decide. Leaders who demand perfect or near perfect information are usually months or years late making decisions." MG Perry Smith, article*

*"However, postponing the decision for weeks or months is rarely the answer. A non-decision is itself a decision and should be recognized for what it is." MG Perry Smith, Taking Charge, p. 13*

*"You and your commanders must have the agility to act faster than the enemy, with a willingness to act on incomplete orders with rapid decisions to concentrate your strengths against enemy weaknesses." The Battalion Commander's Handbook, p. 46*

*"Leaders at all levels, but particularly senior leaders, can only make decisions based on the information given to them. What sets senior leaders apart is their ability to sort through great amounts of information, key in on what is significant, and then make decisions. But, these decisions are only as good as the information provided." LTC John Rice*

*"Information is the lifeblood of an organization. If you're not on top of the information system, you're not dealing with the lifeblood of the organization. The more senior I have become, the more information gets screened from me. I want to be able to know what is happening in my organization. The only way to do that is to get lots of information- not only through formal channels, but through informal channels: by calling down to junior people, by discovering nontraditional, nonorganizational means of finding out what is going on." Gen Colin Powell, article*

*"Frequently, if not universally, on the battlefield, you will lack complete intelligence. As leaders, you must learn to make decisions with as much information as you may have available. If you try to wait for a complete picture, you will be unable to make a decision." Gen Wickham, p. 173*

*"Announce decisions in time to allow subordinates to make necessary plans." FM 22-10, 1951, p. 27*

*"One of the main objectives of CAS3 is to learn to meet the commander's requirements within the needed timeframe." LTC William Lemni tzer*

#### 4. Areas That Affect Decision Making:

**"-Laws, orders, and regulations-** formal standards contained in laws, policies, regulations, and legal and proper orders that guide behavior and decision making.

- **Basic national values-** values established in documents, such as the Constitution and Declaration of Independence, and in traditions that provide the foundation for required behavior of all Americans.

- **Traditional Army values-** values the Army establishes as standards of required behavior for all soldiers. They are loyalty to the nation, the Army, and the unit; duty; selfless service; integrity; courage; competence; candor; and commitment.

- **Unit operating values-** values actually functioning in your unit that produce the standards governing day-to-day behavior. Unit operating values are often the same as traditional Army values. There are times, however, when they are not. Consider situations involving careerism, altered training and maintenance records, equipment borrowed from another unit for an inspection, or 'eyewash' instead of truth.

- **Your values-** your ideas and beliefs that influence your behavior.

- **Institutional pressures-** elements of Army policies, procedures, and operations, and other aspects which influence your behavior."  
FM 22-100, 1990, p. 32

**Decision Checks.** "Before making each decision, go through six decision checks. These checks are the systems, sanity, integrity, dignity, media, and long-term implications checks.

1. Does the decision you are about to make fit together nicely or have you and your staff constructed a camel of many humps? In other words, does this decision have internal consistency?

2. Does this decision make sense? Would a family member if asked, say, 'It doesn't make much sense to me?'

3. Will this decision enhance or diminish the integrity of your organization?

4. Will this decision enhance the dignity of your organization?

5. When the decision is looked at critically by unfriendly members of the media, will they crucify your organization publicly?

6. Does the decision conform with our long-range plan? Are you solving today's problem but building bigger problems for the future?" MG Perry Smith, Assignment: Pentagon, pp. 106,107

**5. Ethical Decisions.** "An ethical dilemma occurs when two or more values conflict or collide." FM 22-100, 1983, p. 91

"Seldom in our lives are we faced with decisions between an absolute right or an absolute wrong." Gen Wickham, p. 26

"[Pressures to act unethically can include] pressure from self-interest, pressure from a peer, pressure from subordinates, and pressure from a senior." FM 22-100, 1983, pp. 92 through 97, extracted

"Regardless of the source of the pressure to act unethically, you usually know in your heart the right thing to do." FM 22-100, 1983, p. 97. "A professional ethic. . . must be internalized individually by each of us." Gen Meyer, p. 193

**The Army's guidance to soldiers on ethical dilemmas:**

"When you find yourself in an ethical dilemma, you must search for the morally RIGHT thing to do. The right thing to do is the moral action that best serves the ideals of America and your soldiers." FM 22-100, 1983, p. 91

"Sometimes you will find yourself in complex situations where the right ethical choice is unclear. True ethical dilemmas exist when two or more deeply held values collide. In such situations, using a decision-making process can help you identify the course of action that will result in the greatest moral good." FM 22-100, 1990, p. 31

"If you ever decide to violate a regulation or law, you must be able to show that your actions were not motivated by self-gain, but by the highest moral good. You must be able to show that the situation was so unique that you had to violate a regulation, law, or ethical rule to do the most moral thing in terms of the ideals of this nation." FM 22-100, 1983, p. 105

"Ethical decisions almost always involve tough choices. They are not merely cases of mechanical application of academic principles. They frequently invoke difficult dilemmas of conscience and strong feelings. All soldiers, for example, must resolve for themselves the conflict between legitimate ambition and excessive concern for self-advancement. We, as part of our institution, must collectively achieve a balance between unswerving loyalty to our institution and healthy internal criticism. These are difficult issues, but the Army Ethic provides us with a framework that allows us to come to grips with them." Gen Wickham, p. 280

Character comes from doing what's right. "Do what's right every day." Gen Reimer.

**Ethical Decision-making Processes.** *"Use.. .a 'compass'- to do what's right."* Gen Meyer, p. 296

**Identify, focus on, and work towards "The Right Thing To Do."**

1. **Answer the question "what is the right thing to do?"** Key is to first identify the right thing to do without regard to any other considerations, and after that is clearly fixed, then consider other factors. That answer becomes the firm fixed reference point. It is helpful to keep in mind that *"Right Has Might."* Harry Truman, TMFM, p. 6

2. **Identify the other factors and issues that must be considered.** Personal preferences, strengths, and weaknesses must also be considered since they can affect a course of action.

3. **Consider the effects and implications of these other factors and issues.** Decide how to best deal with them, keeping in mind that they must not affect the decision itself. In doing this, also keep in mind that how a decision is presented has much to do with dealing with these issues.

**The ethical decision-making process from FM 22-100, 1990, p. 31:**

***"Following are the steps of an ethical decision-making process to help you think through ethical dilemmas:***

***"Step 1. Interpret the situation. What is the ethical dilemma?"***

*"Identify what values are in conflict- "the 'root' issues."* Battalion Commander. Separate each issue.

***"Step 2. Analyze all the factors and forces that relate to the dilemma."***

-Gather information. *"Key is understanding the issues. Getting information is critical."* Battalion Commander

-Research what guidance is available- regulations, field manuals, etc. Identify the spirit and intent of the regulation- go to the proponent if necessary.

-Use the staff provided to support- SJA, CPO, etc.

-It can be helpful to discuss the problem with those leaders directly concerned.

-Consider also *"the four factors of leadership. . . the follower, the leader, communication, and the situation."* FM 22-100, 1983, p. 99

***"Step 3. Choose the course of action you believe will best serve the nation."*** Decide what to do. If time permits- and it usually does- allow the answer to "settle," before taking irretrievable- or difficult to undo- action.

***"Step 4. Implement the course of action you have chosen."***

## 6. The Impact of Decision Making on Soldiers.

Decision making at the unit level has a particularly direct impact on soldiers because this is where most decisions directly affecting soldiers and their lives are made. At the higher levels, decisions affecting soldiers are made in great part based on facts and recommendations from lower-level leaders.

*"Senior-level leadership forms the broad framework within which leadership at all lower levels is developed, nurtured, practiced, and sustained." FM 22-103, 1987, p. 8*

This emphasizes how essential it is that senior leaders create and foster a strong ethical environment, so that junior leaders know the right thing to do.

*"During the initial tour the young soldier's life is lived mainly at the squad level with his primary chain of command ranging up through platoon and company/battery/troop level. Therefore, the brand of leadership that is exercised by the soldier's squad leader, platoon sergeant, platoon leader, first sergeant, and company commander is absolutely the most critical. Battalion commanders and above certainly play a major role by creating a command climate which ensures the proper development of their junior leaders and permits them the opportunity to do their job of leading the young soldier." Gen Wickham, p. 290*

*"Every leader has an effect, and this impact is multiplied. Leaders must remember this in everything they do." John Giancoli*

*"It is hard to go wrong in making decisions regarding soldiers if your focus is what is best for the health of the enlisted force. The 'health of the enlisted force' means ensuring that soldiers are trained to standard and that their needs are taken care of. Sometimes people tend to separate mission accomplishment from taking care of soldiers. The focus needs to be that the two are inseparable. By focusing on both we will accomplish the mission." CSM James Kumpost*

*"Are you truly doing what's best for the nation, what's best for the Army, what's best for your unit, what's best for your soldiers and their families? Are you taking all of that into consideration, or are you looking at what makes you as an individual look the best?" SMA Richard Kidd.*

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Summary of the responsibility of decision making and making recommendations:

*"You can't tiptoe wearing boots." Maggie Stoner*

## **8 Developing Combat Power Through Moral Force- A "Weapon of War"**

**Moral force is a strength** that can be released and developed within each individual, unit, organization, army, and nation.

**The source of moral force is values, ideals, and principles:** "Moral force. . . flows from our values..." FM 22-103, 1987, p. 14

**The source of moral force in the United States** is the values, ideals, and principles on which it was founded:

*"[The purpose of the United States' Government is] to elevate the condition of men, lift artificial burdens from all shoulders and clear the paths of laudable pursuits for all; to afford all an unfettered start and a fair chance in the race of life." Abraham Lincoln, A Concise Lincoln Dictionary, pp. 17,18*

*"The aim of society is to provide a climate. . . in which the individual can reach his highest physical, mental, and spiritual development." FM 16-100, 1961, p. 18*

**The values on which the United States was founded are particularly strong and idealistic:**

*"The spirit of liberty, the freedom of the individual, and the personal dignity of man, are the strongest and toughest and most enduring forces in all the world." Harry Truman, TMFM, p. 25*

*"Knowledge and justice are ranked above wealth and power by a large section of the human race. My experience teaches me that this idealistic outlook is particularly prevalent in America..." Albert Einstein, Ideas and Opinions, p. 4*

*"America was not discovered, it was invented." Admiral James Stockdale, A Vietnam Experience, p. 24*

**These values and ideals give strength and hope:**

*"Our ultimate strength lies not alone in arms, but in the sense of moral values and moral truths that give meaning and vitality to the purposes of free people." Harry Truman, TMFM, p. 51*

*"To meet the crisis which now hangs over the world, we need many different kinds of strength: military, economic, political, and moral. And of all these, I am convinced that moral strength is the most vital." Harry Truman, TMFM, p. 27*

**The strength of this moral force leads to increased success for the nation:**

*"It only now remains. . . to act up to [our] principles. . . that we may gain respect abroad and ensure happiness and safety to ourselves and to our posterity." George Washington, quoted by Gen Meyer, p. 260*

*"The most pragmatic course [for Americans is] to heed the idealism of our country's political tenets and make them the basis for our actions." MG Edward Lansdale, quoted in The Parameters of Military Ethics, p. xi*

*We have proved by experience that the more we practice [our beliefs], the stronger, more vigorous, and happier our Nation becomes." Harry Truman, TMFM, pp. 41,42*

**The Army draws strength from the ideals and beliefs of the Nation, and from its mission to keep the people "alive and free."**

*"Moral force. . . flows from our values and sustains and engages the will of subordinates to achieve moral ascendancy over their opponents." "[Leaders] are the keepers of [this] moral force." FM 22-103, 1987, p. 14*

*"The Constitution. . . still stands as the most basic statement of why we have an army and what values are worth fighting for." FM 22-103, 1987, p. 7*

*"Our profession involves deep moral values because we are dealing with matters of life and death- for ourselves, for those who serve shoulder to shoulder with us, for our nation, for our families, and for adversaries and noncombatants." Gen Wickham, p. 279*

**This strength leads to increased success in the Army:**

*"Moral force [is] the most powerful element in the strength of armies. . . . the preponderating influence in the outcome of battles." Marshal Ferdinand Foch, Roots of Strategy, Book II, preface*

*"Moral forces rather than numbers decide victory." Napoleon, WW, p. 266. "Moral force, added to unit and soldier capabilities, provides the strongest form of organizational action." FM 22-103, 1987, p. 78*

*"The Army unit, the squad, or the division is made an effective fighting force by the unseen moral power which binds it together and fits it for action as a reliable team." FM 16-100, 1961, p. 5*

Moral force can be developed by creating and sustaining a strong ethical environment, understanding why the nation's values are worth defending, drawing on the strength of these values, and understanding why the country needs a strong and prepared Army.

## **1. Developing Moral Force Through a Strong Ethical Climate-A Combat Multiplier.**

A strong ethical environment increases unit readiness and success in peace and war by providing the foundation for the climate in which the unit can develop cohesion, moral force and ascendancy, and individual and unit strength. By giving and sustaining this strength, an ethical environment is a combat multiplier. *"Unit cohesion is a force multiplier in combat." Gen Wickham, p. 77*

### **An ethical environment:**

**1. Increases unit effectiveness and cohesion.** An ethical environment is essential for unit effectiveness because unit cohesion depends on trust, and trust depends on being ethical. *"Leadership is built on trust, and trust is built on integrity." FM 100-1, 1991, p. 15.* Soldiers trust leaders who are competent, willing to share hardship, and always try to do the right thing. *"If the leader or mentor 'walks his talk, ' an unbreakable bond forms."*

**2.** *"[The interpersonal relationships that develop among soldiers and between them and their leaders are] the basic elements of unit cohesion. It is these relationships which, during times of stress, provide a spirit or force which sustains the members as individuals and the individuals as a working, effective unit." DA Pam 350-2, 1982, p. 1-1*

*"The history of war shows that cohesive units are tougher and survive better in combat." Gen Wickham, p. 46*

### **3. Increases unit readiness and effectiveness in combat.**

*"A healthy ethical climate has a direct bearing on readiness. Will soldiers be honest and work to improve their shortcomings or will they cover things up? Will units train hard or just go through the motions?" FM 22-103, 1987, p. 21*

*"[The ethical climate] establishes the way people feel about their responsibilities and interact with others and the degree to which they will commit themselves to organizational tasks." FM 22-103, 1987, p. 21*

*"In times of danger, the ethical element of leadership bonds soldiers and units together, enabling them to withstand the stresses of combat and ultimately gain victory. If that capability has not been nurtured, shaped, and sustained at senior levels through the maintenance of proper ethical example and standards, the organization will fail just as surely as if the weapons of war had been taken from its soldiers' hands." FM 22-103, 1987, p. 18*

### 3. Leads to increased individual success.

**Being ethical is more effective, more successful, and easier:** "A sense of honor, by preventing them from behaving ill, will make them victorious." Vegetius, The Military Institutions of the Romans, 390 AD, p. 80

People are often told to be ethical because it is right and also because if they are unethical and get caught they will be punished. The focus needs to be that if people are ethical and set an ethical environment in their area of responsibility they can do better and be more successful overall than if they are not. There are several reasons for this:

**1) Believing in and trying to adhere to the principle of doing the right thing helps soldiers succeed because it gives them inner strength and enables them to focus this strength.**

**2) Inner honesty shows and is perceived and respected by others, and this has positive effects:** "Values are intangible. While we cannot see or touch them, we can sense solid values in others. They, in turn, can sense them in us." Gen Wickham, p. 190

**3) Honor gives strength:** "Your honor is an intangible. . . possession." FM 22-100, 1983, p. 104. "I have a lantern. You steal my lantern. What, then, is your honor worth no more to you than the price of my lantern?" Epictetus, LQFMT, p. 312

**4) Doing wrong takes time and energy-** in planning, executing, and worrying about the wrong-doing (or just not doing right) . This is all wasted energy that could be positively used. "Usually, because we know we have lied, we feel guilty. We are also fearful that we will be found out. Finally, as we know, one lie can lead to another. 'It is easy, ' some writer once wrote, 'to tell a lie, but hard to tell only one. '" TC 22-9-1, 1986, p. 23

**5) By being unethical, people lay themselves open to being used by unscrupulous people.** "When I was asked to overlook a late change of rater efficiency report and 'let it go until the annual was due, ' I said 'no, we don't do that in this unit,' but I didn't realize till later that had I agreed, I would never again been able to take a stand on anything." Battalion XO

**6) Worst of all, people can feel their characters being eroded** and that they are not in touch with the inner strength that comes from trying to live up to ideals:

"False words are not only evil in themselves, but they infect the soul with evil." Socrates, LQFMT, p. 131

"Ethical values really do have strength, and we need this strength. Once felt, you don't want to do anything that would interfere with this source." Battalion XO

**Most people want this environment**, for this climate can lead to increased success, bring out the best in people, and have lasting impact for the better.

*"Most men, of whatever race, creed, or color, want to do the proper thing and they respect the man above them whose motive is the same." General of the Armies John J. Pershing, LQFMT, p. 244*

*"People. . . have a need to do the right and brave thing regardless of danger." FM 22-100, 1983, p. 220*

*"Most people want to do the right thing..." FM 22-100, 1983, p. 136, and to be in a moral environment.*

Most people do not really like being cynical and disillusioned, and would rather be optimistic and idealistic if given a choice. *"People value honesty. They value integrity. They value competence and courage and all those kinds of things."* SMA Richard Kidd. They look for people they can respect and honor, and who by believing in noble values call to what is best in others-Martin Luther King, Jr. for example- people, who though may not have been perfect, had vision and communicated it to others. *"Quality attracts quality."* SMA Julius Gates, Army Trainer, Fall 1989, p. 4. By creating the opportunity to be ethical, leaders can release the strength in ethical values.

*"Soldiers ask only a few things of us. They ask for responsible and inspired leadership with a vision for what is right." Gen Wickham, p. 8*

The lack of ethics bothers almost everyone- it comes up frequently in many conversations. But sometimes soldiers do not know how to be ethical and be successful, for they receive many different signals and examples:

*"Is there a need for a renaissance in the art of military leadership today? I think so. Not because I sense an Army starved for adequate example, but because the circumstances have been such over the past several decades that confusing models vie for attention. Some are woefully deficient and totally inappropriate for tomorrow's battlefield." Gen Meyer, pp. 101,102*

Sometimes it can seem as if everyone is cutting corners, and only a fool or a "nice guy" doesn't. This is backward. By focusing on doing what is right people gain strength that can lead to increased success. *"Temporizing with principles and moral standards may secure a temporary advantage. . . .but, in the end, only strict adherence to high standards of honor and integrity will prove of value."* FM 22-10, 1951, p. 9

*"We want to thrive, not just survive." a former DACOWITS member*

## **2. Developing Moral Force and a Strong Ethical Climate at the Unit Level: By Commitment, Action, Discussion, and Decision Making.**

**1. Through Commitment. Moral force and the ethical climate can be developed at any level,** not only at the large unit level as discussed by Clausewitz and FM 22-103, but at the battalion, company, or section, for it is the leader who creates the climate within the area of his or her responsibility. If the environment set by the higher leader is not strongly ethical, it is harder for subordinate leaders to sustain an ethical environment, but it can be done with at least some success, and often a great deal of success. Even some success improves things, and not trying achieves nothing. Personal decision is the initial source to release this strength at both the individual and leader level.

**Individual level.** At the individual level, the source of this strength is the conscious decision of the mind and the commitment of the will to the principle of searching out the right thing to do, and then to do it. *"Fidelity is the derivative of personal decision." The Armed Forces Officer, 1950, p. 3*

**Leader level.** At the supervisory level- no matter how many or few people are supervised- the source is that the leader:

1- **is committed to the principle** of actively searching out and doing what is right on both the personal and unit level.

2- **communicates this commitment verbally and in writing** such as in a command philosophy memorandum or policy statement. By doing so a leader commits himself to a standard.

3- **demonstrates the principle** in actions and decisions. Without this, the words are still good words, but only words.

4- **clearly identifies the ethical standard and the reasoning process.** The standard is what is right, and the spirit and intent of laws, regulations, ethics, and values.

5- **actively fosters and strengthens the ethical environment,** by discussion, and other ways. It takes outward effort to create a positive ethical environment, but its value to mission accomplishment is immeasurable.

*"This environment creates a light under which the unit can grow." Battalion Commander (and a shield) . It provides the best possible environment for individual, team, and unit development as well as for unit effectiveness, readiness, and mission accomplishment. Within this environment, unit members can develop their potential, and the leader can develop their other latent strengths.*

**The Role of Command or Leadership Philosophy Letter in Setting the Climate.** "Your leadership philosophy is your promise of how you intend to lead and interact with your subordinates." FM 22-100, 1990, p. 73

The leader's philosophy letter sets the keynote for the climate in which the unit will accomplish its mission. Command philosophies can be expressed in different ways. One is to write out in detail how the leader feels about important areas such as:

- Goals
- Objectives
- Priorities
- Purpose
- Mission
- Methods
- Vision
- Values and ethics
- Likes and dislikes
- Leadership style
- Standards of discipline
- Teamwork and cohesion
- Command climate
- Family care"

*The Battalion Commander's Handbook, p. 1*

Or write about deeper values as in the following letters:

"MEMORANDUM FOR the Members of the ----- Office

SUBJECT: Leadership Philosophy

1. I am proud to be assigned as the Chief of this office. What we do in this office supports one of the important strengths of our country.. .and this program is one of our Government's means of actively supporting this principle. I have been impressed with the dedication and professionalism of the members of this office in executing this program.

2. We are all leaders, and this is how we need to think of ourselves, for leadership goes 'up, sideways, and down. ' I believe that each of us can truly make a difference by what we do.

3. In doing our jobs and in making decisions I believe it is more effective and easier in the long run to actively search out, and then do, the right thing. If we make decisions that are not based on what is right, we not only have not solved the original problem but we create more problems.

4. I believe that by making a commitment to finding and doing the right thing we gain an inner strength both individually and as a group, and that the results of this commitment are so positive that they more than make up for any short-term benefits an unethical or not-up-to-standard act may seem able to provide. I commit myself to always trying to do this, and in doing so I will need your help."

*Chief of the Office*

**"SUBJECT: Command Philosophy**

1. I would like to take this opportunity to discuss my command philosophy. The perspective that guides me is simple to state, expansive to explain, and challenging to execute. The philosophy I have used and continue to operate under is simply: DO WHAT'S RIGHT (DWR).

2. I have found this basic view requires many unspecified tasks. It requires me to do intense research, emphasize communication to the maximum, ask the hard questions and constantly 'go the distance.' In this, I do ask a lot of questions. I seek information everywhere. I want to know you and the issues so I can make the best possible decisions and be prepared for future action. I want you to understand this.

3. Not obvious at first is the great flexibility in DWR. I have found there are certain truths that are always constant. Abuse of any kind (i.e. drug, sexual, etc.) is not to be tolerated. However, in most cases a complete review is demanded to ascertain the correct course. This flexibility allows me even to take time for myself and have fun because in a particular situation it was right! I make a commitment to study the issues and use this flexibility. This area has taken time and experience to appreciate.

4. DWR demands openness. I feel I have always, in a professional manner, spoken my mind. I fully support and desire open, professional conversation. This viewpoint does not support hoarding information and knowledge-is-power tactics. This view also indirectly supports the attitude that once a decision is made, all march positively in that direction. I believe this. Support to our superiors is vital to everyone's success.

5. I have found in executing this policy that there are great temptations. The temptation is to go easy behind closed doors or forget the hard issues when nobody is looking. Sometimes you do not want to hear what is right. It makes everything so difficult. Temptation to look for an easier way gets intense. I make every effort to put these temptations aside. I know these temptations are everywhere, follow everyone and all of us will be challenged with them during the next two years. It is up to us to help each other meet the requirements and responsibilities of our positions. You can count on my help always. We all can do it.

6. As our battalion team moves out we cannot see all that will be in front of us. You need to know my basic thought process. If a situation is unclear, communicate, communicate, communicate. This battalion is strong with superb soldiers. Answers are here. We will all need to help each other to achieve the level of success that this fine unit can clearly reach. I encourage all to be ready, be proactive, and be involved. And when an issue comes before you- DO WHAT'S RIGHT."

Battalion Commander

**2. Through Action.** Integrity in personal conduct, actions, and decisions is critically important in creating and developing the ethical environment, for it sets the example and standard.

"The higher you go up the flag pole, the more your rear-end hangs out." Gen Abrams, quoted by Gen Wickham, p. 89

"A soldier may not always believe what you say, but he will never doubt what you do." *The Battalion Commander's Handbook*, p. 8

"No amount of instruction.. .has as great an effect on the unit's standards as your personal example." FM 22-100, 1953, p. 25. "There is no substitute for leadership by example." FM 22-100, 1983, p. 58

"Actions give life to purpose, direction, and motivation to see units through the tough demands of combat." FM 22-100, 1990, p. 51

"There is good and there is evil, and every man has to throw his weight on one side or the other. We don't always recognize the moments when we have to choose. A good man would never choose the evil. He compromises. Or he does nothing. Sometimes he only says nothing. He could have put up a small barrier, but he leaves the way clear for the evil to move in." extracted from *The Sojourner*, by Marjorie Rawlings, p. 305

"Unprincipled good will- the faculty that imagines good can be done by evil methods or that good can be done within a specified framework without due consideration of the full context- can be as bad or perhaps worse than actual malevolence, since it builds up no resistance against it." Stuart Cloete, *Congo Song*, p. 394

"But unlike soldierly skills, ethics and values are more 'caught' than 'taught. ' They are 'caught' by young soldiers from their leaders and their peers, from the ethical climate that exists in their squads, platoons, and companies. They are 'caught' by West Point and ROTC cadets and OCS candidates. They are 'caught' by children in families where moral values are lived day in and day out. Schoolroom discussion can never take the place of practical example. That is why I placed so much emphasis on leaders teaching by personal examples of excellence and caring counsel of subordinates. It is the most important legacy we leave." Gen Wickham, p. 280

"The flame in his soul leaned over and caught at the flame in me..." from *Fighting Angel*, by Pearl S. Buck, p. 98

**The Effect of Example.** *"The influence one man can have on others is a never-ending source of wonder to me." Gen Patton, quoted by Gen Wickham, p. 73, and it only takes one person to make a difference.*

*"[Soldiers] are looking at you [NCOs] when they must and, perhaps more importantly, when you don't expect it." Gen Wickham, p. 190*

Good examples stand out, are remembered, and become a standard. A person who is neither a good nor a bad example has little impact. But people who are good examples are catalysts and can become a reference point to measure and guide by, and by doing so change lives. And when changes are both good and effective- such as the emphasis on mentoring, safety, and the deglamorization of alcohol with the resulting decrease in accidents involving alcohol- they tend to be lasting: *"A successful example is the 'Total Army Fitness Program.' Executive initiatives broadened traditional physical training to mean over-all health and well-being for the Total Army, both uniformed and civilian." DA Pam 600-80, 1987, p. 20*

This is related to "role models," but is not the same. Many books say people want to emulate those they admire. However, it is not so much the desire to imitate those they admire as it is recognizing what is good, and because of this, taking it for their own. And most important of all, good examples create a multiplying effect, for each person so affected continues and widens this effect: *"Virtue is not left to stand alone. He who practices it will have neighbors." Confucius, LQFMT, p. 311*

All people in leadership positions are automatically examples, and those who are bad examples do more damage than they know. Some soldiers will model themselves on them, thinking this is the way to be to get ahead, or just survive. *"Soldiers do what they see their leaders do."* Others, knowing that this is wrong, must use up energy and effort to maintain their own individual integrity- energy that should be going to mission accomplishment. Worst of all, every subordinate is spiritually wounded by this kind of supervisor, and faith and trust in "the system" is eroded, especially if unethical people appear to be successful. It more firmly embeds in the mind the perception of what it takes to be successful. *"Though we can learn from bad examples, that's not what is best." Dr. Andrea Scheffelin. "Your personal example affects your soldiers more than any amount of instruction or form of discipline." FM 22-100, 1990, p. 6*

*"Men instinctively look to their leaders for patterns of conduct which they may either emulate or use as an excuse for their own shortcomings." FM 22-10, 1951, p. 12*

*"The impact of unethical decisions and behavior is compounded at each level." Battalion Commander*

*"In the final measure, nothing speaks like deeds." Gen Meyer, p. 379*

### 3. Through Education and Discussion.

#### The Range of Ethical Thinking

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Manipulates the system, waves, "does favors, "gets something on someone (exploiting weaknesses), opportunistic .	"Don't make the wind blow today?"	Believes in balancing what is right Vs "reality"- what is expedient or political. "The reg is only a guide."*	Tries most of the time to be fair. Does not always have clear, consistent standards.	Has true belief in searching out and doing what is right, and holds to it.
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Example alone, though essential, is not enough for an ethical environment. There are differences in how people view laws, regulations, and rules. At one end of the range some people operate from the premise that a rule is to be followed when it is convenient or is in accord with what they want to do, otherwise it is to be gotten around or circumvented. Soldiers need more than example, they need education and discussion in this area.

*"Unless subordinates have learned how to think through ethical issues and have the moral strength to do what they believe is right, they often behave improperly. [Leaders] stand accountable if the organization does not develop ethically." FM 22-103, 1987, p. 21*

*"One of the simplest and most effective ways to develop the unit ethically is for the commander, when presented with a problem, to ask subordinates, 'What is the right thing to do?'" Battalion XO*

*"You must have the sensitivity to perceive philosophic disarray in your charges and to put things in order." Admiral James Stockdale, A Vietnam Experience, pp. 72,73*

\*The statement "the regulation is only a guide" is incorrect and misleading. This statement implies that regulations do not have to be followed and that everyone can decide what will and won't be obeyed. Regulations are directive, and breaking a regulation may violate the UCMJ or other law. The source of that statement may have come from good motives- of getting the job done and taking care of people:  
*"Sometimes regulations can be used as an excuse not to do what should be done either for the mission or for someone, such as 'I can't help you because it's against regulations. '" LTC(P) William Teter. When a regulation seems to obstruct mission accomplishment, does not seem to cover a situation, or seems to be doing harm to people there are procedures to follow such as requesting an exception to policy and possibly a change to the regulation if needed. Regulations set Army policy, and to go beyond the policy takes a decision at the proper level.*

4) **Through Decision Making.** The key is to first identify the right thing to do without regard to any other considerations, and after that is clearly fixed, consider other factors and how to deal with them.

**Making decisions based on what is right is effective** because for the most part these decisions will stand because they are right, for right has a strength of its own. *"When you take the stand that is right you then have moral authority."* Secretary of the Army Togo West. Most people know what is right: *"You usually know in your heart the right thing to do."* FM 22-100, 1983, p. 97

Sometimes this can create problems: *"You may not always be rewarded for integrity and candor. The point is that you have to live with yourself."* FM 22-100, 1990, p. 34. **However:**

*"If standing up for a principle costs you a promotion, a great new job, or forced retirement, so be it. Happily, what often happens when a person maintains his integrity is that the boss backs down when he or she understands how strongly the subordinate feels."* MG Perry Smith, Assignment: Pentagon, p. 206

**Not making decisions based on what is right is ineffective because:**

1. **It does not solve the original problem and creates additional problems.** When decisions are based on, or affected by, anything other than what is right, such as a "political" or expedient decision, leaders must often deal with the same problem again because they did not solve it and have most likely compounded it. They then have to deal with the original problem and the consequences of more problems that occur because they did not make the right decision the first time. It can be compared to "what a tangled web we weave. . ."

2. **It destroys the trust and confidence of everyone, especially subordinates.** When leaders make political or expedient decisions, soldiers can think "If he would do this for expediency, he might be 'expedient' when it concerns me as well." *"You have to be honest or people won't come back to you."* Michelle A. Davis

3. **Once outside of the ethical area, the ethical line can become increasingly blurred.**

4. **Unscrupulous people can take advantage.**

5. **It erodes the character.** *"Taking the path of least resistance is what makes rivers and people crooked."* anonymous

6. **People are deprived of the inner strength that comes from trying to live up to ideals.** *"Every unethical act done by one of us diminishes all of us."* MSG Jack D'Amato.

**Ethical Responsibilities.** "Ethics, the science of moral duty, is closely allied with the art of leadership." FM 22-10, 1951, p. 9

"Ethics [is] the vision reference point that activates the organization to gain the moral ascendancy required to win." FM 22-103, 1987, p. 18

"As a leader, you have three general ethical responsibilities. First, you must be a good role model. Second, you must develop your subordinates ethically. Finally, you must lead in such a way that you avoid putting your subordinates into ethical dilemmas." FM 22-100, 1990, p. 30

"Senior leaders and commanders [can] provide the means to reduce potential ethical dilemmas." FM 22-103, 1987, p. 9. "[A] Harvard Business Review study also indicated that there were pressures from bosses which helped employees to act ethically. The study concluded: if you want to act ethically, find an ethical boss." MG Kermit Johnson, The Parameters of Military Ethics, p. 77

"All soldiers have the responsibility to behave ethically- to do what is right." "As we order our soldiers into battle, we must know in our hearts that they understand what's right." Gen Wickham, pp. 150,190

"Time and tide can wash away personal opportunities to expand our horizons and cause us to compromise our personal as well as professional values, thereby eroding our ethical moorings. We need to guard against this." Gen Wickham, p. 279

"Fundamental to all that has to be accomplished ethically, senior leaders and commanders are morally tough. A senior leader who possesses moral toughness provides his unit with the will to fight and the ability to gain the moral ascendancy required to win." FM 22-103, 1987, p. 25

"As a minimum senior leaders and commanders should-

- Create sensitivity to ethical questions.
- Reward correct ethical behavior.
- Establish a sense of ethical purpose for organizational activities.
- Shield units and soldiers from the hostile ethical winds of unhealthy ambition and form over substance.
- Stick up for soldiers and units.
- Promote a sense of belonging and trust.
- Specify clearly what behaviors are considered unethical and correct accordingly.
- Speak through action as well as words." FM 22-103, 1987, p. 22

"We ought to work to develop an environment. . . where the mission is accomplished, but the 'Can Do' attitude is replaced by the 'Can Do, But Do It the Right Way' attitude." MSG Jack D'Amato.

**Ethical Pitfalls.** "Senior leaders and commanders have not always understood the importance of the ethical dimension and the part being an ethical example plays in sustaining the will to win." FM 22-103, 1987, p. 22

"Leaders and commanders need to remind themselves constantly to guard against using sophisticated rationalizations for expedient actions that support mission accomplishment. When they fall into this trap because of political pressures, weighty obligations, or more subtle ethical considerations. . . they create double standards [which] undermine trust and confidence in organizations, establishing the conditions for subordinates to rationalize that much unethical behavior is acceptable." FM 22-103, 1987, p. 20

"As an example, one of the more insidious expediencies that fall into this category of senior-level leader conduct is the admonishment to 'do more with less.' Without a preliminary frank and full discussion of the implications of such directives between the parties, this admonishment goes against all reality, forcing subordinates into a situation where they must adopt a double standard." FM 22-103, 1987, p. 20. Some examples include:

"I don't care how you get it done- just do it!  
There is no excuse for failure!            Can do!  
Covering up errors to look good.            Zero Defects.  
Telling superiors what they want to hear.  
Making reports say what your leader wants to see.  
Setting goals that are impossible to reach (missions without resources).

"Leaders and commanders as well as subordinates need to guard against confusing personal loyalty with loyalty to higher ideals. When this happens they believe that their personal judgments and actions define the greater good by virtue of their station or their relationship to another professional, rather than mission or need." FM 22-103, 1987, p. 20

"[Leaders] should constantly check to ensure that their subordinates' perceptions are consistent with the message they intend to convey." FM 22-103, 1987, p. 19. Perception is important- the wrong perception within or outside the unit can be very damaging. This creates an ethical dilemma between the effects of negative publicity, and the truth. Best is to lead, supervise, and manage so that perception matches reality. Mistakes must be acknowledged, the cause analyzed, and corrective action taken.

### **3. Developing Moral Force Through Understanding Why The Country Is Worth Defending.**

*"A basic question a soldier must answer in making the decision to serve his nation under arms is 'What makes this nation, this way of life, worth defending?' At the most fundamental level, the answer is most often found in the freedoms, peace and human rights we each enjoy." Gen Wickham, p. 26*

*"I have often pondered over the dangers which were incurred by the men who. . . framed and adopted that Declaration. I have pondered over the toils that were endured by the officers and soldiers of the army who achieved that independence. I have often inquired of myself what great principle or idea it was that kept this confederacy so long together. It was not the mere matter of separation of the colonies from the motherland, but that sentiment in the Declaration of Independence which gave liberty not alone to the people of this country, but hope to all the world for all future time. It was that which gave promise that in due time the weights would be lifted from the shoulders of all men, and that all should have an equal chance. This is the sentiment embodied in the Declaration of Independence." Abraham Lincoln, A Concise Lincoln Dictionary, p. 25*

*"Our nation's roots, and those of the Army, are intertwined with the Constitution, a document that the framers designed for all centuries. Our values and beliefs are forever defined in this work that constitutes the legal and moral justification for the Armed Forces of the United States." Gen Wickham, p. 244.*

*"Those of us in the Total Army who take an oath of service have sworn to 'support and defend the Constitution of the United States.' By doing so, we stand shoulder to shoulder with the framers of the Constitution who mutually pledged their lives, their fortunes, and their sacred honor. We do this freely because it is the Constitution which guarantees all citizens the rights and obligations which are the essence of being an American. And it is the Constitution that our comrades have, in other times and in other places, sacrificed to preserve." Gen Wickham, p. 304*

*"The history of the Army is intertwined with the history of our Constitution. Before our young nation could even be in a position to draft a constitution, her freedom had to be won. It was won with the courage and blood of the first American soldiers. Once our liberty was secured, these same soldiers became the citizens upon whose commitment and hard work a great nation would be built. The majority of the original signers of the Constitution had served as soldiers in the War for Independence. Throughout our nation's history, American citizens have always rallied to serve their nation when needed." Gen Wickham, p. 304*

**The Need for a Strong and Prepared Army.** "It is customary in democratic countries to deplore expenditures on armaments as conflicting with the requirements of the social services. There is a tendency to forget that the most important social service that a government can do for its people is to keep them alive and free." Air Marshal Sir John Slessor, Strategy for the West, p. 75

"He who prepares only for a short war is likely to get one." Gen Meyer, p. 51

"There is nothing which will so soon produce a speedy and honorable Peace as a State of preparation for War..." George Washington, Maxims, p. 77. "We need to be ready for war, because history tells us that's the best way to assure peace....and freedom." Gen Wickham, pp. 338,72

"The country must have a large and efficient army, one capable of meeting the enemy abroad, or they must expect to meet him at home." Wellington, DMNQ, p. 247. "It is not the big armies that win battles; it is the good ones." Marshal de Saxe, DMNQ, p. 315

"It is the greatest possible mistake to mix up disarmament with peace. When you have peace you will have disarmament." Winston Churchill, TMQB, p. 26

"We recognize that any use of force has the potential for escalation to global conflict. This is what no sane nation wants. History clearly shows, however, that nations must be prepared to protect their interests with force if need be. Failure to do so results in the loss of a people's heritage, their well-being, and their national values." Gen Wickham, p. 40

"Deterrence is a matter of perception..." Gen Wickham, p. 13

"Armies have always existed for one ultimate purpose: to go to war. For the U.S. Army, fulfillment of our major mission- deterrence- depends on our possession of real military power capable of effective employment." "The Army War College was founded by Elihu Root '...not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression. '" Gen Meyer, p. 5

"The price of unpreparedness is always paid, again and again, in lives and in blood. . . The less prepared we are, the more wishful our thinking, and the greater the costs of war when it comes." Gen Abrams, quoted by Gen Wickham, p. 193

"Each time [we have gone to war], because of our lack of preparedness, we have paid with the treasure of our youth." Gen Wickham, p. 18. "When all is said and done, the most precious asset any nation has is its youth..." Gen Ridgway, Military Review, Oct 1966, p. 45

**The Price of Freedom.** "We must be prepared to pay the price of peace, or assuredly we shall pay the price of war." Harry Truman, TMFM, p. 10. "It may be laid down as a primary position, and the basis of our system, that every citizen who enjoys the protection of a free Government, owes not only a proportion of his property, but even of his personal services to the defense of it." George Washington, quoted by Gen Meyer, p. 139

"'The three days of war': the day before the war, where you're there as a deterrent; the day of the war, where you've got to fight; and the day after the war, where you're a chip on the negotiating table." Gen Meyer, pp. 19,20

"History tells us liberty is never free and every generation must make a down payment of service and perhaps sacrifice for its sake. If we enjoy peace today, it is because of our military strength and because of those who served before us. If we want peace for our children and our children's children, we as a people must remain very vigilant, militarily and economically strong, and led in every walk of life by people of character." "It is my prayer that our people will always remember: freedom is never free." Gen Wickham, pp. 245,193

"As a people, we must resist the perennial siren call which urges doing less for defense today, because we did enough yesterday, and we can take peace for granted tomorrow." Gen Wickham, p. 260

"Eternal vigilance is the price of liberty." "If you expect a nation to be ignorant and free, you expect what never was and never will be." Gen Wickham quoting Thomas Jefferson, pp. 9,102

"Freedom can be lost in a single generation." "All any nation can give to each succeeding generation is the possibility of freedom." Gen Wickham, pp. 102,72

"Our freedom to abide by an inner vision, our opportunity to meet some personal challenge- is entirely dependent upon our nation remaining free." Gen Meyer, p. 385

"Freedom does not exist because our Constitution says it should. Over the course of our country's history, people have constantly labored to keep freedom and have paid dearly for it." "[Of the 56 signers of the Declaration of Independence] nine were killed in action, five died as prisoners of war, twelve had their homes burned, several lost sons, one man's wife died in prison, and seventeen (including Thomas Jefferson) went broke." Admiral James Stockdale, A Vietnam Experience, pp. 89,90

"Posterity- you will never know how much it has cost my generation to preserve your freedom. I hope you will make good use of it." John Quincy Adams, LQFMT, p. 210

**The Army's Missions:** To defend the country, deter war, win in combat, and support the Constitution and the ideals expressed in the Declaration of Independence.

**How the Army Executes its Purpose: Landpower.** "No victory is assured until the man on the ground takes possession by his physical presence..." Gen Bradley, DA Pam 360-1, 1957, p. 22

"Our national security ultimately depends on the man with the rifle." George Will, quoted by Gen Wickham, p. 56

Gen Wickham:

"Landpower changes history." "Landpower. . . keeps the peace, and protects all that we hold dear." "Landpower. . . provides our ability to assist others, deter aggression, and, if necessary, to fight and win." "History has proven that landpower is the decisive factor in warfare." pp. 136,244,222,205

"Landpower is the decisive arm of American military force." "Seapower and airpower played crucial roles in the outcome [of WW II], but landpower was the final arbiter on the battlefield." p. 66

"The heart and soul of an Army and the ultimate purpose of an Army, whatever its nationality, is involved with infantry seizing and holding terrain. That's what makes a difference." p. 232

"The conflicts of this century, including the war against terrorism, reaffirm that wars are ultimately fought to control land, people, and resources. While all of our military services have the capability to influence these elements of national power, only ground forces can exert decisive and lasting control over them." "The outcome of wars ultimately is decided on land where people live and important resources exist." pp. 154,19

"We have had the longest period of peace in 400 years of European history because of deployed landpower associated with airpower in NATO." p. 136

"Landpower, seapower, and airpower- the operative elements of U.S. military power- work together to execute our military strategy and achieve our national security objectives." p. 222

"'Jointness' is vital to success in combat." "Someone else 'sees deep' and 'strikes deep' for us. The Army, by virtue of its business, has to be the most joint of the services." p. 302

"Space is a final frontier where we are pioneering new roles and missions for each of the Services. The same spirit of 'jointness' that exists on land, sea, and air will have to be present in space." "Space is a final area where our doctrine needs pioneering." pp. 123,105. "The Army's future is inextricably tied to space." Secretary of the Army Togo West and Gen Sullivan, FM 100-18, foreword

**The Army's Relationship with the Nation.** "The Army is inevitably a reflection of the entire Nation from which it springs and which it serves." Gen Maxwell Taylor, DA Pam 360-1, 1957, back cover. "We are America's Army.. .we can be only what the American people want us to be [and] can be no better than the American people want it to be." "As they demonstrate a strong will as a nation, then the Army will be there when needed." Gen Wickham, p. 193

"Our soldiers must also feel a bond with their country." Gen Wickham, p. 46. "Nothing so disturbs the Soldier's dedication and service to the ideals of this nation than an insecurity in the domestic support extended to him." Gen Meyer, p. 42

"Unity- national unity- is a resource of incalculable value. I have seen the course of a war fought in the context of national disunity, and so have you. There is no fulfillment in leading American Soldiers into combat while the nation still debates its own conscience- unsure of its goals, and uncertain of its priorities." Gen Meyer, p. 42. "The military is an instrument of the national will, and not a substitute for it." Secretary of Defense Caspar Weinberger paraphrasing Carl von Clausewitz, quoted by Gen Wickham, p. 172

"The American experience- born of peaceful borders, protective oceans, and George Washington's guidance to 'avoid foreign entanglements'- all of this makes many Americans ambivalent toward maintenance of a powerful regular Army." "The United States is a great power, yet, we have always found it difficult to determine how best to create and use our powers." "There is in our country an underlying ambivalence toward the use of the power we possess." Gen Wickham, pp. 18,10,16

"American military power today is comprised of two components. One is real and usable military capability. The other is the existence of credible American commitment." "Three factors affect a nation's ability to project power: geography, capability, and will." Gen Meyer, pp. 139,39

"The purpose of power is to permit moral ideas to take root." Alfred Mahan, quoted in A Vietnam Experience, p. 24. "Over the entrance to the Cadet Chapel at West Point is a large stone cross with a sword in it. The sword represents King Arthur's 'Excalibur. ' For.. .soldiers the symbolic lesson is that the sword of military power can be withdrawn only when governed by noble values." Gen Wickham, p. 26

"An Army does not fight a war, a nation does." Gen Meyer, p. 206. "Wars are won by the great strength of a nation- the soldier and the civilian working together." Gen Bradley, DA Pam 600-65, 1985, p. 7. "Eventually I believe that there can and will be developed a national army which will be far more than a body of trained specialists; an army which will be bone of the bone and flesh of the flesh of the Armerican people." Secretary of War Henry Stimson, Infantry Journal, Mar-Apr 1912, p. 636

#### 4. Summary. The Result of a Strong Ethical Environment.

**The result of a strong ethical environment: a more combat-ready and effective unit.** The results of a strong ethical environment can be seen in both units and individuals. The unit visibly becomes stronger, more cohesive, and most important of all, more competitive and combat-ready. For the individual it results in personal growth, satisfaction, and inner strength, for this commitment to doing what is right creates a strength that is felt inwardly by a person, and is sensed outwardly. *"When the leader cares about the mission and how it is accomplished, he makes it easy for subordinates to do their work well."* Cynthia Hartzel and Andrew Hare

**-Soldiers and units work from a position of strength and pride.** Knowing that what comes from their unit is well done and correct- or is truly believed to be correct- is a source of great pride.

**-Energy is both saved and released.** Having confidence that decisions will be made on what is right provides security and strength. This frees energy and time because soldiers don't have to second guess; they only have to concentrate on finding the right answers. It saves energy by not requiring people to spend energy maintaining their own integrity. It provides a protective shield for the unit, and a stronger position outside the unit. *"When soldiers believe their leaders will do what is right, it gives them the strength to do that little bit more."* SFC Alma Pinckney

**-There is an added dimension of effectiveness to every aspect of the organization-** increased readiness and quality of work, increased and saved energy, stability, better decisions, commitment, dedication, confidence, loyalty, courage, opportunity for growth, unit development, pride, strength, reputation, and freedom. It adds strength because people are "centered" within themselves, and freedom because "to understand is to be free to act correctly." The resulting moral force is expressed as strength, courage, and the ability to withstand hardship.

The release and fostering of moral force in units and individuals begins with the decision and commitment to search out and do the right thing, but grows stronger as it is experienced. *"An ethical climate produces energy, and assists in vision, communication, and ownership of the mission."* Battalion Commander. This climate draws energy together and gives it focus, for it is supported by deeply held values and beliefs.

*"To a true military professional, loyalty to the ideals of the nation means a deep belief in serving and defending the ideals of freedom, justice, truth, and equality found in the Declaration of Independence and the Constitution. It is the sworn duty of military leaders to defend these ideals; numerous wars in the past two centuries have been fought to preserve them."* FM 22-100, 1983, p. 87

## **The Need for an Ethical Environment and Moral Force.**

### **The necessity for integrity and an outwardly active and strong ethical environment at all times:**

*"Personal integrity and institutional integrity meet in the front office. If you have a commitment to integrity, both personal and institutional, if you talk about it, write about it, mean it, and live it, there is a good chance that institutional integrity and personal integrity throughout the organization will remain high. If, however, you are not concerned about integrity and are willing to allow the rules to be bent, institutional integrity may degenerate rapidly." MG Perry Smith, Taking Charge, p. 107*

*"War. . . . had come because man had tolerated evil instead of fighting against it." Stuart Cloete, Congo Song, p. 397. It has to be fought against: "Every generation breeds its share of tyrants." anonymous*

### **The need for the ethical environment in times of crisis:**

*"In times of danger, it is the ethical element of leadership which will bond our units together and enable them to withstand the stresses of combat. This is an irrefutable lesson of history. The same ethical element ensures that in times of national emergency our country will have confidence in its military leaders. There must be no doubt about the fundamental importance of Army ethics to our nation and to our institution." Gen Wickham, p. 280*

*"Only through being ethically strong can senior leaders infuse in their soldiers an unflagging will to win." FM 22-103, 1987, p. 22*

*"The ethical system in the United States Army is drawn from: first our Constitution, the values of society, and the ethical principles that flow from these values; and second from the hard values of the battlefield which are relevant to the life and death issues military professionals must be prepared to confront." FM 22-103, 1987, p. 17, paraphrased*

*"That ethical base is the cornerstone of our Army because it governs the faith that our subordinates have in our leadership, because it governs the support and resources that our citizens are willing to entrust to our stewardship, and ultimately because it governs our human capacity to prevail on the battlefield." Gen Wickham, p. 279*

*"A firm ethical base is, therefore, the cornerstone of the Army." FM 22-103, 1987, p. 18*

*"Let us have faith that right makes might." Abraham Lincoln*

## 9 Leadership

### 1. Commanders and Leaders.

*"The Commander stands for the virtues of wisdom, sincerity, benevolence, courage, and strictness." "The consummate leader cultivates the moral law, and strictly adheres to method and discipline; thus it is in his power to control success." Sun Tzu, The Art of War, pp. 21,30*

*"A unit is a reflection of its commander. An aggressive commander will have an aggressive unit, a cautious commander a cautious unit, and a reckless commander a reckless unit." FM 22-100, 1953, p. 62*

*"Commanders are selected. . . because of their moral character, firm willpower, and professional ability." FM 100-5, (Draft), p. 2-11. "A commander is selected for what he is, as well as what he knows..." FM 16-100, 1961, p. 20*

*"Command is a privilege." Gen Meyer, p. 163. ". . . not a prerogative" The Armed Forces Officer, 1950, p. 177*

*"The wonderful thing about soldiers, is that they. . . will permit any man a fair and just time to prove himself, provided he does his best. After that they will take almost anything, do almost anything, for a competent commander who combines pride in himself and in them with a humble recognition of his privilege in commanding them." John Masters from The Road Past Mandalay, quoted by Gen Wickham, p. 171*

*"Command authority is not limited to commissioned officers." "A commander is any leader who directs and controls soldiers as an official part of his duties." "Enlisted members of the Army can have command authority. A tank commander, squad leader, section leader, or platoon sergeant uses command authority to direct and control." FM 22-600-20, 1986, pp. 17,18*

The staff must also lead. *"The demands of leadership are the same for staff NCOs." CSM James McKinney, CSM Lyle Daniels, and MSG Michael Lawson, The NCO Journal, Summer 1991, p. 8. Officers and NCOs serving in staff positions exercise leadership in all their relationships- to subordinates, the higher staff, subordinate units, their Commander, lateral units, and supported and supporting units. Also, in order to provide the most effective support, the staff must understand what the Commander is trying to do.*

*"Command is precious time. That 's when you can really make history." Gen Wickham, p. 331*

*"Command... .is the fulfillment of a Soldier's career." Gen Meyer, p. 111*

**The Responsibility of Command and Leadership.** "Rank is a badge of responsibility..." DA Pam 360-1, 1957, p. 6

"Making decisions, exercising command, leading, managing, administering- these are the dynamics of our calling. Responsibility is its core." Gen Harold K. Johnson, DA Pam 360-302, 1966, foreword

The responsibility of command is so great because the unit will reflect the Commander, the Commander represents the unit, and the responsibility extends so far.

### **1. The Unit Reflecting the Commander.**

"Your company will be the reflection of yourself. If you have a rotten company it will be because you are a rotten captain." MAJ Christian Bach, 1918, LQFMT, p. 346

"A strong commander can [swiftly] transfuse his own strength into a command." Gen Bradley, A Soldier's Story, p. 297

"While each commander cannot be physically present. . .his command presence can be felt..." Gen Wickham, p. 296

"Man for man one division is just as good as another- they vary only in the skill and leadership of their commanders." Gen Bradley, A Soldier's Story, p. 297

Because the unit reflects the Commander, consistency is vital:

"There is nothing less professional than someone who tries to be something he is not. Consistency of thought and action in peacetime training and garrison operations translate to certainty in fast-moving combat situations. Certainty in combat increases the will, and thus the capability, of a unit to win. The actions of [leaders] must be consistent- they do have lasting impact." FM 22-103, 1987, p. 24.  
"Above all, be yourself." The Battalion Commander's Handbook, p. 5

### **Leadership and Non-Leadership:**

<b>Leading.</b>	<b>Abdicating.</b>	<b>Overpraising.</b>	<b>Self -Seeking/ Tyranny.</b>
Steadfast. Sustains the unit through strength. Puts principles above personal feelings. Recognizes good work; corrects to standard. Always tries to do what is right.	"Let me know what you all decide to do. I have to catch my carpool." "The group had consensus , so I'm not responsible."	"If I praise them enough " they'll meet my standards. I don't have to make any corrections."	Actions based on "How is this going to make me look, and what is this going to do for me?"

## 2. Commanders Representing Their Units.

**Commanders and leaders are more than themselves.** They represent the unit and the soldiers in the unit, and need to represent what is best in them- and not only what is best in them, but their potential. How else can they achieve the best of which they are capable? *"If you treat a man as he is, he will remain as he is; if you treat him as if he were what he could be, he will become what he could be."* Goethe, *LQFMT*, p. 242

**Everything the Commander does is done in the name of the unit and the military code.** As an example, when the Commander provides recognition such as giving an award or a note of appreciation, it is so important because he is speaking for the entire unit.

**The unit is judged and measured by other units and organizations in great part by the assessment of the leader.** *"An experienced officer can tell, by a very cursory administrative inspection of any unit, the caliber of its commanding officer."* Gen Patton, *War As I Knew It*, p. 350

**Soldiers need to be proud of their Commanders,** for this helps make them proud of themselves. When General Lee tried to personally lead a counterattack during the Civil War, the men would not move, but shouted, *"General Lee to the rear. General Lee to the rear."* *West Point*, p. 201. This protection and loyalty may have been for more than that he had led them wisely and well for so long, but because they were honoring the spirit of their own Army that he represented. And soldiers trust more, and are prouder of, a Commander who stands up for what is right than one who is "politically astute," and this pride gives soldiers an edge.

**Because soldiers must be proud of their Commanders, senior leaders need to strengthen their subordinate units and commanders.** If a leader criticizes a subordinate commander in front of members of that junior commander's unit, such as in a briefing, the senior commander weakens not only the subordinate commander, but the entire unit as well.

*"A leader must seek in every possible way to build up the prestige of his junior officers and his noncommissioned officers, not to tear it down."* DA Pam 22-1, 1948, p. 18

*"To reprimand a subordinate leader, junior officer, or a noncommissioned officer in front of his men is especially destructive of esprit and morale. It lowers his prestige and correspondingly builds up resentment within the subordinate leader, and often also in those within hearing."* DA Pam 22-1, 1948, p. 18

### 3. The Gravity of the Responsibility of Command and Leadership.

*"The exercise of. . . authority is a matter of deep personal obligation..." FM 16-100, 1961 p. 19:*

**-to give soldiers the best preparation for battle,** to "take all measures to ensure that soldiers and units are ready and able to fight." FM 22-103, 1987, p. 37

*"Carefully planned, purposeful, and effective training. . . demonstrates concretely the leader's intense concern that the men and the unit receive every possible measure to prepare them to accomplish their mission." DA Pam 22-1, 1948, p. 33*

*"The risk of death is implicit in combat, but it is a calculated risk when the commander has done everything in his power to protect and develop the physical, mental, and spiritual health of his personnel, as well as to train and discipline them in military skills." FM 16-100, 1961, p. 19*

**-and because of the power of life and death:**

*"The commander-leader is the individual upon whom is placed the inescapable and grave obligation of ordering his men to give life itself, if necessary, in the service of their country." "[This is why there must be] a final line of separation to insure impartiality..." "The inescapable and final reason for the ultimate dividing line in the Army is the power of life and death." DA Pam 22-1, 1948, p. 36*

**However:**

*"When society gives professionals power- sometimes life and death power- members of society trust the professionals to use that power for the good of society." "[The] Army ethic implies a two-way obligation between those who lead and those who are led; an obligation to conserve lives, to be considerate of the well-being of one's subordinates and comrades, to instill a sense of devotion and pride in the unit, and to develop the cohesiveness and loyalty that mold individuals into effective fighting organizations." FM 22-100, 1983, pp. 86,88*

**One other responsibility is involved-** a leader must also be willing to "lay down his life for his..."

*"Every one to whom much is given, of him will much be required." Luke 12:48*

*"To accomplish our missions, the nation entrusts to our care its youth. . . . there can be no greater responsibility." Gen Wickham, p. 74*

## 2. The Foundations of Leadership.

### 1. The Relationship of Responsibility and Authority.

*"A willingness to accept responsibility is the foundation of all leadership." FM 22-100, 1953, p. 23*

The source of authority is the acceptance of responsibility. People in every walk of life are given enough authority so that they may successfully accomplish that for which they have accepted responsibility. In the Army, the source of authority is the acceptance of the responsibility to accomplish a mission: *"Every military unit is organized to perform a mission. The commander of each unit is given sufficient authority to insure accomplishment of that mission. This authority is simply the right, given to the commander by virtue of his rank and assignment, to issue orders, and take all action necessary to accomplish his mission." FM 22-100, 1953, p. 3*

*"Command authority has the force of law." FM 16-100, 1961, p. 19* All members of the unit share this responsibility and authority:

*"Command is. . . a responsibility to be shared..." The Armed Forces Officer, 1950, p. 177*

*"Commanders delegate sufficient authority to each soldier in the chain of command to accomplish their assigned duties and hold them accountable for their actions." AR 600-20, 1988, p. 4*

*"When the commander passes some of his duties down the chain of command to his subordinates, he holds each subordinate responsible for the performance of these duties. He must delegate sufficient authority to these subordinates to enable them to carry out their assignments. In this way, each level in the chain of command is given authority equal to its responsibilities, and each level performs its duties under the direction and supervision of the next higher level." FM 22-100, 1953, p. 5*

*"While a commander may delegate authority to his subordinates, he cannot relieve himself of any of his over-all responsibility." FM 22-100, 1953, p. 5*

*"The limits of responsibility and authority are normally defined by the command position held. However, in a crisis, you can unhesitatingly assume sufficient authority to meet the situation. When you thus assume responsibilities beyond your authority, your actions and decisions are guided by your considered opinion as to what your superior would do if present. You also report your action to your superior as soon as possible." FM 22-100, 1953, p. 24*

**The proper execution of authority** provides unity of command and effort, helps to ensure safety, applies in all aspects of military and civilian life, protects rights, and is beneficial.

**Authority:**

1) **Provides Unity of Command.** Unity of command provides the means for the unit to focus its entire energy and effort on the objective, and provides the maximum effectiveness and success. *"Nothing is more important in war than unity in command."* Napoleon, Maxims, p. 427

2) **Helps to ensure safety.** *"Men like to serve in well-disciplined units; it is a guarantee of an increased chance of survival..."* TGGGS Special Text No. 1, 1949, p. 144

3) **Applies everywhere:** *"In every group [a person] is subject to authority- even when he exercises it himself. All men are subject to authority- no one is beyond the rules or above the law."* FM 16-100, 1961, p. 7

4) **Protects the rights of others:** *"The exercise of authority is essential... .it imposes a course of conduct on the individual, but it works to protect him."* FM 16-100, 1961, p. 8

**Responsibility and authority need to be viewed positively and actively supported:**

*"At every level in organizations, there is only one source of authority. All effort is directed toward ensuring that orders and guidance flow from the established authority."* FM 22-103, 1987, p. 52

*"The Army is a huge organization. . . it is very easy to be anonymous. 'Somebody else is responsible. ' 'Well, that's a committee solution.' 'I'm not totally in charge. ' 'You can't blame me. '"* Gen Wickham, p. 109

Two things gravely undermine unity of command- selective compliance on the part of subordinates, and selective enforcement on the part of superiors. *"Leaders can be damaged by tolerating unethical behavior on the part of subordinates- even though the leaders behave ethically themselves."* MG Perry Smith, article

Everyone must focus on supporting the person responsible for mission accomplishment and help him or her get the mission, job, or task accomplished in the best way and make the best decisions. *"To prepare for its vital role, the military must insist upon a respect for duty and a discipline without counterpart in civilian life."* The Supreme Court, quoted by Gen Meyer, p. 120

**2. The Necessity to Be Competent.** "Competency is an ethical imperative because, in battle, competent leaders can save the lives of their subordinates." Gen Wickham, p. 91

"No study is possible on the battlefield; one does there simply what one can in order to apply what one knows. Therefore, in order to do even a little, one has already to know a great deal and know it well." Marshal Ferdinand Foch, quoted by Gen Wickham, p. 298

"Competence is proficiency in required professional knowledge, judgment, and skills." "Competence builds confidence. Confidence bolsters morale, courage, and the will to fight." FM 22-100, 1983, pp. 91,139. "With Skill builds Will." SGM Robert Rush

"Nothing will attract confidence and respect more quickly than demonstrated knowledge and ability. There is no substitute for knowledge in its ability to create self-confidence within the leader himself." "Knowledge not only gains the respect and confidence of your men and your fellow leaders, but even more important, it is the keystone of confidence in yourself." DA Pam 22-1, 1948, p. 7. "Having confidence allows you to enjoy the process." Janice Kilgore

"The commander inspires confidence in his subordinates by example, by sound and decisive action, and by his ability to overcome obstacles." AR 600-20, 1962, p. 13

"You may have been associated at some time in your life with a man who had a very unattractive personality. . .but in whom you nevertheless had confidence simply and solely because you realized that he knew his job." DA Pam 22-1, 1948, p. 7

"The best way to build soldier confidence is through training that allows soldiers to take on tough challenges and to succeed." MSG John McLennon, The NCO Journal, Fall 1991, p. 13

**Increasing Competence.** "Good leaders have a never-ending thirst to increase their competence as persons and as leaders through study and experience." FM 22-100, 1983, p. 251

"Commanders share responsibility for the professional development of their soldiers. To this end, they encourage self-study, professional development, and continued growth of their subordinates' military careers." AR 600-20, 1988, p. 11

"While your rater has responsibilities to assist in your development, the primary responsibility for your leadership growth rests squarely on your shoulders." FM 22-100, 1983, p. 258

"Staying abreast of and anticipating the changing nature of [your] work will remain the fundamental measure of your ability to contribute." Gen Meyer, p. 377

**3. The Necessity for Character.** "Character is the inner power source of leadership..." FM 22-100, 1983, p. 132.

"War must be carried on systematically, and to do it you must have. . .Men of Character actuated by Principles of Honor." George Washington, FM 22-103, 1987, p. 17

"What you are (your beliefs, values, ethics, and character) is the most important part of your leadership." "Beliefs, values, and character are the most difficult aspect of leadership to explain, but they are critically important. They are the major source of your power as a leader. You must understand their importance. You must work to develop them in yourself, your subordinate leaders, and your soldiers. You have no more important task as a leader." FM 22-100, 1983, pp. 72,71

"Character is the sum total of your personality traits. It is the link between your values and your behavior." "Your character is the combination of personality traits that allows you to behave consistently according to your values, regardless of the circumstances." FM 22-100, 1983, pp. 132,107

"It is very clear to subordinates whether the leader has the unit's best interest at heart, or his own." Michelle A. Davis

"Often when people realize they aren't going any farther in the military you see their true character come out." LTC Dean Mattson

"What man's mind can create, man's character can control." Thomas Edison, TMQB, p. 107

"Even with the gifts of human understanding and of professional competence arising from careful training, our military leader will not be complete without the third attribute of greatness; namely, character- character which reflects inner strength and justified confidence in oneself." Gen Maxwell Taylor, LQFMT, p. 38

Gen Wickham:

"One does not develop character in the heat of battle or a moment of crisis. Character grows out of the steady application of moral values and ethical behavior in one's life." p. 286

"Character is what enables us to withstand the rigors of combat or the daily challenges that might tempt us to compromise our principles. Strengthening values will allow us to strengthen our inner self, our bonding to others, and our commitment to a purpose beyond that of ourselves." p. 303

"Integrity and character must be developed in peacetime- they don't come all of a sudden out of the crucible of war- [they] will be tested in the crucible of war." pp. 144,190

**4. The Necessity for Selfless Service.** "The general who advances without coveting fame and retreats without fearing disgrace, whose only thought is to protect his country and do good service for his sovereign, is the jewel of the kingdom." Sun Tzu, The Art of War, p. 49

"No one who is thinking of himself can rise to true heights." Henry Stimson, Secretary of War, WWII, Together, p. 251

"True leaders are always more concerned with service to America than they are with promotion or glory." FM 22-100, 1983, p. 88

"General Abrams used to say there is no [limit to the] amount of goodness you can do in the world if you don't care who gets credit for a good idea." Gen Wickham, p. 334

"There may be a question in the minds of some in the Army that we preach selflessness as a desired quality of character, but we reward ambition." "There are two kinds of ambition, one is self-centered and the other is selfless. Selfless ambition is positive behavior because it uses individual talents to benefit others, not simply ourselves. In short, selfless ambition is 'others' oriented and contributes to a strong unit, organization, and family, and ultimately, to a better Army. This is the type of ambition we should reward and try to nurture in our personal lives." Gen Wickham, p. 181

"Ambition that is basically selfish and self-oriented tends to be destructive; ambition that is oriented to the benefit of others tends to be constructive." Gen Wickham, p. 192

"[People] need to develop a personal sense of well-being and confidence. . . not focused on rewards conferred on them by someone else, but self-rewarding because what they seek and accomplish meets internal goals. There is too much grief in today's Army because too many officers have been brought up to believe that only promotion or selection boards confer honor. I'd have to say that if we individually have to turn to boards and other fabricated measures for personal satisfaction- for a measure of our worth- then somehow we have sighted on the wrong target. By that measure, every one of us will be counted failures eventually." Gen Meyer, pp. 178,179

"The history of our individual careers will reflect the legacy of our gifts to enrich the human dimension." Gen Wickham, p. 288

The best thanks for the help others give is to pass it on, but it is also good to tell those who helped you: "Someone saw something in you once. That's partly why you are where you are today. Whoever it was, had the kindness and the foresight to bet on your future. In the next 24 hours, take 10 minutes to write a grateful note to the person who helped you." CMSgt Kathy Ballard.

**5. Meeting the Responsibilities of Command and Leadership.** "How can you develop the qualities within yourself which will make you equal to your responsibilities?" DA Pam 22-1, 1948, p. 5

**Leaders have sources of strength:**

**1) The responsibility of the leadership position gives strength-**

"One's spirit enlarges with responsibility..." Gen Patton, War As I Knew It, p. 8

"The most frequently mentioned thought among officers [that helped them when the going was tough was] that they 'couldn't let the other men down. '" What The Soldier Thinks, Apr 1944, p. 1

"There will be plenty of challenges. You can. . . lift yourself up and meet them." Gen Wickham, p. 120

**2) Soldiers give their leaders strength:** "[The Chief of Staff draws] strength and confidence from the quality soldiers who serve with us today." Gen Wickham, p. 257

**3) The needs of soldiers give leaders strength, for soldiers need and draw strength from their leaders-**

**- Soldiers depend on their leaders for strength to meet hardship:**

"Share hardships with your soldiers. The worse the weather, the more they need you..." The Battalion Commander's Handbook, p. 33

**- Soldiers depend on their leaders for strength to be steadfast:** "When the battle becomes hot, they must see their commander, know him to be near." "His presence creates a belief that direction exists, that orders exist, and that is enough." Ardant du Picq, LQFMT, p. 227

Since the leader is believed to have the most complete information and perspective on the situation, his demeanor is crucial, for the effect of his attitude is multiplied.

"Maintain. . . outward calmness. The more difficult the situation, the more important this becomes." FM 22-10, 1951, p. 23

"Never rush- be calm at all costs. Men will watch you like a hawk..." Combat veteran quote in What The Soldier Thinks, May 1944, p. 11

"[The general] should appear most tranquil when he is most occupied, for the whole army speculates on his looks, on his gestures, and on his mood." "If his manner is uneasy, they believe that affairs are going badly, and they often imagine worse than the truth." "Above all, when he has received some bad news, he should treat it as a trifle..." Frederick the Great, Instructions, pp. 346,347

**-Soldiers need their leaders to care:** "A soldier must believe that his leader sincerely cares about him." FM 22-100, 1983, p. 142

"Because of the conditions inherent and necessary in the military service, a soldier can do little to improve his own lot if his leaders neglect him." "Therefore, his officers and noncommissioned officers are in honor bound to do for him the things [the soldier] cannot do for himself." DA Pam 22-1, 1948, p. 2. "Soldiers who are assumed to solve their own problems will in turn assume nobody cares." Gen Meyer, p. 3

"Men in the combat arms during World War II, when surveyed on their opinions as to what constituted effective leadership, placed concern for the men second only to professional ability." TGGGS Special Text No. 1, 1949, p. 67

"[Visiting soldiers in the hospital] will contribute as much as medicine to hastening their healing." Marshal de Belle-Isle, LQFMT, p. 341. "Visiting men in hospital is a duty which no officer should neglect." "The man never forgets the officer who was thoughtful enough to call on him..." The Armed Forces Officer, 1950, p. 209

"Because war is as much a conflict of passion as it is of force, no commander can become a strategist until first he knows his men. Far from being a handicap to command, compassion is the measure of it. For unless one values the lives of his soldiers and is tormented by their ordeals, he is unfit to command." Gen Bradley, A Soldier's Story, p. 310

"Gen. Bradley in his book, Soldiers, said that the senior leader needs to have great compassion and understanding for the soldier because giving the orders is so much easier than the task he's asking the soldier to carry out." Gen Wickham, p. 342

"Over time, when our nation's history is written, its greatness will not be measured by economic wealth, international prestige, or moments of glory in battle, but by how we have cared for our people." Gen Wickham, p. 287

"Love the soldier, and he will love you. That is the secret." Field Marshal Prince Suvorov, WW, p. 395

**Caring gives strength and leads to increased success:**

"The strength of the noncommissioned officer corps comes from their genuine concern for the soldiers." SGM Tommy Johnson, HHC, XVIII Airborne Corps, Desert Storm.

"Those who care about people deeply, in peace time and war time, are those who are going to capitalize on that unit and are going to be very successful." Gen Wickham, p. 332

**6. The Effect from Meeting Responsibility and Challenges.** There are tremendous effects from making sustained efforts to meet responsibility and challenges, and the effects are both immediate and long-term. *"Once a person has undergone great trials and come through victorious, then throughout his life he draws strength from this victory."* Marshal Zhukov, WW, p. 366

**The effect of meeting challenges on individuals and units:**

*"During periods of peak/prolonged stress, unsuspected talents and abilities will emerge."* FM 22-102, 1987, p. 64

*"A mind stretched by a new idea never returns to its original dimension."* James Lincoln, LQFMT, p. 70

The 1906 Officers' Manual says that soldiers learn to "respect, then to honor and finally to love" good leaders. These are the leaders whose primary thought is what is best for the nation, the Army, and the unit; who see what needs to be done and see things through; who try to do what is right, and their best. *"These emotions [of veterans] are not the consequence of habit, but come of having known the comradeship of other men whom they loved and respected, who shared these same thoughts, and believed in the same body of ideals."* The Armed Forces Officer, 1950, p. 21

Leaders who put principle first are the leaders who really care about people, for this helps people throughout their entire lives, from survival on the battlefield to the development of the abilities that lead to personal fulfillment. *"[There is great impact in] thinking together about common ideals and working together toward the fulfillment of some high obligation. The pursuit of ideals culminates in the experience of mutual growth. If that were not so, men who have served the arms of the United States would not continue to have a special respect for the uniform, and an extra reverence for the flag, for years after they have passed from the service."* The Armed Forces Officer, 1950, p. 21

**The effect of meeting challenges on an entire generation:**

*"In our youth, our hearts were touched with fire."* Oliver Wendell Holmes, on the tempering of his generation by the Civil War, quoted by Gen Wickham, p. 49

*"To some generations much is given. Of others much is expected. This generation of Americans has a rendezvous with destiny."* Franklin Roosevelt, 1936, LQFMT, p. 264

### 3. Developing the Relationship Between Superiors and Subordinates.

#### The Responsibility and Authority Between Superiors and Subordinates.

Responsibility and authority form the basis of the relationship between superiors and subordinates, and the focus is primarily mission accomplishment. The basis of the relationship is-

- the responsibility of the subordinate to the superior for work to be done, and for conduct.

- the responsibility of the superior for the completion of the overall mission, including the completion and quality of the subordinate's work, and the subordinate's conduct, welfare, and development. The superior has authority over the subordinate because of this responsibility.

However, though the primary relationship between a superior and a subordinate is one of responsibility and authority, and the focus is primarily mission accomplishment, leaders also have important roles in addition to the primary relationship, such as to mentor and teach. These are important responsibilities, but the primary function remains responsibility to accomplish a mission.

*"Leadership is a relationship between leader and led..." DA Pam 600-15, 1968, p. 7*

*"Strong bonds are needed to build commitment, esprit, and confidence necessary for mission accomplishment and human self-fulfillment." AR 600-20, 1988, p. 11*

*What is really needed is to "have a love affair. . . with his/her organization..." MG Perry Smith, Taking Charge, p. 187*

*"The human dimension must undergird all of our efforts- it's the essential ingredient that makes the difference in peace or war." Gen Wickham, p. 106*

*"Above all else, the stewardship of people is the critical dimension..." Gen Wickham, p. 246*

*"Looking back over 35 years as an officer, as leader and led, I have often times 'taken pulse' on how I thought I was doing. There were times when I didn't quite measure up to the high standard of personal and professional excellence that I had set for myself, times when I knew I had to work harder to improve myself. You know how I could tell? I could see it in the eyes of those around me." "You can fool bosses, and at times even peers, but you can't fool your subordinates. Look into their eyes- you'll really learn something." Gen Wickham, p. 117*

**The Need for Mutual Respect as the Basis for the Relationship Between Superiors and Subordinates (and all relationships).** Mutual respect and understanding is the proper and most effective relationship between superiors and subordinates. The basis of this respect comes from understanding and valuing the responsibilities and duties at different grades and positions.

*"Respect is basic to all human relationships." FM 22-100, 1983, p. 79*

*"Respect. . . must mutually exist. . . before leadership can be exercised." TGGGS Special Text No. 1, 1949, p. 3. "The relationships within our Army should be based upon intimate understanding..." S. L. A. Marshall, Men Against Fire, p. 155*

*"As the leader, you must respect your soldiers and have their respect." FM 22-100, 1983, p. 79. "Subordinates have a right to expect. . . consideration due them as mature, professional soldiers." TGGGS Special Text No. 1, 1949, p. 5. "Soldiers must honor and respect their comrades and their subordinates." Gen Meyer, p. 208*

*"It is. . . more gratifying to an officer to command men whose conduct is dictated by honour than those who are only held in obedience by the fear of punishment. We may add that there is also a greater security." Count Lancelot Turpin de Crisse, 1754, C&D, p. 142*

*"Belief in the Army's concern for individual welfare is related to respect for leaders." "Few men can divorce their respect for their officers from their belief in the Army's concern for the welfare of the individual soldier." What The Soldier Thinks, Dec 1943, p. 7*

*"Orders.. .1908: Lance Corporal. Private John A. Smith is hereby appointed lance corporal. He will be obeyed and respected accordingly." The Noncommissioned Officers' Manual, 1909, p. 33*

*"Men admire a strict officer if he is also just." TGGGS Special Text No. 1, 1949, p. 5. This shows respect for values, standards, and for others- for maintaining standards means readiness and the best chance for success and survival.*

*"Strong friendships, strong marriages, and strong units are based on respect." FM 22-100, 1983, p. 79*

*"Of course, fear of a tyrannical leader does motivate people, but not as much as respect and admiration for an inspirational leader who brings forth the inner strength of men and women who must face great challenges and possible sacrifice." Gen Wickham, p. 286*

**This respect gives strength:** *"The basic proposition of the worth and dignity of man is not a sentimental aspiration or a vain hope or a piece of rhetoric. It is the strongest, the most creative force now present in this world." Harry Truman, TMFM, p. 7*

**Disrespect.** "The more [an officer] lowers a soldier's self-esteem, the less consideration he earns for himself." Count Lancelot Turpin de Crisse, 1754, C&D, pp. 141,142

"Swearing directly at men by their superiors is bitterly resented. They are not only affronted, they are humiliated. For their self-respect has been attacked, and military discipline prevents and frustrates the usually strong desire to retaliate, or at least to speak up forcibly in protest. They feel, and rightly so, that the superior has taken unfair advantage of his authority." DA Pam 22-1, 1948, p. 17

"The same applies to any immoderate language." "The more or less impersonal point at issue is lost, and the matter becomes a mental clash between individuals." DA Pam 22-1, 1948, p. 18

"Threats of punishment and coercive methods [may appear to be effective motivators in peacetime but] your soldiers will sense your lack of respect for them as equal human beings. Your beliefs and values will become obvious to soldiers from the way you look at them, talk to them, give them orders, and reprimand them. People resent a lack of respect and will respond with that same disrespect. Troops cannot openly show disrespect for leaders who treat them in this way. Instead, they keep the resentment inside and get back at such leaders by doing only what is necessary to avoid punishment." FM 22-100, 1983, pp. 60,61

"From the time of the Colonies, this country has despised press gangs, floggings, martinetism, and all of the other Old World military practices which demeaned the rank and file. Its military system was founded on the dignity of man, just as was its Constitution. The system has sought ever since to advance itself by appealing to the higher nature of the individual." The Armed Forces Officer, 1950, p. 4

"Authority will impose its weight by the professional competence of leaders at all echelons rather than by the arbitrary or despotic methods of martinets." AR 600-20, 1962, p. 13

"Do not assume the attitude that 'I am monarch of all I survey. '" DA Pam 22-1, 1948, p. 42

"Privileges. . . are granted only to further the better execution of duties and responsibilities." DA Pam 22-1, 1948, p. 36

"There is a reciprocity due in privilege- the privilege of service." Gen Meyer, p. 205, paraphrased

"As a leader. . . you are not given authority, status, and position as a personal reward to enjoy in comfort. You are given them so that you may be of greater service to your subordinates, your unit, and your country." FM 22-100, 1983, p. 89

**Courtesy.** "Courtesy among military men is indispensable to discipline." *Officers' Manual, 1906, p. 30*

"Discipline. . . pervades the life of the soldier from the courtesies of daily association to the assault on the battlefield." *DA Pam 22-1, 1948, p. 39*

"Someone once compared politeness to an air cushion. He said that there was nothing in it, but that it eased the joints of human contact wonderfully." *DA Pam 22-1, 1948, p. 14*

"Military command is as much a practice of human relations as it is a science of tactics and a knowledge of logistics." *Gen Bradley, A Soldier's Story, p. viii*

"In the field of human relations [tact] is the ability to say and do the proper thing at the proper time in such a way that a responsive chord is touched." *DA Pam 22-1, 1948, p. 12*

"Military authority will be exercised with. . . courtesy." *AR 600-20, 1962, p. 13*

"Subordinates are usually more tactful to leaders than leaders are toward subordinates. The junior recognizes that antagonizing his superior will bring results which are likely to be immediate and unpleasant, and certainly disadvantageous to himself." *DA Pam 22-1, 1948, p. 13*

"Courtesy starts at the top, in the dealing of any officer with his subordinates..." *The Armed Forces Officer, 1950, p. 258*

"Always greet a soldier as you return a salute." *Col Philip Merrick*

"The Washington Star of 14 April 1981.. .had a great one-picture summary of General Bradley. It was a cartoon by Bill Mauldin, in which he had General Bradley sitting in the front seat of a jeep. Of course, there were his famous Soldier characters, Willie and Joe, who Mauldin used to convey very fundamental things about what soldiering was all about. He did it very well. In this cartoon, he had General Bradley sitting in the front seat of the jeep, with four stars on the license plate. Willie is saying to Joe, 'he can't be a general.' He said, 'please.'" *Gen Meyer, p. 195*

**Courtesy is practical:**

"Energy spent in courtesy is well-invested. Courtesy is contagious."  
anonymous

"Politeness...brings good returns." *Officers' Manual, 1906, p. 252*

**Listening.** "Listening is a form of loyalty." Gen Wickham, p. 118." To hear a subordinate's story is to learn from him." FM 16-100, 1961, p. 37

"Encourage and listen well to the words of your subordinates. It is well known that gold lies hidden underground." Nabeshima Naoshige, 1538-1618, WW, p. 409

"You need to listen to your subordinates on two levels: what they're telling you, and what they're not telling you." LTC Charles Beck

"For the unit to succeed you need your subordinates' input. To get this input you have to create the atmosphere conducive for this feedback." LTC Charles Beck

"Listen to what soldiers have to say- they'll tell you everything if you listen openly. Criticize and they'll clam up. Ask what isn't working about programs even if company statistics indicate that they are running well. Soldier comments often provide insight into ways to improve things to save time and make things more meaningful." LTC David Reaney. "Sparks of brilliance."

"An officer can expect the same attention from his men that he gives them..." TGGGS Special Text No. 1, 1949, p. 6

"Interpret all information received from subordinates in the light of their individual traits. The situation will not always be as good or as bad as information from them will indicate. Their plans, orders, actions, and reports will reflect their temperament." FM 22-100, 1953, p. 61

"A leader should always look for contrasting views." "A leader also should talk to people who may not like the tentative decision to find out what their opposing views might be." MG Perry Smith, Taking Charge, p. 13. We need these views: "We often see things not as they are, but as we are." Secretary of the Air Force Dr. Sheila Widnall

"There is within all men a strong desire to do things their own way and to express that desire in words. It is fortunate, then, that there are few commanders who fail to listen to the suggestions of their subordinates." DA Pam 22-1, 1948, p. 23

"A notebook not only helps you see and hear, but it also helps you listen inwardly." Gen Wickham, p. 335

**Communicating.** "Communications dominate war; broadly considered they are the most important single element in strategy, political or military." Alfred Mahan, quoted by Gen Meyer, p. 215

"You must communicate your intent so that your soldiers are able to understand the desired outcome clearly." FM 22-100, 1990, p. 46

"An order that can be misunderstood will be misunderstood." Helmuth von Moltke, DMNQ, p. 226. "Simplicity increases understanding." LTC Robert Wolfenden

"Short sentences are easily understood." FM 100-5, 1949, p. 28

"The more urgent the situation, the greater is the need of conciseness." FM 100-5, 1949, p. 28

"When circumstances permit, write out a message to prevent a change in its content or meaning. Writing forces you to complete your thoughts and to express them accurately." FM 22-100, 1983, p. 197

"A person's frame of reference governs the way he thinks, plans, and acts." "People tend to make the mistake of communicating from their own situations and frameworks, rather than to the framework of the [other] person. Before communicating, take a moment to think. How would you interpret the message and how would it make you feel? This is an important, often neglected step to good communication." FM 22-100, 1983, pp. 192,197

"Too often we place the burden of comprehension on those at a different level from us, assuming the existence of a common language and motivation." Gen Meyer, p. 88, paraphrased

"Leaders must use several channels of communication. They must repeat themselves. They must constantly check to ensure that information is flowing accurately up and down the chain of command from battalion headquarters to the individual soldier and from the soldier back to battalion headquarters." FM 22-100, 1983, p. 187

"Use several channels of communication and repeat important communications. [Some channels include]:

- Announcements.            -Chain of command.
- Informal groups.        -Informal conversations or feedback sessions.
- Communicate to key subordinate leaders at one time.
- Ensure that all soldiers are completely informed on the object (mission)." FM 22-100, 1983, pp. 198,199

"Feedback is a form of communication." "Consider the person's situation and try to express your feedback so that he will understand it and consider it." "Be tactful but candid." "Be as specific as possible [but constructive with] recommendations." FM 22-100, 1983, pp. 288,289

**Trust.** "To get the best out of your men, they must feel that you are their real leader and must know that they can depend upon you." General of the Armies John J. Pershing, to the officers of the 1st Division, 1917, TGGs Special Text No. 1, 1949, p. 67

"In stressful situations soldiers want to follow leaders whom they trust and who provide them strength, inspiration, and guidance. They trust their lives to their military leaders based on their assessment of whether or not the leader has strong character traits, such as courage, candor, competence, and commitment." FM 22-100, 1983, p. 109

"You trust someone when you feel that they are supportive of you—they keep their word, they care about you, understand you, and want to help you. It takes time to build trust. People do not trust each other until they have had time to get to know each other's motives, values, character, knowledge, and skills. Building trust between people is a slow and delicate process." FM 22-100, 1983, pp. 193,194

"If the bond of trust is injured, the wound must be quickly identified and treated by both people. The cure is for both people to communicate openly about the cause and cure of the injury. If this is not done, the bond of trust may become irreparably severed." FM 22-100, 1983, p. 194

Soldiers trust people who believe in and will always try to do the right thing.

"Trust is the cornerstone of loyalty. If our subordinates, comrades, and superiors trust us, loyalty follows easily." Gen Wickham, p. 191. Trust is essential to develop cohesion.

"Loyalty from the top down is even more necessary..." Gen Patton, War As I Knew It, p. 366

"Leadership is built on trust, and trust is built on integrity." FM 100-1, 1991, p. 15

"Integrity provides a way of life." AR 600-20, 1988, p. 11

"Leadership is. . . a value which is entrusted to the superior by the subordinate. It embodies an emotional, often spiritual, investment by the subordinate in his superior, a gift of trust. To a great extent, the subordinate defines the conditions under which trust is given. He prescribes those qualities, characteristics, and values his superior must possess in order to be accepted as his leader." MG Perry Smith, Taking Charge, p. 152

The trust a superior can give a subordinate is also a gift. Once given, this trust gives strength.

**Humor.** "Readiness, obedience, and a sense of humor are the virtues of a soldier." *Brasidas of Sparta: Speech to the Lacadaemonian Army, battle of Amphipolis, 422 BC, DMNQ, p. 297*

"Senior people need a sense of humility and humor as they execute their...duties." Gen Wickham, p. xviii

"Part of that business of living in this environment that we work with is to maintain a sense of perspective and a sense of humor." "A sense of perspective and a sense of humor brings the most out of a unit." Gen Wickham, p. 331, paraphrased

"You have to have integrity in the Army, but you also need a sense of humor to deal with the problems involved with accomplishing the mission and taking care of soldiers." 1SG Stephen Bunting

"One time we were up in New York City. Jim Schlesinger [the Secretary of Defense] went up there to make a speech to the Council on Foreign Relations. On the way back that night. . . .he looked at me and said, 'John, what did you think of that speech and the questions and answers up there?' I looked right back at him and said, 'The speech was okay, but my golly, the answers to the questions were interminably long. Everybody was asleep, including me. ' Schlesinger looked over at me beady eyed and he said, 'Wickham, you can be easily replaced. '" Gen Wickham, p. 334

"When I was first assigned to the 25th Armored Rifle Battalion, the commander had been in the Army a long period of time. But he hadn't learned very well how to remember things, so he used to jot down notes on 3x5 cards. Whenever he'd get up to speak, he'd always use these 3x5 cards. We were having our first Hail and Farewell and he was saying goodbye to his Adjutant who, at that time, had been his Adjutant for four and a half years. He said, 'We're gathered together tonight to say goodbye to er- (glancing down at his cards)- Major and Mrs. Smith. Major Smith has been my, er (glancing down at his cards)-Adjutant- for the last, er (glancing down at his cards)- four and a half years. While he was the, er (glancing down at his cards)-adjutant- he did, er (again glancing down at his cards)- a very good job. He's going off to, er, (once again, glancing down at his cards)-Ft. Lewis, Washington. He goes with our best wishes and those of our Lord, er (finally, a last glance at his cards)- Jesus Christ. ' [The lights went out briefly at this point.] I'm sorry Father, and you too, Lord...." Gen Meyer, p. 29

"Laughter is a revivifying force and a people who can laugh often and easily is a people fitted for endurance." Pearl S. Buck, *China As I See It*, Jul 1941, regarding one of the strengths of China during WWII, p. 142. Humor adds a great deal to the enjoyment of work. Science has proven that laughing makes people healthier.

"He who laughs, lasts." anonymous

**NCO Leadership.** "On [the] battlefield, the difference between victory and defeat very likely will be the leadership of NCOs." Gen Wickham, p. 75

"NCOs directly supervise more than 80 percent of the soldiers in the Army." FM 22-600-20, 1986, p. 8. "NCOs focus on those things that touch soldiers most directly." Paraphrased.

"This nation and its families entrust their sons and daughters. . . to our care. We accept the awesome responsibility of shaping their lives, of teaching them..." "Help them to catch the values of the Army Ethic: loyalty, duty, selfless service, and integrity." Gen Wickham, p. 193

"The effective noncommissioned officer is one who is looked upon by his soldiers with professional respect, because he provides them with sound information on how to do the job, how to handle the equipment, how to perform tactically, how to cope with 'the system, ' because he teaches them. Building on that confidence, those soldiers will seek their sergeant's counsel on matters more stressful and more personal. The resulting soldier/sergeant relationships are essential elements in building cohesive units- units that will hang together and perform aggressively and successfully on the. . .battlefield." Gen Wickham, p. 75

"The Army can only be as excellent as its NCO Corps." Gen Wickham, p. 17. "The toughest job is at the unit level- at the company commander's level, the first sergeant's level, the platoon sergeant's level..." Gen Wickham, p. 342

"Noncommissioned officers. . . are the heart of the infantry." Marshal de Saxe, 1732, Reveries, p. 215

"It is difficult to be a good noncommissioned officer. If it had been easy, they would have given it to the officer corps." SMA William A. Connelly, The Sergeants Major of the Army: On Leadership and the Profession of Arms, p. 21

**NCOs Executing.** "[NCOs] translate missions from theory into reality."  
Gen Wickham, p. 75

"If the senior NCOs were attuned to the commander's intent, understood what he really wanted to do, and had a good support channel working, that freed the commander to focus on the battle." lesson learned from Desert Storm.

"Often it's the NCOs' initiative that determines the outcome of the battle." CSM Jerry Alley, NTC CSM, The NCO Journal, 1991, p. 12

"Develop a good relationship with your Command Sergeant Major. . . . listen to what he has to say. He probably knows more about the Army than you do. He clearly knows more about soldiers than you do. And he clearly knows a lot more about how to get things done through the NCO chain than you or I do." Gen Wickham, p. 335

"Although we no longer carry our colors into battle to rally our units, by tradition we entrust the responsibility for their safeguarding, care, and display to you the senior NCOs of the Army. Symbolically, then, by that charge, we have placed in your hands the spirit of the Army through the regiments those colors represent." Gen Wickham, p. 190

"The choice of non-commissioned officers is an object of the greatest importance: The order and discipline of a regiment depends so much upon their behavior, that too much care cannot be taken in preferring none to that trust but those who by their merit and good conduct are entitled to it." MG Baron von Steuben, quoted by Gen Wickham, p. 143

"NCOs are responsible for assisting and advising officers in carrying out their duties. They must also stand ready to assume the responsibilities of the officers." FM 22-100, 1983, p. 240. An example: "NCOs filled all staff positions in the 743d MI Bn except for the XO and the S3, and they moved an entire Army intelligence system by their efforts. They met immediate and day-to-day requirements, created systems to effectively manage these requirements, developed basic battalion programs, and at the same time developed the unit's world-wide and one-of-a-kind mission. They impacted national security and created a momentum that continued beyond their presence in the unit. These NCOs included CSM James Kumpost, SFC Joseph Harvey, SFC Luther Lockhart, SFC Alma Pinckney, SFC Arnold Taylor, SSG Stephen Asher, SSG John Carson, SSG Evelyn Dailey Hillman, SSG Donald Ervin, SSG Landy Flowers, SSG John McNally, SSG Michael Smith, SGT Stefanie January, SGT William Persinger, and SGT Kevin Reed. Though not on the staff, the contributions of 1SG Stephen Bunting, 1SG John Flanagan, 1SG David Spieles, and SGT Robert Truban were also invaluable to the development of the systems." MAJ M. M. Yamamoto

**NCO and Officer Relationships.** "Officers are responsible for helping, supervising, and ensuring that NCOs carry out their responsibilities. They cannot simply say, 'Oh, that 's sergeant 's business, ' as if checking the maintenance of weapons, the quality of food, the correctness of foxholes, or the cleanliness of the barracks is somehow below their commissioned status. Officers should not do NCOs' work for them; however, they must ensure that NCOs have the guidance, resources, and assistance necessary to do their duties." FM 22-100, 1983, p. 240

"There is no such thing as exclusive sergeants' business or exclusive officers' business in the training area- it's all organizational business." LTG John Otjen

**OFFICER RESPONSIBILITIES**

**NCO RESPONSIBILITIES**

The officer commands, establishes policy, plans and programs the work of the Army.

The NCO conducts the daily business of the Army within established orders, directives, and policies.

The officer concentrates on collective training which will enable the unit to accomplish its mission.

The NCO concentrates on individual and team training which develops the capability to accomplish the mission.

The officer is primarily involved with unit operations, training, and related activities.

The NCO is primarily involved with training individual soldiers and teams.

The officer concentrates on unit effectiveness and unit readiness.

The NCO concentrates on each subordinate NCO and soldier and on the small teams of the unit- to ensure that each is well trained, highly motivated, ready, and functioning.

The officer pays particular attention to the standards of performance, training, and professional development of NCOs.

The NCO concentrates on standards of performance, training, and professional development of NCOs and enlisted personnel.

The officer creates conditions- makes the time and other resources available- so the NCO can do his job.

The NCO gets the job done."

FM 22-100, 1983, p. 241

**Officers can gain valuable perspective on the NCO Corps and NCO concerns by reading The NCO Journal. NCOs need to encourage officers, especially young officers, to read them, and units need to keep them.**

**Developing Superiors.** Subordinates and junior soldiers have a responsibility to develop their superiors:

*"Leaders must lead upward, sideways and downward, not just downward."*  
MG Perry Smith, article

*"Leaders must deflect at least some of the bad guidance they get from above. It is being loyal to your boss and to the institution you serve to tell the bosses when they are wearing no clothes."* MG Perry Smith, article

*"A senior NCO can help a young lieutenant with a field problem or advise him about how to deal with soldier problems and how to care for soldiers."* Gen Wickham, p. 295

*"Every officer can relate his favorite story about how his platoon sergeant started his rite of passage as a lieutenant."* Gen Wickham, p. 145

*"Sometimes junior soldiers make the best teachers."* FM 22-100, 1983, p. 149

**Subordinates and junior soldiers can assist seniors:**

"Interplay is a necessary process by which the doer and the first-line supervisor insure that tasks are being accomplished properly. This involves communication, coordination, teaching, advising, helping and supervising. We might visualize that when we don't know how to do a task we move into the sphere of another person, usually the first-line supervisor, for assistance. Responsibility for insuring interplay takes place lies with both the subordinate and the senior, and is a two-way street."

*"Real world examples that are encountered yearly are newly commissioned officers reporting to their first platoon. They have received formal training but have little experience in the tasks they must perform. In keeping with the principle that they may not relinquish their tasks, the question is, 'How do they learn their job?' In this case, two things must take place. One, the platoon sergeant must move into the platoon leader's sphere and assist by teaching and advising. The new platoon leader has an equal responsibility to go to either the platoon sergeant or commander for assistance and teaching in order to learn how to properly accomplish the task belonging in his/her sphere."*

*"We have heard it said that the 'senior NCO must train the junior officer'; however, teaching and advising between officers and NCO's at all ranks is desirable, proper, and encouraged. In addition, this principle applies between two officers or two NCO's."* FM 22-600-20 (Advance Copy), 1977, pp. 43,44

#### 4. Developing Subordinates.

"[We must] enlist the God-given talents of everybody..." Gen Wickham, p. 140

"Good leaders sincerely care about their soldier's personal and professional development. They teach, coach, counsel, critique and punish..." FM 22-100, 1983, p. 61

"Good leaders are concerned more with the well-being of their people than they are with themselves. They go out of their way to give their time, energy, thought, and counsel to teach and help their subordinates to live up to their potential." FM 22-100, 1983, p. 147

"A leader must suppress the bad and bring out the good in each soldier." FM 22-100, 1983, p. 130

"You will not be able to influence the beliefs, values, and character traits of all your soldiers, but you can have a positive influence on most soldiers." FM 22-100, 1983, p. 131

"First impressions are often erroneous and. . . every man will inevitably become better or worse." DA Pam 22-1, 1948, p. 34

"We need commanders and supervisors who recognize subordinates' potential and create a conducive atmosphere for them to excel and improve..." Gen Wickham, p. 133

"Don't let anything stand in the way of the professional development and schooling of your NCOs (PLDC, BNCOC, ANCO, Master Gunners School). Don't mortgage a soldier's future for short-term unit gain by not allowing him to go to school." The Battalion Commander's Handbook, p. 11

"One of the best indications of how we perform as professionals is the time and effort we spend on the development of our subordinates. No other pursuit can better posture us for the accomplishment of our missions and ensure the future of our Army. Making clear our expectations to our subordinates, allowing them to participate in the decision-making process, coaching and guiding them, and focusing on the linkage between their performance and the organization's missions are fundamental aspects not only of this effort but also of good leadership." Gen Wickham, p. 278

"The Sea of Galilee receives but does not keep the water from the Jordan. For every drop that flows into it another flows out." "The Sea of Galilee gives and lives." Gen Wickham, p. 48

"Leadership is the liberation of talent." MG Perry Smith

**Knowing Subordinates and Using Their Best Abilities.** "To be able to influence their mental attitudes, to lead their minds, he must know what they really think, and he cannot possess this knowledge without first having entered to a certain extent into their lives, their hopes, fears, joys, and sorrows." "The.. .leader's duty, then, is to bring himself as close to the [soldiers] as he can without impairing his own status and weakening his authority." DA Pam 22-1, 1948, pp. 34,3 6

"The commander. . . achieves his goals by wisely using the unique abilities of his staff and subordinate commanders." FM 7-20, (Draft), p. 2-5. "[You need to know]: Why is this soldier in my unit? What can he/she contribute to the unit? What does he/she personally want to get/gain from the unit?"

"You. . .must determine and exploit the outstanding traits of your subordinates..." FM 22-100, 1953, p. 61

"Do not try to change the personalities of subordinates. Make use of their strength, foresee situations that might result from their weaknesses, and replace those who cannot be trusted." FM 22-100, 1953, p. 62

"A commander who possesses all of the leadership traits to a high degree is an extreme rarity. Proved commanders possess certain leadership traits in such proportion that they outweigh less desirable ones. You, therefore, must determine and exploit the outstanding traits of your subordinates that will make up for their weaknesses. Don't penalize a subordinate for minor weaknesses when he has strong compensating points. On the other hand, don't keep a man in a command position who has permitted a basic weakness to overshadow his entire personality." FM 22-100, 1953, p. 61

"Are you an analytical person who likes to work objectively with facts, or are you intuitive, preferring to rely on your instincts and feelings as you make decisions? Are you warm or cold to the feelings of other people? Are you introverted, tending to be a loner, or extroverted, relating easily to other people? Are your actions directed toward your personal interest, or do you give of your thoughts and time to help others? Do you like a planned, orderly way of life or a flexible, spontaneous one?" FM 22-100, 1983, p. 134

All types are needed in and can contribute to an organization. "Diversity is a source of strength." Secretary of the Air Force Dr. Sheila Widnall. The Myers-Briggs Type Indicator gives insight here (and self-understanding) . People have different strengths to contribute to a team, such as developing the organization, executing plans, administration, or crisis management. With knowledge of the abilities, strengths, and weaknesses of the members of the unit, the leader can maximize the unit's effectiveness and build depth by capitalizing on strong areas while working to strengthen weak areas.

**Developing Leadership.** "Soldiers learn to be good leaders from good leaders." SMA Richard Kidd, ARMY. "Leadership development. . . . can and should occur wherever and whenever leaders and troops are together." FM 22-100, 1983, p. 273

"The human dimension is always critical in battle and the demands of modern warfare make the development of competent leaders during peacetime even more important." Gen Wickham, p. 188

"Confident, competent leaders do not just suddenly appear." "[They are developed through] institutional training (formal military and civilian schools), operational assignments, and individual self-development." DA Pam 600-32, 1991, pp. 10,9

"Good leaders are made, not born." DA Pam 600-50, 1985, p. 4. "If leaders were born, there would be no requirement for leadership schools or Officer and NCO Candidate Courses. Of course, much technical information is taught in these courses, but great emphasis is placed on teaching. . . how to lead..." DA Pam 360-303, 1969, p. 1

"There is nothing mysterious about leadership." DA Pam 600-50, 1985, p. 4. "Leadership isn't mystical and mysterious. It has nothing to do with having 'charisma' or other exotic personality traits." John P. Kotter, Military Leadership, p. 21

"Leadership is intangible only to the extent that we make it so." CGSC Special Text 22-10, 1950, p. 1

"The development of competent and confident Army leaders in all components of the Army (active, reserve, and National Guard) . . . is our most enduring legacy to the future of the Army and the nation." DA Pam 600-32, 1991, p. 7

"Military leadership at any level always rises up from the ranks of the American people..." FM 16-100, 1961, p. 36

"If anyone asks you, 'Where are the warriors in today's Army?' 'Where are the Pattons, Bradleys, and the others?' Give them a straight answer! They are 'out there, ' now, leading our soldiers at every level in our units! If war comes, they will emerge, just as they did in World War II." Gen Wickham, p. 101

"Leaders are made, not born. They are made by a life-long study of history, of the influence of leaders on it, and by absorbing the real-life teaching of role model leaders. Leaders are made by the day-to-day practice and fine tuning of leadership talents, because leading is an art as well as a science and best developed by application. Leaders are made by the steady acquisition of professional knowledge and by the development of 24-karat character during the course of a career. These traits foster inner strength, self-confidence, and the capacity to inspire by examples of professional, as well as personal, excellence." Gen Wickham, p. 285

**Mentoring and Teaching.** "Mentoring and teaching are so important because the payback is so great." 1SG David Spieles

**Mentoring.** "As leaders, mentoring is a key way in which we exercise leadership and strengthen Army values. Giving of ourselves by sharing our knowledge and experience is the most important legacy we can leave to those who follow. That's making history in our own time and demonstrating that 'Leadership Makes A Difference. ' " Gen Wickham, p. 152

"Each of us can be a mentor, whether NCO, officer, or civilian. We all have experience to give if we have the heart, the spirit, and the caring attitude to share these experiences and the lessons we derive from them. Mentoring is simply giving of your knowledge to other people." "To be an effective mentor, you need the experience and wisdom of your years, and one vital quality- you have to care." Gen Wickham, p. 152

"Mentor those coming behind you so that this will be a stronger Army. We won't have time to mentor in war. But we sure as the devil have time in peacetime." "The payoff is increased combat readiness." Gen Wickham, pp. 336,152

**Teaching.** "Teaching is a part of mentoring." Gen Wickham, p. 295

"I believe the most important legacy that any one of us leaves as a leader is the teaching of younger people, giving of experience to them." "The teaching of those entrusted to our care is the most important legacy any officer can leave to the U.S. Army..." "Our legacy is then left with those we have mentored and developed to be our successors, whereby we enrich and perpetuate our proud Army institution." Gen Wickham, pp. 343,279,293

"Teaching skills are also important." "First, they are the most effective means senior professionals have of expressing that they care. Further, teaching is an important way that the procedures and skills senior professionals want emphasized are passed on to the members of the organization. Senior leaders who teach give meaning to doctrine and techniques." FM 22-103, 1987, p. 37

"Battalion and brigade commanders. . .have to take the role of teacher." "[The] whole unit will be better." Gen Meyer, p. 331

"A teacher affects eternity." Henry Adams, LQFMT, p. 254. "Every man is our teacher." The Rising of the Lark, by Ann Moray, p. 210. "To be a teacher is to light candles." Sister Benedict Donahue. "Turn on a light that shines." Gen Shalikashvili

**Learning.** *"The object of teaching is to enable soldiers to get along without their teachers." Gen Abrams, quoted by Gen Wickham, p. 90*

Leaders do teach, but primarily because when people are put into learning situations, they learn: *"Half the fun in life comes of seeing what one can do in a new situation." The Armed Forces Officer, 1950, p. 149*

*"A lesson is repeated until it is learned. A lesson will be presented to you in various forms until you have learned it." from the desk of Joan Hamilton*

*"Sometimes it takes more than once to learn that the frontal assault is not always the wisest approach." MAJ Jason Ploen*

**Learning from criticism.** *"Criticism leads to progress." Harry Truman, TMFM, p. 46*

*"I have benefitted enormously from criticism and at no point did I suffer from any perceptible lack thereof." Napoleon, LQFMT, p. 134*

**Learning from mistakes.** *"Learn from your mistakes and those of others." FM 22-100, 1983, p. 48*

*"What if you take the wrong action?" "Analyze the situation again, take. . . corrective action, and move on..." FM 22-100, 1983, p. 48*

*"I learned much more from my failures than from my successes..." MG Perry Smith, article*

*"Once you have experienced a failure or a disappointment, once you've analyzed it and gotten the lessons out of it- dump it." Gen Colin Powell, article*

*"In a . . . way, the time and tide of human life are blessings because together they wash away the grief and difficulties of life. But time and tide can also obscure the bitter lessons of the past, and condemn us to repeat our earlier mistakes if we do not learn from them." "This can be a national as well as personal tragedy. We often neglect or overlook the lessons of history." Gen Wickham, pp. 279,66*

**Developing and Encouraging Subordinates Through Supervision.** "All soldiers benefit from appropriate supervision by seniors with more knowledge and experience who tend to see the situation more objectively." FM 22-100, 1983, p. 206

"The very best question that a leader can ask in a counseling session is, 'How am I, as your boss, wasting your time?' Not everyone will tell you but cherish the ones that do, for they will help you grow and prosper as a leader." MG Perry Smith, article

"Interference by superiors relieves the subordinate of responsibility, and causes him to lose interest, become indifferent, and do no more than he is obliged to do." The Noncommissioned Officers' Manual, 1909, p. 15

"A soldier fresh from basic training requires more direct supervision than an experienced soldier." FM 22-100, 1983, p. 45. "Here are some questions to ask yourself:

- What is the experience level of the subordinate?
- How competent is the subordinate at this task?
- How confident is the subordinate about his ability to do this task?
- How motivated is the subordinate to perform this task?" FM 22-100, 1990, p. 48

"Mission-type orders encourage the development of junior leaders. [An example is 'By 0700 tomorrow I want you and your subordinate leaders to accomplish this mission.] Come back in 2 hours and brief me on your plan. '" FM 22-100, 1983, pp. 230,231

"Mission-type orders [tell a subordinate]:

- What is to be accomplished.
  - The coordinating factors necessary.
  - What help he can expect from you and others and how to get it."
- Gen Clarke, Reflections, p. 18

**Encouragement.** "Correction does much, but encouragement does more." Goethe, DMNQ, p. 171. "Correct errors in the use of judgment and initiative in such a way as to encourage the individual." FM 22-10, 1951, p. 28

"Abilities wither under fault-finding, blossom under encouragement." quoted in HQDA Staff Officer's Guidebooks 1977-1988, p. 4

"Praise is more valuable than blame." Gen Patton, War As I Knew It, p. 398. "The power to command resides largely in the ability to see when a proper initiative is being exercised and in giving it moral encouragement." The Armed Forces Officer, 1950, p. 177

"No need to write long messages to a good soldier. Fight on. I am on my way." Marshal de Saxe: Field message to Marquis de Courtivron, besieged with 600 troops by 4,000 Croats, 1742, DMNQ, p. 102

**Dealing with Mistakes.** "Correct mistakes in a way that encourages and reassures self-confidence." FM 22-100, 1953, p. 33, paraphrased

"The chain of command must also exhibit tolerance. Mistakes are inevitable during training. It is training, not testing. Soldiers are there to learn, not to make leaders look good. The responsibility is to teach. We must encourage an environment in which trainers have the freedom to experiment, to make mistakes, correct and learn from those experiences." Gen Meyer, p. 233

"If a soldier is trying to learn the right values, character, knowledge, and skills, encourage him- even if he is still falling short." FM 22-100, 1983, p. 223

"[Commanders must recognize that people] are going to make mistakes. By doing that they are going to learn. Two months or three months from now that whole unit will be better. That's the climate I believe we need to create." Gen Meyer, p. 331

"When things go wrong in your command, start searching for the reason in increasingly larger concentric circles around your own desk." Gen Clarke, Reflections, p. 17

"Ask yourself these questions: Did your subordinates understand what was expected? Did you provide the resources, authority, training, and direction your subordinates needed? Did your subordinates know how to do what was expected?" FM 22-100, 1990, p. 36

"Determine the cause when a soldier or a group does not reach a standard. Was it improper communication, lack of knowledge and skill, intentional failure to do a job, intentional violation of a rule, or unprofessional values and character traits? If the cause of the problem is poor communication or lack of knowledge and skill, then improved communication, instruction, and training are in order. If the cause is intentional failure, disobedience, or unprofessional values or character traits, then counsel the individual or group on why these things are unacceptable." FM 22-100, 1983, p. 245

"Insure that an unsuccessful commander's failure was not due to some error on your part before considering his removal." FM 22-10, 1951, p. 35

FM 22-103, 1987 on the climate of a healthy organization:

"The organizational focus is on the 'opportunity to succeed' rather than on the 'freedom to fail. '" p. 10

"Risk is accepted and valued for growth and development." p. 87 "We don't like mistakes but what can we learn from them?" p. 87

**Increasing Competence by Learning from the Past.** "The most successful soldiers have looked to the profession's past for clues to the present and future." Gen Wickham, p. 61

"Professional soldiers master one assignment and soon move on to the next, but they can take with them their accumulated knowledge and an increasing sense of history. In the words of General Maxwell Taylor, 'they can carry their reading lamps with them. '" Gen Wickham, p. 61.

"Studying military history can give you insight into what combat has been like for past leaders and troops and help you relate the leadership challenges of the past to those of today." FM 22-100, 1990, p. 1. "Studying military history together as a unit is an effective way to build unit cohesion and encourage interest in military history. Forming teams to study and then brief a phase of the battle at a nearby battlefield or place of military interest strengthens the cohesion of the entire group, and the members of the unit will always remember the trip." Battalion XO

Admiral James Stockdale on the value of studying the classics for strength to meet challenges:

"In stress situations, the fundamentals, the hardcore classical subjects, are what serve best." Military Ethics, p. 244

"So help me, in those fleeting seconds [after ejecting from my plane] before I landed among the waiting crowd [of North Vietnamese] I had two vivid thoughts: (1) Five years to wait (I had studied enough modern Far East history and talked to enough Forward Air Controllers in the south to appreciate fully the dilemma of Vietnam- I turned out to be an optimist by two and one-half years), and (2) I am leaving that technological world and entering the world of Epictetus." Military Ethics, pp. 240,241

"The classics have a way of saving you the trouble of prolonged experiences. You don't have to go out and buy pop psychology self-help books. When you read the classics in the humanities, you become aware that the big ideas have been around a long time, despite the fact that they are often served up today in modern psychological 'explanations' of human action as novel and 'scientific. ' We didn't have to wait for Horney, Erickson, and Maslow to give us the notion of self-fulfillment or self-actualization. They were there in Aristotle's treatises on psychology and ethics all along." Military Ethics, p. 244

"At the root of Alexander's victories one will always find Aristotle." Charles de Gaulle, WW, p. 229

**Increasing Competence Through Reading. "Books Are Weapons"\***

"Writing, the art of communicating thoughts to the mind through the eye, is the greatest invention of the world." "[It enables] us to converse. . . at all distances of time and space..." Abraham Lincoln, The Lincoln Encyclopedia, p. 391

"Whatever is committed to writing for public good is of lasting benefit." Vegetius, 390 AD, p. 102

"People put their best thinking into books." "This. . . food for the mind. . . gives strength." Pearl S. Buck, Mrs. Stoner and the Sea, pp. 173,166. "Thought begot thought." Stuart Cloete, Congo Song, p. 360

"Reading has a positive influence on a person 's thinking, values, character, knowledge, and skills. You have a responsibility, therefore, to encourage your subordinate leaders and troops to read." FM 22-100, 1983, p. 271

"Encourage all your subordinate leaders to conduct informal, voluntary reading discussion programs. Some possible ways are to:

- Have a seminar to discuss a certain book.
- Say that if anyone wants to write a short paper discussing the book you will read it and discuss it with the writer.
- Give strong praise to those with the initiative and discipline to write a page- regardless of how well-written."

FM 22-100, 1983, pp. 273,272, paraphrased

"Leaders should display in prominent places in their offices books they have read lately. As leaders read new books, these books should replace the ones that have been on the coffee table in the previous weeks. In this way leaders can demonstrate visibly to all subordinates and visitors their commitment to a serious reading program." MG Perry Smith, Taking Charge, pp. 148,149

"One useful technique is for the leader to mark each book and to engage the author in a running conversation by making comments in the margin." MG Perry Smith, Taking Charge, p. 149. This can have great influence. Perhaps by reading your comments your children, grandchildren, or others can know you in a way they never could.

**Saving wisdom and good examples.** Keep a file of good articles, excerpts from books, speeches, as well as good examples of efficiency reports, award citations, etc. "Mark the book with a 'quote-file' notation [that can be placed] in a file for the leader that can be used in speeches, articles, letters." MG Perry Smith, Taking Charge, p. 149

\*The Signal Corps Reference Library bookplate motto GPO 16-30142-1

**Dealing with Problems with Subordinates.** "What am I going to do with him? He is not growing in his job..." General of the Armies John J. Pershing, WW, p. 362

"In every organization, there are many people who are not pulling their share of the load because of their own incompetency, laziness, poor attitudes, psychological difficulties, bad habits, or family problems. It is the role of the leader to deal with these people and either to motivate them, isolate them, or, as a last resort, remove them." "Although it might take a great amount of time and effort to deal with incompetents, the effectiveness and morale of the organization depend upon maintaining high standards of competence and integrity." MG Perry Smith, Taking Charge, p. 155

"Poor performance is confronted and a joint solution sought." FM 22-103, 1987, p. 87

"Noncommissioned officers can do much to prevent the commission of offenses by members of their command, both when on and when off duty. . . . by studying their men and taking an interest in their welfare; by exercising restraint and common sense while at the same time preserving discipline. Some men can be handled only with stern and severe measures, while others are ruined if so handled. Sometimes a quiet talk from a noncommissioned officer whom the man respects [is the most] beneficial..." The Noncommissioned Officers' Manual, 1917, p. 34

FM 22-100, 1983, on reprimanding: "To get your soldiers to meet your standards, you may need to reprimand an individual or a group." "When you reprimand a soldier for doing something wrong, you should simultaneously counsel him. Explain to the soldier what he did wrong and why it is unacceptable in terms of standards, values, and desired character traits. Explain how the soldier can improve his behavior, beliefs, values, and character. Focus on the specific behavior you want the subordinate to change. Do not degrade his personality." p. 155

"Conduct reprimands, counseling, and corrective action as privately and as quickly as possible after an offense. Do not humiliate or embarrass a soldier in front of others. The only people present during a reprimand or counseling session should be the individual, you, and any intermediate leaders in the soldier's chain who are subordinate to you." pp. 226,227

"Keep yourself in check while accomplishing the reprimand and counseling session. Imagine the soldier with his spouse or mother standing on one side and your battalion commander standing on the other. If you do that, you should be able to conduct your reprimand with the right balance of military firmness and recognition of human dignity." p. 155

**Punishing.** "You must build the bonds of trust, respect, confidence, and understanding between you and your soldiers through the use of positive leadership methods such as teaching, coaching, and counseling. At the same time, you must also punish soldiers who intentionally fail to meet standards and follow rules." FM 22-100, 1983, p. 62

"You cannot evade the responsibility for imposing punishment..." FM 22-100, 1953, p. 71. "Punishment [should] be employed as a moral act..." *The Armed Forces Officer*, 1950, p. 243

"Do not confuse justice with laxity, leniency, or kindness; nor on the other hand with harshness, bullying, or tyranny." DA Pam 22-1, 1948, p. 25

"Do not punish soldiers who are unable to perform a task. Punish those unwilling or unmotivated to succeed." FM 22-100, 1990, p. 51. "Counsel or punish soldiers who behave in a way that is counter to unit tasks, missions, and standards." FM 22-100, 1983, p. 226

"All of us require a coercive push now and then to overcome laziness or lack of interest." "We do not resent the coercion as long as we can see that it is used fairly to achieve a worthwhile purpose." FM 22-100, 1983, p. 246

"Punishments, to be fair and impartial, must be inflicted by one central agency and controlled by one individual." "Commanding officers may never delegate the authority to other officers to inflict punishment within the organization. Such practice is morally wrong and contrary to law." "All violations that merit more than a reprimand must be referred to the commanding officer." FM 22-100, 1953, p. 72

"Ensure that every leader in the chain of command is involved in the process of judicial or nonjudicial. . .action. Each leader provides his recommendation for leniency or severity of punishment." "The leader at the appropriate level to take action considers the judgment and recommendations of his subordinate leaders who know the soldier well. This also gives the commander another practical way of involving subordinates in the problem-solving process and of developing their leadership ability. Each case requiring counseling or [punishment] provides an opportunity to teach subordinate leaders how to counsel...or [punish]." FM 22-100, 1983, p. 226

"Since punishment is intended to reform and to prevent repetition of the offense, it should be no more severe than necessary to accomplish this end." TGGGS Special Text No. 1, 1949, p. 59

"[The goal is] resolute justice." *The Armed Forces Officer*, 1950, p. 155

**The Focus of Punishment: What the Person Did, and Not the Person.**

"The act must be punished rather than the man." The Psychology of Military Leadership, 1943, p. 71

"[The commander] should be free from the idea that it is he who punishes. . . .he does but administer the military code." Marshal de Saxe, C&D, p. 16

"When punishment is necessary. . . .punish in private, with dignity and with human understanding." FM 22-10, 1951, p. 21

"Military authority will be exercised with promptness, firmness, courtesy, and justice." AR 600-20, 1962, p. 13

"Never [give] degrading punishment." FM 22-10, 1951, p. 21

"[Do not] go to the extent of inflicting unnecessary humiliation and discouragement upon the offender." The Noncommissioned Officers' Manual, 1909, p. 14

"Your beliefs and values will become obvious to soldiers from the way you look at them, talk to them, give them orders, and reprimand them." FM 22-100, 1983, p. 61

"Always make the individual feel that the punishment is temporary and that improvement is expected." FM 22-10, 1951, p. 22

"Let the soldier know you are upset about the behavior and not about him. Let him know you care about him as a person but expect more from him." FM 22-100, 1990, p. 51. "While Soldiers entrusted to you will care about what you know, they will also certainly know by your actions whether or not you care about them. In fact, their continued association with the Army, will depend on their knowing that they count as individuals." Gen Meyer, p. 312

"Severity must be accompanied with great tenderness..." Marshal de Saxe, C&D, p. 145

"Do not hold a grudge after punishing. When a punishment is over. . . it is over." FM 22-100, 1990, p. 51

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"When a sergeant who had been drunk and engaged in sundry escapades that disgraced the Second Cavalry was brought before Colonel [Robert E.] Lee in Texas, the colonel, knowing the man had been a good soldier, said to him, 'Sergeant, you shall have justice. ' 'Yes, Colonel, ' said the sergeant, 'that is just exactly what I am afraid of, that I will get justice. ' " from Douglas Southall Freeman on Leadership, p. 67

## 5. Developing Unit Strength and Cohesion.

"There is joy in teamwork." LTG Walter Ulmer, *Military Leadership*, p. 144, a "glow that comes from people striving together in pursuit of a common purpose." Gen Abrams, 1974 HQDA Staff Officer's Guide, foreword. "Teamwork is born of leadership." Gen Meyer, p. 312

**Building Effective Teams.** The source of team development is clearly understanding, focusing on, and working together to accomplish worthwhile mission and goals. "By working together, we can achieve anything." MG David Whaley.

"One of the keys to developing cohesion. . . is the existence of a common threat; or in its absence, the structuring of a common challenging experience for your units." Gen Meyer, p. 110

"As people work with and learn from one another, they begin to see one another as resources and as people upon whom one can depend for support." DA Pam 600-15, 1968, p. 198

"What enabled [Soldiers] to attack, and attack, and attack week after week in mud, rain, dust, and heat until the enemy was smashed?. . . This drive was more a positive than a negative one. It was love more than hate. Love manifested by (1) regard for their comrades who shared the same dangers, (2) respect for their platoon leader or company commander who led them wisely and backed them with everything at his command, (3) concern for their reputation with their commander and leader, and (4) an urge to contribute to the task and success of the group and unit...." Gen Meyer quoting from a study of American soldiers in the Tunisian campaign, p. 243

"Team growth and stability will be uneven at best." "The successful leader guides his unit to peak performance when it faces critical tasks or combat action." FM 22-102, 1987, p. 45

"Enthusiasm is contagious and nothing will develop it more than the success of the unit or individual." FM 22-100, 1965, p. 16

**Survival.** "Your soldiers will fight for you if they believe that the best chance for survival for themselves and their buddies is to do their job as part of a team." FM 22-100, 1983, p. 78

"Four brave men who do not know each other will not dare to attack a lion. Four less brave, but knowing each other well, sure of their reliability and consequently of mutual aid, will attack resolutely." Ardant du Picq, *Battle Studies*, p. 136

"In combat, group strength and efficiency are the individual 's best life insurance." FM 16-100, 1968, p. 6

**Cohesion.** "Unit cohesion is a force multiplier in combat." Gen Wickham, p. 77

"Over time and through contact, interpersonal relationships develop among soldiers and between them and their leaders." "These... relationships are the basic elements of unit cohesion. It is these relationships which, during times of stress, provide a spirit or force which sustains the members as individuals and the individuals as a working, effective unit." DA Pam 350-2, 1982, p. 1-1

"The cohesion that matters on the battlefield is that which is developed at the company, platoon, and squad levels." Chief of Staff White Paper, 1980, p. 12. "Cohesion needs the heat of stress to take effect." Gen Meyer, p. 110

"One of the most significant contributions of World War II and modern warfare research was the recognition of the sustaining influence of the small combat unit on the individual member." DA Pam 350-2, 1982, p. 1-1

"[Unit cohesion] is the critical component that determines how long a soldier can hold out from being overwhelmed by fear or fatigue." DA Pam 350-2, 1982, p. 1-1

"In cohesive units- where there is strong bonding between leader and led- there are fewer casualties resulting from the shock of battle." Gen Wickham, p. 77

"Cohesive units are better able to endure the shock of combat and maintain effectiveness than non-cohesive units." DA Pam 350-2, 1982, p. 1-1

"The beliefs of a leader impact directly on the leadership climate, cohesion, discipline, training, and combat effectiveness of a unit." FM 22-100, 1990, p. 23

"Esprit means team spirit. It is a product of cohesion. Esprit is defined as the spirit, the soul, the state of mind of the unit." FM 22-100, 1983, p. 229. "Esprit de corps depends on the satisfaction a man gets out of belonging to a unit, on his confidence in his leaders and on his attitude toward other members of the unit. Evidences of esprit are-

(1) Expressions from the men showing enthusiasm and pride in their unit.

(2) A good reputation among other units.

(3) A strong competitive spirit.

(4) Willing participation by the members in unit activities.

(5) Pride in the traditions and history of the unit.

(6) Readiness on the part of the men to help one another.

(7) The belief that theirs is the best unit in the army." FM 22-100, 1953, p. 53

**Discipline.** There is a direct relationship between discipline and strength. Discipline releases strength and provides the means to focus and control energy. Focused, applied energy can accomplish anything. "The forces that drive a disciplined unit come from within that unit." "In a disciplined unit soldiers at all levels have initiative. " FM 22-100, 1983, p. 151

"The results of a well-disciplined unit are clearly observable:

- All missions are accomplished.
- Soldiers have confidence and a sharp appearance.
- Soldiers are proud of their unit; they know it has a good reputation.
- Weapons and equipment are well-maintained.
- Soldiers at all levels are actively engaged in doing their duties. They do not waste time.
- Soldiers cooperate; they willingly help one another.
- Training is well planned, well conducted, and thoroughly evaluated for individual and unit strengths and weaknesses.
- In combat the unit fights successfully under stress."

FM 22-100, 1983, p. 152

"Discipline is a measure of what a soldier does when the commander is not there..." FM 22-100, 1983, p. 243

"The essence of duty is acting in the absence of orders or direction from others, based on an inner sense of what is morally and professionally right." Gen Wickham, p. 191

Discipline is positive, and ought to have only positive connotations: "Coming from the Latin, 'to discipline' means 'to teach. '" The Armed Forces Officer, 1950, p. 139

"They [the soldiers] should be made to understand that discipline contributes no less to their safety than to their efficiency. . . Let officers and men be made to feel that they will most effectively secure their safety by remaining steadily at their posts, preserving order, and fighting with coolness and vigor." Robert E. Lee: Circular to Troops, Army of Northern Virginia, 1865, DMNQ, p. 93

"The best discipline is self-discipline, the individual does what he knows is right because he wants to do the right thing." DA Pam 22-1, 1948, p. 33. "Self discipline [is] the only kind of discipline that will stand up to the stress, chaos and uncertainty of battle." CSM George Mock and SFC John D'Amato, The NCO Journal, Summer 1991, p. 19

"This discipline is voluntary; it is based on knowledge, reason, sense of duty, and idealism. The American qualities of initiative and resourcefulness function best when obedience is inspired by an understanding of the objective and loyalty to a cause, a leader, or a team. Thus you see the relationship between discipline and morale." DA Pam 22-1, 1948, p. 33. "It wins battles." DA Pam 22-1, 1948, p. 39

**Training.** Readiness is. . . our first responsibility in providing for the common defense. Readiness is the key to deterrence and, if required, to fighting and winning." Gen Wickham, p. 29

"For they had learned that true safety was to be found in long previous training, and not in eloquent exhortations uttered when they were going into action." Thucydides: History of the Peloponnesian Wars, c. 404 BC, DMNQ, p. 328

"Carefully planned, purposeful, and effective training plays its part because the average man wants to learn, and to prepare and better himself, and because it demonstrates concretely the leader's intense concern that the men and the unit receive every possible measure to prepare them to accomplish their mission." DA Pam 22-1, 1948, p. 33

"I hear and I forget; I see and I remember; I do and I understand." Confucius, LQFMT, p. 284

"We must train as we expect to fight." Gen Wickham, p. 74. "Good training challenges Soldiers." Gen Meyer, p. 31. "Training, then-both good and bad- is habit forming. The difference is that one develops the battlefield habits that win; the other gets you killed." SMA Glen Morrell, Army Trainer, Fall 1984, p. 21

"Gunners that can't shoot will die." The Battalion Commander's Handbook, p. 50 (and so will others)

"Personally review the training schedules; there should be no TBA, TBD, etc. If there are, then the schedule is bogus." The Battalion Commander's Handbook, p. 12

"Proficiency is the measure of the individual 's and the unit 's ability to perform their job or mission. Unit proficiency is the sum of the skills of all the individuals in the unit welded together by the leader into a smooth running team. Individual proficiency means that the soldier has the knowledge to operate his weapon and equipment and the tactical training and physical fitness to accomplish his mission." "Proficiency results from training; therefore, supervision of training should occupy the major portion of your time as a commander. This is the one sure method you have of judging the proficiency of individuals and of the unit." FM 22-100, 1953, pp. 53,54

"Understrength units, properly trained, can fight like hell." Gen Meyer, p. 110

**Safety in Training (And in Battle).** "Safety is joy." message on truck mudguard

"Safety must permeate everything your unit does. Your unit can train realistically, yet still remain within acceptable risks." "Guard against a 'can-do' mentality that will substitute mission accomplishment for common sense." *The Battalion Commander's Handbook*, pp. 52,24

Gen Wickham:

"There is nothing we do in peacetime that warrants the unnecessary risk of life or limb or equipment- nothing." p. 108

"Safety means a better Army- it also means a better life for us and our loved ones." p. 298

"Safety in peacetime is just as important as in wartime." "If we do things in a cavalier, unsafe way in peacetime, we are going to kill people and break machinery in war. There is no magic that descends on human beings when shooting starts that makes people warriors, that makes people of character, that makes people responsible for the equipment and lives that are entrusted to them. If we don't learn these things in peacetime, heaven help us in war." pp. 335,108

"Commanders are safety officers." "I look upon myself as the safety officer of the United States Army..." "I am diminished as Chief of Staff of the Army, as Steward of the Army, when someone dies." pp. 109,334,108

"I think the motivation behind safety is a moral one, taking care of our people..." p. 238

"We bring into the Army 130,000-140,000.. .young people a year. They don't have the sense of safety that we have developed. We need to imbue them with it. You have the responsibility. . . to imbue young people with the sixth sense of safety. Otherwise they're going to be doing dumb things and. . . killing people." p. 335

"NCOs are the final enforcers of safety standards. Help your soldiers develop the 'sixth sense' of safety that all of us try instinctively to practice as parents." p. 191

"We have to develop that kind of sixth sense about safety within the Army so that soldiers are conscious of unsafe acts that are about to happen, can see the potential for tragedy, and can fix it." p. 109

"As steward of the Army, trying to do all that I can do to provide ethical and responsible leadership, I implore you to help from the ground up. . . to galvanize a renewed commitment..." p. 110

**Overall health:** "The Army-wide approach [to health and well-being] now includes low-calorie options in dining facilities, weight control, substance abuse intervention, stress tests, and modernized off-duty recreational facilities." DA Pam 600-80, 1987, p. 20

**Physical fitness:** "Soldiers who are physically fit are going to enjoy their lives more. They're going to be able to do their jobs better. They're going to have less sick time, which helps them and the Army [and they will] be around longer." Gen Meyer, p. 337

**Alcohol and readiness:** "The biggest impact [of drug use] on readiness is alcohol." "Alcohol decreases the capability of the soldier to be able to do his job, and has the biggest impact on the number of days away from work." Gen Meyer, p. 232

**Alcohol and safety:** "When I first got to Fort Campbell [as the commander of the 101st Airborne Division] I was accosted with the figures of 55 soldiers being killed a year on the highways in POV accidents- 80 percent of them alcohol related. And going around to families and telling them the bad news that they had lost a loved one, it ate on me. What, as commander here, could I do to try to deal with this carnage?" "Out of that came the DWI policy that is now in the Army all over, and many states have adopted that." "In two years at Fort Campbell, we cut. . . fatalities down to 22 a year, and alcohol-related deaths were only about 30 percent. And interestingly enough, the insurance rates started to go down. So there are benefits to be derived." Gen Wickham, p. 332

**Tobacco use:** "Tobacco use presents a threat to the health and readiness of the soldiers and civilians of the Total Army." "Clearly, soldiers and families who are free of tobacco usage are more capable of fulfilling the missions that are asked of us and are probably going to stay healthier than might otherwise be the case." "The readiness and well-being of Total Army members and their families challenge us to deal with the problem of tobacco use. Medical evidence shows overwhelmingly that the use of tobacco products adversely impacts on the health and readiness of our force. Tobacco usage impairs such critical military skills as night vision, hand-eye coordination, and resistance to cold weather injuries. Moreover, it increases susceptibility to well-being of our Army, and we must take immediate steps to eliminate its usage. Every Army member is charged to make this goal a reality." Gen Wickham, pp. 300,356,297

**Physical Fitness.** *"The most powerful lesson of the Falkland Islands campaign is that soldiers who are well trained, physically fit and psychologically prepared for combat will carry the day."* Gen Wickham, p. 11

*"No one can predict today when you may be thrown into combat, perhaps within hours of deplaning in an overseas theater..."* Gen Ridgway, Military Review, Oct 1966, p. 46. *"We cannot know how quickly we may have to deploy or what the conditions will be."* Battalion SOP

**Maintaining a high state of physical fitness is so important because:**

**1. Soldiers' perception of their own physical condition has a direct impact on their confidence in themselves:** *"There is a striking relationship between men's attitude toward combat and their own estimates of their physical condition." "The soldier in a Port of Embarkation is faced with the grim knowledge that he is on his way. He is bound to think hard about himself and his fitness for the battle job ahead. Such thinking gives some men courage; it brings fear to others."* What The Soldier Thinks, Dec 1943, p. 7

**2. Physical fitness directly impacts soldiers' survivability:** *"Units whose men are physically and mentally fit have fewer battle casualties than troops who are not in condition. Troops with good leadership, high morale, and good physical condition are more alert and take the extra precautions which save their lives and reduce their casualties."* FM 101-1, 1951, p. 35

**3. And because the mind and body are interdependent:** *"In battle, whatever wears out the muscles reacts on the mind and whatever impairs the mind drains physical strength."* S. L. A. Marshall, The Soldier's Load, p. 47

**Music plays an important role** in morale, the spirit, and achieving and maintaining physical fitness, and music sustains more than the physical. Marshal de Saxe discusses the effect music and cadences have on soldiers in building cohesion and discipline, as well as for drill, marching, and battle:

*"Everyone has seen people dancing all night. But take a man and make him dance without music and see how long he can bear it. This proves that music has a secret power over us, that it predisposes our muscles to physical exercise and lightens the effort."* Marshal de Saxe, 1732, Reveries, pp. 204,16,17, summarized from two translations

*"The Army Band is [the best] spokesman for the Army."* Carol Meyer, quoted by Gen Meyer, p. 310

*"Music is the deepest expression of the soul."* Janice Kilgore

**Courage.** "People. . . have a need to do the right and brave thing regardless of danger." FM 22-100, 1983, p. 220

"The strength of our infantry units comes from the skill, courage, and discipline of the individual soldiers." FM 7-10, 1990, p. 1-2.  
"Ultimately all Infantry is involved in the 'last one hundred yards. '" Gen Wickham, p. 233

"Positive action conquers fear. You and your troops can master fear; soldiers have been doing it for centuries." FM 22-100, 1983, p. 141.  
"The. . . brave man knows fear and conquers it." Stuart Cloete, The Hill of Doves, p. 123

"I know the withering effect of limited commitments and I know the regenerative effect of full action." Henry Stimson, Secretary of War, WWII, Military Leadership, p. 37

"There is. . . contagion in courage." Gen Wickham, p. 46

"Courage is also contagious, and each man represents a part of his unit's courage." TGGS Special Text No. 1, 1949, p. 142

"It is ideas that inspire courage." Georges Clemenceau, DMNQ, p. 71

"Under combat pressure it is not the loud-swearing, bravado-soldier of peacetime who does the required job for his country on the battlefield. Rather, it is the man of resolute character and strong moral convictions." FM 16-100, 1961, p. 14

"It takes courage to step forward and say, 'I'm responsible and will fix it. ' When you do this a couple of times your soldiers will see it, and you'll develop a climate in which you can teach subordinates to take responsibility for their actions." Gen Wickham, p. 117

"Moral courage. . . . includes recognizing and standing for what is right." DA Pam 22-1, 1948, p. 20. "Moral courage, to me, is much more demanding than physical courage." SMA Leon Van Autreve. "[Moral courage is] an inner critic that refuses to tolerate less than your best." SMA William Bainbridge, The Sergeants Major of the Army, p. 29

"The courageous man is one who, when faced with great physical danger, can make his mental self say to his physical self, 'You may be afraid now, but if you knew where I am going to take you, you would be a great deal more frightened. '" DA Pam 22-1, 1948, pp. 20,21. "The leader may always rely on his ace card, 'Follow me! '" DA Pam 22-1, 1948, p. 17

"Don't be a sissy." Robert W. Burns, DA/DOD Civilian, Reserve 1SG, and former NCO in the British Army

"Courage is endurance of the soul." Socrates, LQFMT, p. 66

## **The Effect of Preparation and Surprise on Courage.**

*"Men are frightened and thrown into disorder by sudden accidents and surprises of no consequence when foreseen." Vegetius, 390 AD, p. 135*

*"The armed chariots used in war by Antiochus and Mithridates at first terrified the Romans, but they afterwards made a jest of them."  
Vegetius, 390 AD, p. 168*

*"The same troops, who if attacking would have been victorious, may be invariably defeated in entrenchments. Few men have accounted for it in a reasonable manner, for it lies in human hearts and one should search for it there." Marshal de Saxe, Reveries, p. 190*

*"After the French infantry had repulsed the Imperialists at the battle of Friedelingen with incomparable valor, after they had routed them several times and had pursued them through a wood and onto a plain which lay on the other side, someone cried that they were cut off- two troops had appeared (and these may have been French). All this victorious infantry fled in frightful disorganization, although no one either attacked or pursued them, repassed through the wood, and only halted on the other side of the battlefield. . . . however, the battle had been won..." "Nevertheless, it was those same men who at one moment had defeated the Imperial infantry with the utmost intrepidity and at another had been seized with such a panic..." Marshal de Saxe, 1732, Reveries, p. 191*

*"When [troops] believe themselves most secure [is when they] are generally most liable to a surprise." Vegetius, 390 AD, p. 166*

*"Everything which the enemy least expects will succeed the best."  
Frederick the Great, Instructions, p. 364*

Therefore, the following quote applies to everyone, not just great Captains: "A great Captain ought to say to himself several times a day: 'If the enemy appears in front, on my right, or on my left, how shall I act?' If he finds himself in want of an answer he is ill-prepared." Napoleon, C&D, p. 81

### **And therefore Intelligence is critical to preparation and to prevent surprise:**

*"Luck favors the man with better intelligence." The Battalion Commander's Handbook, p. 46*

*"EW [is] a combat force multiplier." "Using EW on the battlefield [should be] as automatic as using artillery fires." Gen Meyer, pp. 112,111*

## 6. The Human Dimension.

"People are not in the Army, they are the Army." Gen Abrams, quoted by Gen Meyer, p. 2. "The Army's strength lies in its people." Gen Wickham, p. 310

"The soldier's heart, the soldier's spirit, the soldier's soul are everything." Gen Marshall, FM 22-102, 1987, p. 49

"Man is the fundamental instrument in war. Other instruments may change, but he remains relatively constant." DA Pam 22-1, 1948, p. 5

"Leaders must focus on the intangibles such as trust, morals, perceptions. In this area, military leaders usually do better than business leaders, who often focus too intensely on the quarterly report." MG Perry Smith, article

**The Heart.** "The human heart is. . . the starting point in all matters pertaining to war." Marshal de Saxe, FM 22-103, 1987, p. 12. "This matter [of understanding the heart] is the most important, the most learned, and the most profound, of the profession of war." Marshal de Saxe, Reveries, pp. 190,191

"Without a knowledge of the human heart, one is dependent upon the favor of fortune, which sometimes is very inconstant." Marshal de Saxe, 1732, Reveries, p. 191

"More than any other single factor of combat readiness, it is the way soldiers feel about themselves, their fellow soldiers and their outfit that is most likely to carry the battle." Gen Wickham, p. 289. "Service is in the heart." MAJ Mark Woempner

**The Spirit.** "We in the Army know that the human spirit is what really counts, and our challenge is to grow that spirit to its fullest." "Our challenge has been to provide ethical, caring leadership that sparks the Army's greatest strength- its people and their spirit." Gen Wickham, pp. 189,260

"Our trust is not in the services of material equipment, but in our good spirit for battle." Pericles, C&D, p. 33

"The human spirit has a lot of nobility that doesn't show till the going gets tough." "It will rise, as it has throughout history, to meet great challenges." Admiral Stockdale, A Vietnam Experience, p 133. "There is a fundamental spirit unique to Americans at war which transcends every generation." Gen Meyer, p. 64

"Spiritual forces. . . rule the world and will continue to do so." Gen Marshall, SS&S, p. 125

**The Mind and Will.** "War is a test of wills. Moreover, it is won or lost in the minds of men." FM 22-103, 1987, p. 38

"The first stage of combat is fought in the minds of prospective opponents." George Washington, paraphrased by Gen Meyer, p. 38

"A battle is lost less through the loss of men than by discouragement." Frederick the Great, Instructions, p. 390

"A battle cannot be lost physically." Joseph de Maistre, C&D, p. 25.  
"Often the victor in battle is the unit that refuses to lose." FM 7-10, 1990, p. 2-4

"Without will, nothing is possible. With it, nothing is impossible." FM 22-103, 1987, p. 80

"Lameness is a hindrance to the leg, but not to the will." Epictetus, The Social Philosophers, p. 256

"Will is not a wholly unknown factor; we can base a forecast of its state tomorrow on what it is today." Carl von Clausewitz, On War, p. 78

"The mind must be informed by knowledge and by idealism in order to strengthen the will." Pearl S. Buck, TMDWL, p. 235

"One mind illuminating many minds..." MG J. F. C. Fuller, WW, p. 225

"There are but two powers in the world, the sword and the mind. In the long run, the sword is always beaten by the mind." attributed to Napoleon, DMNQ, p. 318

"More than any other elements, will and winning are states of mind that demand the constant attention of senior leaders. They are the proper end of all leadership and command effort to generate the required moral ascendancy to make vision a reality." FM 22-103, 1987, p. 80

"Only through being ethically strong can senior leaders infuse in their soldiers an unflagging will to win." FM 22-103, 1987, p. 22

A senior leader who possesses moral toughness provides his unit with the will to fight and the ability to gain the moral ascendancy required to win." FM 22-103, 1987, p. 25

"As has been the case from the time of General George Washington and the formation of our Constitution, men of honor who have abided by the highest ethical standards of conduct and selfless service have been the ones who have successfully wielded the moral authority. They have maintained freedom and sustained the will of American soldiers on the field of battle." FM 22-103, 1987, p. 17

**Higher Purpose.** "Our soldiers also want to be all they can be as part of something larger than themselves." Gen Wickham, p. 44

"The best fighters are those [with] a purpose above self. " Gen Wickham, p. 27

"If a man feels something deeply in his heart, he will do something about it, and he will inspire others to action." DA Pam 22-1, 1948, p. 26

"If a person holds a patriotic belief in the ideals of America, he feels a need to serve those ideals." "If physical courage and moral courage are traits of your character, you have a need to behave courageously." "People. . . have a need to do the right and brave thing regardless of danger." FM 22-100, 1983, pp. 219,220

"[Values and beliefs] are powerful. People will risk danger and will often die for deeply held beliefs and values." "Most people will suffer hardship and danger to the degree that they believe the mission or cause is important." FM 22-100, 1983, pp. 77,146

"It is what men believe that makes them invincible." Gen Marshall, SS&S, p. 124

"The quality which sets us apart as a nation is that we place so much importance on the individual. It is the source of what Thomas Jefferson called 'the aristocracy of talents. ' Our recruiting slogan, 'Be all you can be,' is aimed at precisely that impulse in the youth of today." "And yet I am convinced that when a soldier wants to express that individualism, when, for example, she wants to be all she can be, it is as part of something bigger than herself." "And it is the leaders, from Sergeant to General, who are most responsible for maintaining the climate of growth and caring which allow both cohesion and initiative to flourish." Gen Wickham, p. 23

"Lower-level needs are important motivators in battle. But the evidence shows that when the higher-level needs are activated in soldiers, they are a more powerful, lasting force." FM 22-100, 1983, p. 147

"The physical, security, and social needs. . . are lower-level human needs. Many people never get beyond being motivated primarily by these needs. Their beliefs and values tell them that self-oriented needs to make money and acquire valuables are the ones that result in a happy life. They never realize that the satisfaction of higher-level needs could give them a much deeper happiness. One of the things that make humans unique is the higher-level needs of the spirit or soul." FM 22-100, 1983, pp. 144,145

"The Entrancing Life." J. M. Barrie

**Growth.** "We all have a need to be competent and to increase our competence. This is the need to live up to our potential, to be all we can be, to develop all of our talents- whatever they are. It is the need to grow, to become a better, more effective person." FM 22-100, 1983, p. 145

"Happiness comes to an individual only as a result of personal fulfillment through complete functioning of all the energies and capabilities with which one is born... " "Growth itself contains the germ of happiness." Pearl S. Buck, Of Men and Women, p. 69; TMDWL, p. 20

Gen Wickham:

"I think that all young people- all people, for that matter- are anxious for opportunities to grow, to fulfill themselves, to be all they can be. . . . thirsting for opportunity to be bold and creative, to make use of all the God-given talents that one has..." p. 343

"The words [Be all that you can be] get at the heart of what our youth want from the Army, a chance to be all they can be. It appeals to a yearning of Americans of all ages for opportunity, for upward growth, for fulfillment." "Today's Army supports that impulse in our youth." pp. 44,30

"In a volunteer system, youngsters simply do not join the Army with the idea of not completing at least their initial tour. They come in with the idea of becoming a better person. They want to be a winner in life and they come to us with the firm belief that the Army can assist them toward that end." p. 290

"When soldiers and young leaders begin their training in the Army, most are psychologically ready for change. They want to become better people through Army life and training." FM 22-100, 1983, pp. 127,128

Growth comes from many sources- experience, meeting challenges, thought and reflection, working, children, accepting and bearing responsibility, learning to know others, and developing relationships. "To get to know [another's] mind was for me like taking a drink of cold, cold, refreshing water." Admiral James Stockdale as a POW, In Love and War, p. 250. The thoughts of great leaders are so valuable because by bearing great responsibility they have gained wisdom that all can share, and from which all can learn. "The men best loved by the American people for their military successes were also men with greatness of soul." The Armed Forces Officer, 1950, p. 19

"[People] must feel themselves a part of something greater than themselves if a nation is to achieve a high destiny..." S. L. A. Marshall, Men Against Fire, p. 167. "These are exciting times." Gen Meyer, p. 1

## 7. Conclusion.

**The Focus of Leadership-** accomplishing the unit's mission, and focusing on the conditions in which the unit does the mission and how the unit accomplishes the mission.

Leadership is getting a job done- assessing where the unit is, determining where to go, and then steering to get there: *Lead: "to guide on a way especially by going in advance."* Webster's New Collegiate Dictionary, 1979, p. 647

**Leadership is** *"above all... the art of taking a vision of what must be done, communicating it in a way that the intent is clearly understood, and then being tough enough to ensure its execution."* FM 22-103, 1987, p. 6

Leadership both directs and influences, as is shown in the Army's official leadership definitions since 1948 (Appendix A), but the influencing aspect comes as a result of the directing towards the accomplishment of the unit's mission. As a unit focuses on its mission, and works together to accomplish its objectives in a good environment, all else follows. *"As each soldier accepts and commits himself to the mission and goals of the unit, cohesive teamwork will develop."* FM 22-102, 1987, p. 20

Respect for a leader also follows because of competent and steadfast execution of the mission and demonstrated strong ethical beliefs: *"If leaders show loyalty to their soldiers, the Army, and the Nation, they earn the loyalty of their soldiers."* AR 600-20, 1988, p. 11. However, focusing on trying to improve any particular aspect of the unit, such as cohesion or esprit, without focusing primarily on the mission and climate is like treating only symptoms: *"But of even greater importance is the quality of the soil in which we plant and raise that seed."* Gen Meyer, referring to soldiers when they first join the Army, p. 215

There are many ways to lead, and most get the job done. But there is a level of effectiveness that units can reach when the leadership is visionary, competent, and steadfast, and believes in and holds to what is right. This will "draw out of his men the very best there is in them." *Officers' Manual, 1906, p. 173*, and the effects continue and grow. One of the most satisfying things in the world is to be shown something that needs to be done, and then to make progress together towards making that vision a reality. *"The highest possible consequence can develop from the feelings of men mutually inspired by some great endeavor and moving forward together..."* *The Armed Forces Officer, 1950, pp. 7,8*

*"Conclusion: Know and do your job.  
Know and care for members of your group."* DA Pam 22-1, 1948, p. 44

## 10 Integrating Leadership and Management

### Leadership and management.

Leadership and management are two separate systems of action that work together to get a mission done. Leadership determines where to go and what to do both now and in the future, and then steers to get there. Management determines how to get there; creates the techniques, systems, and processes needed to accomplish the goals; and then executes. Command and control, and commanders and staff, are counterparts of leadership and management.

**Leadership is an art** and focuses the organization on accomplishing the present mission, and at the same time develops the organization to meet future requirements. *"Leading initiates new action, is results-oriented, and makes things happen in spite of obstacles."*  
Battalion Commander

**Management is the science** of controlling how to get a job or mission done- the step by step processes. *"Managing maintains, is systems-oriented, and makes a process."* Battalion Commander

*"The leadership goal and the management goal occasionally become confused in the minds of our officers. In an effort to simplify the difference let me say that your success will be a function of your ability to lead people and manage resources." Gen Meyer, p. 290*

### Leadership envisions, directs, and guides.

By knowing the organization, its mission, composition, environment, and how it relates to other organizations, a leader develops a vision of what the organization must do now, where the organization should go, and how it should develop. The focus is what the organization should be able to do at some future point. The leader communicates that vision, and then, using all resources available, steers the organization towards the goal.

Commanders and leaders generate change and growth; create the climate; focus on intangibles- trust, morals, perceptions, spirit, cohesion; deal with counterparts and external organizations; protect the unit; obtain resources; get out, see, and communicate with the members of the unit; provide recognition as the representative of all the members of the unit; and are at the critical place at the critical time.

"A leader makes things happen."

"A leader makes history." LTG Kenneth Lewi

**Management executes, monitors, and supports.** For a Commander and other leaders to be able to get the organization where it needs to go, they must be supported by effective management: "An effective leader is not very effective for long unless he or she [has] managers to help make things work over the long run." Thomas Cronin, Military Leadership, p. 64

"Management is the process of acquiring, assigning priorities, allocating, and using resources in an effective and efficient manner." AR 5-1, (Draft), p. 3

"A manager is one who effectively handles the internal operations of the organization. A manager-

- handles daily activities effectively.
- coordinates and integrates ongoing activities.
- efficiently processes materials, information, reports, etc.
- maintains the current status of the organization.
- is known for getting things done but not for generating change.
- keeps the organization functioning effectively at the current level." LTG Kenneth Lewi, briefing

**Management support is important:** "If staffs fail to restock ammo, for example, or fail to take the time needed for vehicle maintenance, their commanders must fight with less ammunition and fewer vehicles." CSM James McKinney, CSM Lyle Daniels, and MSG Michael Lawson, The NCO Journal, Summer 1991, p. 8. "Remember- managers do things right, and leaders do the right thing." SMA Gene McKinney

Gen Meyer, pp. 102,103:

"We need to discuss openly the fact that we have been lavish in our rewards to those who have demonstrated excellence in sophisticated business and management techniques. These talents are worthwhile to a leader, but- of themselves- they are not leadership."

"Techniques which work well for the management of resources may prove disastrous when substituted for leadership on the battlefield. Conversely, techniques which work well for the battlefield may prove disastrous when substituted for management." "To the degree that such systems assist efficient operation, they are good. To the degree that they interfere with essential relationships between the unit and its leader, they are disruptive."

"That for which Soldiers are willing to sacrifice their lives-loyalty, team spirit, morale, trust and confidence- cannot be infused by managing."

"Managers can put the most modern and well-equipped force into the field. They cannot, however, manage an infantry unit through training or manage it up a hill into enemy fire to seize an objective."

## **All jobs require both leading and managing:**

*"Leadership and management are neither synonymous nor interchangeable. Clearly, good civilian managers must lead, and good military leaders must manage. Both qualities are essential to success." Gen Meyer, p. 103*

### **1. All jobs require leadership:**

*"Every member of our military force must be a leader, actually or potentially." FM 22-10, 1951, p. iii*

*"People's energy and effort is what accomplishes the mission, and leadership is essential to focus this energy. Without leadership people 's energy and effort is scattered and wasted." Ed Tompkins*

*"Leaders must lead upward, sideways and downward, not just downward." MG Perry Smith, article*

**2. All jobs require management,** such as managing time, a system, supervising the management of a system, or ensuring that the systems in the unit will result in successful mission accomplishment, meet standards, and effectively support soldiers.

*"Management is inextricably linked with leadership..." AR 5-1, (Draft), p. 3. "As stewards of the Army's assets, we must be alert for ways to improve the efficiency, effectiveness, and safety of all our operations, ensuring success. This is both a leadership and a management responsibility." Gen Wickham, pp. 284,72*

**3. The proportion of leadership and management depends on the requirements of the job.** As leaders progress to positions of increasing responsibility, the amount of time they must devote to leadership generally increases, and the management functions are correspondingly performed by a staff. *"As one rises in rank and responsibility, organizational complexity increases." FM 22-103, 1987, p. 3. "The larger the unit, the more complex become the problems of leadership, but the greater become the means available to the commander to assist him in the exercise of leadership." FM 22-10, 1951, p. 18*

The difference depends on the requirements of each job, and can vary within the same job over time. *"During 'shake-down' periods with a new staff, the commander frequently requires that even more routine problems be checked with him. As the staff becomes more experienced, the commander withdraws his attention from such matters, relying upon his Chief of Staff for close supervision." Seventh Army Command Process Study, Vol IV, 1967, p. 12*

## **Leadership Integrates.**

**Though leadership and management are both essential, it is leadership that integrates:**

*"Our Army is made up of people, doctrine, organizations, weapons, and equipment. It is leadership, however, that brings all these together and makes them work." FM 22-100, 1983, p. 1*

*"The most important element of the command and control system is leadership." FM 71-100, 1990, p. 3-2*

*"Shortly after I became the Army Chief of Staff, I happened to be leafing through the message traffic that I routinely see each morning, when I came across one announcing that the Army was going to have a conference on the management of leadership. Well, I must admit that having been sensitized by much criticism directed at the Army, and the other services, and industry- that we are turning into a group of managers as opposed to leaders- that I reacted rather heatedly... .Within the hour the conference was cancelled. We weren't going to manage leadership on my watch!" Gen Meyer, p. 378*

*"I think that all of us in the Total Army, civilian as well as military, inherently are leaders. We lead people, and, at the same time, we manage resources, milestones, and programs." "As you learn the art and science of managing new resources and programs, you must remember that 'leadership makes the difference. '" Gen Wickham, p. 119*

*"The difference between a good Army and a great Army, the difference between a good unit and a great unit. . . is simply a matter of leadership." Gen Wickham, p. 336*

### **The Result: A Unit with a Spirit that is Greater than the Sum of Its Parts.**

*"There's a synergism that comes from well trained soldiers and units. Such units have a greater capability than the mere sum of the parts." Gen Wickham, p. 284*

*"An effective military organization has life and character." "It is the spirit of units and soldiers which makes the difference." FM 22-103, 1987, pp. 48,49*

*"The strength of a community lies in the contributions and talents of its members. If the right elements are together in the right environment, the end product is often greater than what would otherwise be expected from the elements functioning independently." Gen Wickham, p. 311*

## **11 Conclusion: "Making History" and "Making A Difference"**

What legacy do you wish to leave behind you?" MG Perry Smith, Taking Charge, p. 181. (and impact, environment, momentum)

"The fact is that younger leaders [not generals] are the ones who really make history. They earn the medals for valor and achievement. They are the ones who get things done and make the Army great." Gen Wickham, p. 93

One unit's action can have tremendous impact: "One battalion sometimes decides the issue of the day." Napoleon, Maxims, p. 415, as the 20th Maine Regiment did at Gettysburg: "Leadership in a seemingly small matter can have an important effect on great events." FM 22-100, 1983 on the Battle of Little Round Top, p. 60

### "Making History"

-personal growth: reexamine your personal values and ethics; think and study; condition yourselves physically.

-professional growth: become masters of [the] art of war; think about leadership.

- family growth (stronger the family, the more ready the Army): enjoy your families; strengthen and maintain family bonds." Gen Wickham, p. 323

"Make a difference. The time each of us is 'in charge' is short. By leaving things better than they were, you will be making history in the Army." "What is important is how you look back on your service. Your view will depend more on what you gave than on what you received." Gen Wickham, pp. 113,48. "The Army stays with me." Mary Rosehill

"Veterans. . .never seem to lose the deep-seated pride that comes from serving one 's country." "Whether in war or peace, soldiers who have passed through the ranks of the United States Army in service to their country look back on that experience with a high sense of pride." Gen Wickham, p. 289. "You get something from military service that you get nowhere else." Norman Howard

"Serving with dedicated leaders who try to do what is right changes people for the better, and for their whole lives. Each of us can do that for those who serve with us. Everyone should experience how tremendous the Army can be." CSM Sandra Matlock

"You can serve as a force multiplier. " Rear Admiral Marsha Evans

**Reflecting and A Vision for The Army.** "What is the good of experience if you do not reflect?" Frederick the Great, Generalship, p. 79

"We all reflect on the meaning as well as the practice of our profession. We are better officers if we pause occasionally to review certain basic truths and how they apply to the life we have chosen." Gen Harold K. Johnson, DA Pam 360-302, 1966, foreword. "We turn our eyes to the past only for instruction and our hearts to the future, full of hope..." Charles Davies, 1875, West Point, p. 212

"Peace depends on us, the United States of America. It depends on our courage and willingness to build it, to safeguard it, and to pass it on to the generations who succeed us." Gen Wickham, p. 254. "For peace is a process- a way of solving problems." John F. Kennedy, quoted by Gen Wickham, p. 34

**A Vision for The Army:** Gen Wickham:

"I assumed the stewardship of the Army with these three general goals: to maintain stability for ongoing programs; to assure for these programs adequate support from the American people and political authorities; and to provide for our superb soldiers the highest standard of ethical leadership." p. 12

"I felt that continuity was needed to maintain the overall integrity and well-being of the Army. Continuity of policies and programs would provide a sense of direction and purpose to our efforts and would build on the important work of my predecessors. On the other hand, frequent and unnecessary changes to departmental policies would only lead to wasted motion and turbulence." p. 183

"Strengthening the quality of our soldiers, the ethical and professional foundation of our leaders, and the quality of life for our soldiers and families has been the basis of this vision." p. 261

"Together, we have moved our beloved Army further on the road to greatness. . .but more remains to be accomplished." p. 242

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"Our soldiers stand, as they have stood for over two centuries, as guardians against those who would deny us the freedoms we enjoy. They guard against those who would take our lives, either by the chains of oppression or with weapons. They guard and insure us against those who would tear down the sometimes frayed fabric of democracy under which we, and other peoples of the world, live and pursue our individual beliefs and desires." Gen Wickham, p. 27

"The Army renews itself. . . . Thank God that some things like patriotism and professional military competence are eternal." Gen Wickham, pp. 46,66

## Appendix A. Official Army Leadership Definitions

### Leadership.

1948- *"Leadership is the art of influencing human behavior through ability to directly influence people and direct them toward a specific goal."* DA Pam 22-1, Leadership, 28 Dec 1948, p. 44, signed by Gen Omar N. Bradley, Chief of Staff

1951- *"Military Leadership. Military leadership is the art of influencing and directing men to an assigned goal in such a way as to obtain their obedience, confidence, respect, and loyal cooperation."* FM 22-10, Leadership, 6 Mar 1951, p. 3, signed by Gen J. Lawton Collins, Chief of Staff

1953- *"Military leadership, simply stated, is the proper exercise of command by a good commander."* FM 22-100, Command and Leadership for the Small Unit Leader, 26 Feb 1953, p. 3, signed by Gen J. Lawton Collins, Chief of Staff

1958- *"Military Leadership. The art of influencing and directing men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation in order to accomplish the mission."* FM 22-100, Military Leadership, 2 Dec 1958, p. 7, signed by Gen Maxwell D. Taylor, Chief of Staff

1961- *"Military Leadership. The art of influencing and directing men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation in order to accomplish the mission."* FM 22-100, Military Leadership, 6 Jun 1961, p. 3, signed by Gen G. H. Decker, Chief of Staff

1965- *"Military Leadership. The art of influencing and directing men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation to accomplish the mission."* FM 22-10 0, Military Leadership, 1 Nov 1965, p. 3, signed by Gen Harold K. Johnson, Chief of Staff

1973- *"Military leadership is the process of influencing men in such a manner as to accomplish the mission."* FM 22-100, Military Leadership, 29 Jun 1973, p. 1-3, signed by Gen Creighton W. Abrams, Chief of Staff

1983- *"Military leadership- the process by which a soldier influences others to accomplish the mission."* FM 22-100, Military Leadership, 31 Oct 1983, p. 304, signed by Gen John A. Wickham, Jr., Chief of Staff

1986- *"Leadership. The process by which an individual determines direction and influences others to accomplish the mission of the organization."* AR 600-100, Army Leadership, 27 May 1986, p. 7, signed by Gen John A. Wickham, Jr., Chief of Staff

**1987-** *"Leadership. The process by which an individual determines direction and influences others to accomplish the mission of the organization."* AR 600-100, Army Leadership, 22 May 1987, p. 7, signed by Gen John A. Wickham, Jr., Chief of Staff

**1990-** *"Leadership is the process of influencing others to accomplish the mission by providing purpose, direction, and motivation."* FM 22-100, Military Leadership, 31 Jul 1990, p. 1, signed by Gen Carl E. Vuono, Chief of Staff

**(Draft)-** *"Leadership. The process of influencing others to perform a task through providing purpose, direction, and motivation."* AR 5-1, Army Management Philosophy, (Staff Paper), p. 3, signed by Gen Gordon R. Sullivan, Chief of Staff

**199X-** *"Leadership. The process of influencing others to accomplish the mission by providing purpose, direction, and motivation."* AR 600-100, Army Leadership, (Working Paper), p. 8.

#### **Senior Leadership.**

**1968-** *"For this pamphlet, leadership is defined as the process of influencing the actions of individuals and organizations in order to obtain desired results."* DA Pam 600-15, Leadership at Senior Levels of Command, 31 Oct 1968, p. 7, no signature page

**1987-** *"The concept of leadership used in this pamphlet has a specific meaning: To achieve understanding and commitment of subordinates for the accomplishment of purposes, goals, and objectives envisioned by the leader, beyond that which is possible through the use of authority alone."* DA Pam 600-80, Executive Leadership, 19 Jun 1987, p. 2, signed by Gen John A. Wickham, Jr., Chief of Staff

**1987-** *"Senior-level leadership is the art of direct and indirect influence and the skill of creating the conditions for sustained organizational success to achieve the desired result. But, above all, it is the art of taking a vision of what must be done, communicating it in a way that the intent is clearly understood, and then being tough enough to ensure its execution."* FM 22-103, Leadership and Command at Senior Levels, 21 Jun 1987, p. 6, signed by Gen John A. Wickham, Jr., Chief of Staff

## Appendix B. Key Concepts and Perspectives for The Staff

### The Staff.

**The staff is there to assist the commander** in accomplishing the mission, and therefore the commander and the staff "should be considered as a single entity." The staff has to think and work in all the relationships up, down, and across that the Commander has, and maintain a working, effective balance between them all.

**Command and control.** Command determines what will be done, and control is the process the Commander uses to ensure the mission is done. The staff performs this control process, the Chief of Staff or XO supervises it, and the Commander monitors it. It is vital to mission accomplishment and must be done well. Command and control is the counterpart of leadership and management.

**The commander directs and supports the subordinate units, and the staff helps him do both.** This focus of assisting the Commander to direct, monitor, and support subordinate units is important. Maintaining this balance also helps decrease line/staff conflict and increase teamwork.

**Supporting the subordinate units-** there are ways the staff can support subordinate units while tasking.

**The staff must keep a focus of saving the Commander's time-** if the staff will free the Commander to lead, the whole unit, including the staff, will benefit.

**Reports-** give the Commander only what he or she needs to know the true state of the units and to make the best decisions.

### **Staffwork.**

**Actions. Staff actions** must be well-researched, well-written, well-coordinated; meet the Commander's intent; and represent the subordinate commanders' views.

**Coordination must be thorough-** the staff must coordinate with everyone affected or concerned, and the staff must work together, with other staffs, and subordinate units as closely as possible.

**Writing** must be organized and concise- one-page documents as much as possible. Trying to meet a set limit in length helps in making points directly and concisely.

**The Chief of Staff/XO** is one of the focal points in the unit, affects every area, works on many levels and in many roles, and can greatly increase the commander's and the unit's effectiveness.

## Perspectives.

**Constructive focus-** look for what is good at work and in others and build on it, and make recommendations for the better. Always bring up a recommended solution along with a problem. Look at what people do well, and capitalize on those areas, while working to improve weak areas. *"Think- 'Am I contributing to the solution or am I contributing to the problem?'" Michael Selves*

**Continuity and change-** every organization- unit, section- regardless of size- needs a balance of continuity and change.

**Energy and time-** manage and focus energy, use time, and manage the achievement of both short and long-term goals and objectives.

**Being ethical** is a positive force and leads to unit readiness and success. A strong ethical environment makes a unit more effective because it is the basis for unit cohesion, for cohesion is based on trust, and trust is based on being ethical. Being ethical also puts a person and a unit in a strong position. Soldiers and units gain strength by being in an ethical environment, for ethical values have a strength of their own that soldiers can tap in to. Focusing on "what is the right thing to do" is an effective way to create this. Being unethical is ineffective. Only in an ethical environment can units and individuals be most effective.

**Frameworks.** People need to have frameworks so that they can relate information and understand principles. Principles and relationships apply at all levels.

**Goals.** Units and sections need both short and long-term goals.

**Growth and divestiture.** There are many ways to grow- learning, bearing responsibility, developing relationships. Organizations also develop by growing and by stopping unneeded areas.

**Leadership** is thinking about the overview and the end result needed and getting there, and relies on competence, vision, and the leader's inner strength to sustain the unit. It is not charisma. *"Charismatic power is the power least likely to be effective." FM 22-600-20, 1977, p. 35.* The responsibility of leaders includes taking "all measures to ensure that soldiers and units are ready and able to fight." *"Vibrant units." Gen Meyer, p. 246*

**Leadership and management** are different, support each other, both are essential to mission accomplishment, and everyone does both.

**Lessons learned.** Pass on and maintain information, knowledge, and lessons learned- learn from history and keep a historical perspective. Put publications like unit newsletters and The NCO Journal in binders; keep articles in scrapbooks about those who made special contributions and achievements.

**Management.** Management and administration are important and are part of every job. Commanders, leaders, and staffs can improve support to their units by appreciating and valuing management and administration, for they keep things moving and on track. The unit's effectiveness depends on them as well as on leadership.

**Moral force** is a source of energy and power that comes from values and beliefs. Releasing this force results in developing the highest potential of people and units, and leads to increased success. It can be developed at any level by commitment and action.

**Principles.** Looking for the underlying principles involved in work makes work more effective, interesting, and enjoyable. Principles and standards must be respected, and put above personal feelings. Strict adherence to principles and standards is the most effective way to get the mission done, help people to grow, and to care for people.

**Program management.** Actively manage programs and assist units in managing programs, especially through staff support techniques such as the Stand-Alone Tasking Memo and the One-Source Document.

**Punishment.** The focus of punishment needs to be on punishing wrong acts, not the person. Wrong acts must be punished because they lower standards, hurt the organization, and injure other people.

#### **The Purpose of the Army.**

-**A strong Army is needed** to defend "against those who would deny us the freedoms we enjoy [ and] those who would take our lives, either by the chains of oppression or with weapons." This defense takes effort and dedication.

-**The Army reflecting the nation.** The Army is part of the nation, and will reflect it. *"Our Army- in touch with America."* SMA Gene McKinney

-**The Army is worthwhile because the United States is worthwhile,** because the foundation of the United States is the belief in the worth and dignity of the individual and his or her potential.

**Recognition** is important. When the leader gives recognition, he or she is giving it on behalf of the whole organization.

**Reflecting the leader.** The squad, platoon, unit, division- whatever level- will reflect the leader.

**Respect** is the foundation of all relationships between people.

**Responsibility and authority-** it is vital to both accept and support responsibility and authority. People have authority because they have accepted responsibility, so they can get that for which they are responsible done.

**Standards and evaluation-** view standards and evaluation positively and work to meet or exceed standards. *"Everyone wants a good unit-and could have one if only they would demand that standards be met."* SMA Glen Morrell, Army Trainer, Fall 1984, p. 23

**Strength and success.** Many things give strength- respect, ethical values, caring, humor, responsibility. This strength leads to increased success.

**Support leaders actively-** focus on supporting leaders at all levels, and avoid selective enforcement and selective compliance.

**Suspenses-** must be met fully, and on time. Every unit and section must have an effective system to track and ensure all requirements are met, such as a suspense log, and someone to monitor the log.

**Thinking systemically, managing requirements, and looking at processes.** Processes can be improved by examining the whole system, and setting standards and measures. Everyone needs to think systemically, especially the people who manage the systems on a daily basis. Processes and systems need everyone's input to improve them. Having effective and efficient systems that are well-managed also helps make a stronger ethical environment. It is also important to understand the difference between efficiency and effectiveness and how they affect systems and processes.

**Values have strength.** Using this strength leads to increased success.

**Vision-** Leaders need to have a vision for the unit; it is critical in guiding a unit or any part of a unit. Every section, no matter how small, can have and needs vision.

**Work.** Use the ways available that will help you *"to eat too full a plate."* LTG John Otjen

- **Work on several levels-** focus on long-term goals while meeting day-to-day requirements, look ahead, plan, and be proactive: *"It's critical to be out front overcoming potential problems before they can arise."* Gen Wickham, p. 15

- **Look at the job as a whole and how it fits in the bigger picture.** This gives purpose and helps understand and work in all relationships that affect the job.

- **Checking own work-** each person must check his own work and not rely on supervisors to check. The staff's goal is for the Commander- and any supervisor in between- to feel he or she can sign anything without checking. Avoid *"the pitfalls of lax administration."* 1SG Milton Warden, From Here To Eternity, p. 23

- **Follow-up and persevere.** *"Success beats quitting any time. . . . and in the long run, it's easier."* SFC Patrick Coyle, Army Trainer, Fall 1989, pp. 6,7

## List of Acronyms and Abbreviations.

**AAM-** Army Achievement Medal  
**AAR-** After Action Review  
**ACTN-** action  
**AD-** armored division  
**AD-** used to indicate that a time division falls within the Christian era  
**AER-** Army Emergency Relief  
**AF-** Air Force  
**AI-** assignment instructions  
**ANCOC-** Advanced NCO Course  
**ANL-** annual  
**app-** appendix  
**AR-** Army regulation  
**ARCOM-** Army Commendation Medal  
**ARSTAF-** Army Staff  
**ARTEP-** Army Training and Evaluation Program  
**ASI-** additional skill identifier  
**AUSA-** Association of the United States Army  
**BC-** before Christ  
**Bde-** brigade  
**BG-** brigadier general  
**Bn-** battalion  
**BNCOC-** Basic NCO Course  
**c.-** abbreviation for circa- "about"  
**CAS3-** Combined Arms and Services Staff School  
**C&D-** Command and Discipline  
**cdr-** commander  
**CF-** copy furnished  
**CFC-** Combined Federal Campaign  
**CGSC-** Command and General Staff College  
**CIF-** Central Issue Facility  
**CIP-** command inspection program  
**CMSgt-** Chief Master Sergeant  
**CMT-** comment  
**CNTR-** control  
**Col-** colonel  
**COR-** change of rater  
**CPO-** civilian personnel office  
**CPT-** captain  
**CSA-** Chief of Staff of the Army  
**CSM-** Command Sergeant Major  
**DA-** Department of the Army  
**DACOWITS-** Defense Advisory Committee on Women in the Services  
**DCSPER-** Deputy Chief of Staff for Personnel  
**DEH-** Directorate of Engineering and Housing  
**DMNQ-** Dictionary of Military and Naval Quotations  
**DOD-** Department of Defense  
**DWI-** driving while intoxicated **DWR-** "Do What's Right" (from CPT (Col) Ronald Lee, Col Scott Marcy, and others)  
**encl-** enclosure  
**EREC-** Enlisted Records and Evaluations Center  
**ETS-** expiration term of service  
**EW-** electronic warfare  
**fl.-** floruit- "flourished"- used when the dates of birth and death are not known  
**FM-** field manual  
**FOIA-** Freedom of Information Act  
**FSG-** family support group  
**FSTE-** foreign service tour extension  
**Ft/Ft.-** fort  
**FWD-** forward/forwarded  
**FY-** fiscal year  
**Gen-** general  
**GO-** general officer  
**GPO-** Government Printing Office  
**G1-** Assistant Chief of Staff, G1 (Personnel)  
**HHC-** headquarters and headquarters company  
**HIV-** human immunodeficiency virus  
**HOC-** headquarters and operations company  
**HQ-** headquarters  
**HQDA-** Headquarters, Department of the Army  
**IAW-** in accordance with  
**IMCEN-** Information Management Support Center (part of the Office of the Administrative Assistant to the Secretary of the Army)  
**INSCOM-** Intelligence and Security Command  
**ISC-P-** Information Systems Command-Pentagon  
**LAN-** local area network  
**LCDR-** lieutenant commander  
**LOM-** Legion of Merit  
**LQFMT-** Leadership: Quotations from the Military Tradition  
**LTC-** lieutenant colonel  
**LTG-** lieutenant general  
**LTR-** letter  
**MACOM-** major Army command  
**MAJ-** major  
**MARKS-** The Modern Army Recordkeeping

System  
**MBP**- "management by praise"  
**Mem/Memo**- memorandum  
**METL**- mission-essential task list  
**MFR**- memorandum for record **MG**-  
major general  
**mgr**- manager  
**mgt**- management  
**MI**- military intelligence  
**MILPO**- military personnel office  
**MOC**- management of change **MOI**-  
memorandum of instruction **MOPP**-  
mission-oriented protection  
posture  
**MOS**- military occupational specialty  
**MOU**- Memorandum of Understanding  
**MSG**- master sergeant  
**MSM**- Meritorious Service Medal  
**NCO**- noncommissioned officer  
**NCOER**- noncommissioned officer  
evaluation report  
**NFL**- National Football League  
**NIH**- "not invented here"  
**NLT**- not later than  
**NTC**- National Training Center **OCS**-  
Officer Candidate School **ODCSOPS**-  
Office of the Deputy Chief of Staff  
for Operations  
**OER**- officer evaluation report  
**ofc**- office  
**OFCR**- officer  
**p./pp.**- page/pages  
**(P)**- promotable (on a promotion  
list)  
**PA**- Privacy Act  
**Pam**- pamphlet  
**PCS**- permanent change of station  
**PERSCOM**- Personnel Command (Army)  
**PLDC**- Primary Leadership Development  
Course  
**POC**- point of contact  
**POL**- petroleum, oils and lubricants  
**POV**- privately owned vehicle **PSC**-  
Personnel Service Company **PSM**-  
please see me  
**PSMU**- please see me urgent  
**Rah**- readahead  
**RB**- reference book  
**reg**- regulation  
**Ret**- retired  
**RFI**- ready for inspection  
**RMKS**- remarks  
**RMO**- Resource Management Office  
**RPT**- report  
S1- personnel  
S2- intelligence

S3- operations and training  
S4- logistics  
**SDNCO**- staff duty NCO **SDO**-  
staff duty officer **SFC**-  
sergeant first class  
**SGM**- sergeant major  
**SGT**- sergeant  
**SIDPERS**- Standard  
Installation/Division Personnel  
System  
**SIR**- serious incident report  
**SJA**- Staff Judge Advocate  
**SMA**- Sergeant Major of the Army  
**SM**- strength management  
**SOP**- standard operating procedure  
**SR**- senior rater  
**SSG**- staff sergeant  
**SSN**- social security number  
**SS&S**- Selected Speeches and  
Statements of General of the Army  
George C. Marshall  
**TAACOM**- Theater Army Area Command  
**TBA**- to be arranged **TBD**- to be  
determined **TC**- training circular  
**TDA**- tables of distribution and  
allowances  
**TDY**- temporary duty  
**TF**- task force  
**TGGS**- The Ground General School  
**TMDWL**- To My Daughters, With Love  
**TMFM**- The Man From Missouri  
**TMQB**- The Military Quotation Book  
**TPBQ**- The Pocket Book of Quotations  
**TOE**- table of organization and  
equipment  
**TRADOC**- United States Army Training  
and Doctrine Command **UCMJ**- Uniform  
Code of Military Justice  
**US/U.S.**- United States **USA** United  
States Army  
**USPS**- United States Postal Service  
**VA**- Veterans Administration  
**VIP**- very important person  
**VOCO**- verbal orders of the  
commanding officer **WSR**-  
Weekly Status Report  
**WW**- Warriors' Words  
**WWI**- World War I **WWII**-  
World War II **XO**-  
executive officer **1SG**-  
first sergeant

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