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DEPARTMENT OF THE ARMY FIELD MANUAL

MILITARY LEADERSHIP



**HEADQUARTERS, DEPARTMENT OF THE ARMY
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MILITARY LEADERSHIP

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CHAPTER 1

INTRODUCTION

Section I. GENERAL

1. Purpose and Scope

a. This manual provides actual and prospective military leaders, particularly those below division level, with a—

- (1) Better appreciation and understanding of the art of leadership.
- (2) Practical guide for effective application of the principles and techniques of leadership.

b. The material in this manual is based on an analysis of outstanding leadership displayed by both military and civilian leaders. These leaders were not all of a common pattern, nor did they use the same methods for attaining success. All of them, however, consciously or unconsciously understood and applied in varying degrees and combinations the principles and techniques of leadership contained in this manual. A thorough study of these principles and techniques, combined with actual troop application, will assist each individual in the development and fostering of the high standard of leadership required by the complexities of military organization and modern warfare. In the final analysis, despite vast technological advances, war is still waged by men.

c. An understanding of military organization is basic to the proper exercise of leadership. A military organization is a group of men or units banded together to perform military functions with definite responsibilities and duties assigned each individual. Each organization has a leader and a number of men comprising the group. In addition, there must be a goal which gives reason or purpose for the existence of the organization. The military leader must understand at the outset the purpose for which various organizations exist, the goal or objective which gives reason for their existence, and the mission and responsibilities of the leaders and members within these units.

d. The material contained herein is applicable without modification to both nuclear and non-

nuclear warfare, and to counterinsurgency operations, and pertains to all female leaders as well as to male in their relationships with men and women, military and civilian.

e. Users of this manual are encouraged to submit recommended changes or comments to improve the manual. Comments should be keyed to the specific page, paragraph, and line of the text in which the change is recommended. Reasons should be provided for each comment to insure understanding and complete evaluation. Comments should be forwarded direct to the Commandant, United States Army Infantry School, Fort Benning, Ga. 31905.

2. Concept of Military Leadership

Military leadership is an art and, as such, can be learned the same as any other art. In the ultimate sense, military leadership is not inherent; it is based upon the development of traits of the individual personality and upon the understanding and application of sound leadership principles and techniques. The art of military leadership can be learned, developed, and practiced in varying degrees by anyone properly motivated and possessing the mental and physical ability, and the moral integrity expected of a commissioned or noncommissioned officer. Developing this art is a continuing process.

3. Objective of Military Leadership

The ultimate objective of military leadership is the successful accomplishment of the mission. Proper leadership accomplishes the mission with a minimum expenditure of means and time, and a maximum harmony of group or unit objectives with individual needs and goals. Thus, the development and maintenance of an effective, proficient, well-disciplined organization possessing high morale and esprit de corps is basic to this objective.

Section II. DEFINITIONS

4. 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.

5. Leadership Traits

Personal qualities which assist in the exercise of military leadership.

6. Leadership Principles

Fundamental guidelines for the selection of appropriate actions and orders by a leader.

7. Leadership Indications

a. Morale. The state of mind of the individual. This depends upon his attitude toward everything that affects him.

b. Discipline. The individual or group attitude that insures prompt obedience to orders and initiation of appropriate action in the absence of orders.

c. Esprit de Corps. Loyalty to, pride in, and enthusiasm for a unit shown by its members.

d. Proficiency. The technical, tactical, and physical ability of the individual and the unit.

8. Effective Unit

One which accomplishes, with the minimum expenditure of means and time, any mission assigned or implied, for which it has been organized, equipped, and trained.

9. Leadership Actions and Orders

Anything a leader does or says to enable him to influence and direct his command.

10. Personal Supervision

The art of personally insuring compliance with actions and orders without undue harassment, which might tend to lessen the initiative of subordinates.

11. Leader

a. In technical military terminology, a person in charge of a unit smaller than a detachment.

b. In the broad general sense, any person in a position of responsibility who influences and directs others.

12. Commander

The person who by virtue of his office and formal designation or succession under fixed principles established by law or regulations is assigned the responsibility of directing the activities of a unit of detachment or comparable size or larger unit.

Note. While in a technical sense, a distinction is made between commanders and leaders, there is no distinction in the broad sense. If the commander or leader is to be effective, he must demonstrate the leadership traits and apply the leadership principles discussed in this manual.

13. Command

Command is the authority an individual in the military service lawfully exercises over subordinates by virtue of his rank and assignment. It carries with it responsibility for planning, organizing, training, directing, coordinating, controlling and leading military forces to accomplish assigned, implied, or inherent missions, together with administrative responsibility for the supply, health, welfare, morale, discipline, assignment, and relief of personnel.

14. Management

a. The process whereby the resources of men, money, material, time, and facilities are utilized to accomplish the missions and tasks of the organization.

b. The functions of management are—planning, organizing, directing, coordinating, and controlling.

c. The functions of the manager are—establishing objectives, motivating, communicating, innovating, maintaining cooperation, developing subordinates, and making decisions.

d. Although attempts are made to differentiate between good “management” and good “leadership,” the objectives of both are identical. In the main, the roles of the “manager” and the “leader” are inseparable.

CHAPTER 2

CHARACTERISTICS OF LEADERSHIP

Section I. GENERAL

15. Universal Nature of Leadership

The military profession has no monopoly on leadership. Leaders are found not only in industry and government, but in every other phase of human endeavor. Progress and success are dependent upon the quality and effectiveness of leadership.

16. Elements of Leadership

Leadership is affected by three basic elements: the leader, the unit or group he leads, and the situation in which the leader and his unit operate. There is no recipe for making a leader, and no two leaders ever get results in exactly the same way. Each leader, in analyzing the various components of a leadership problem, will be affected in a different way by his personality, the personalities of the members of his unit, and the components of the situation confronting him. These variances render the use of a template or a standardized solution impossible. Any reasonably intelligent person, no matter how inexperienced, can study, practice, cultivate, and apply the techniques of leadership. Each leader must formulate his own solution for each problem based upon his analysis of these three basic elements in the leadership environment.

a. The Leader. The earliest studies of leadership concentrated on the person of the leader. For centuries man inherited his position of headship or won it by virtue of his physical strength or compelling and dominant personality. Gradually a belief developed that leadership could be acquired and that certain qualities or characteristics were invariably associated with leadership. Many studies were undertaken to uncover any single trait which was characteristic of all leaders or the combination of qualities which indicated leadership capability. The many lists proposed by authorities reveal many differences of opinion regarding the qualities associated with individuals with proved leadership abilities. All good leaders have some of these

qualities, none have all, and few have identical qualities. One fact, however, has emerged. Although heredity, as in all aspects of human behavior, probably does play a partial role in leadership, it is not the overriding factor. Experience, learning, and environmental factors are of considerably greater importance in leadership development than heredity.

b. The Group. The group affects leadership decisions in two ways: as a group and as an aggregation of individuals. Factors to be taken into consideration include organizational structure, including availability and effectiveness of sub-leaders, cultural characteristics of the group including background and education, personalities of individual members of the group, degree of military training, and state of discipline, esprit de corps, and morale. While many recent studies of a general nature conclude that the good leader makes decisions that conform to the needs and desires of the group, this principle must be applied with caution in the military setting, since accomplishment of the mission, an overriding consideration, may make it impossible of application. However, the good leader will always make every effort to understand those needs and desires, and, to the extent possible, will take them into consideration in establishing goals or objectives and in adopting means to attain those goals or objectives.

c. The Situation. The situation comprises the assigned mission and environmental and other factors other than those discussed in *a* and *b* above that affect its accomplishment. No two situations are exactly the same. Environments and missions range from the inherent confusion, urgency, and fast action of battle to the routine, recurring, and familiar nonbattle situation. Each situation must be faced as a new and separate problem with its own answer, and there must be a continuous evaluation of the situation as it changes. The various situations

that confront a leader require substantial leadership adaptability.

17. Authoritarian and Persuasive Leadership

Although we live in a democratic nation and prize highly the democratic processes by which decisions are made and governmental leadership is exercised, the military leader must recognize that military forces are maintained to provide for the national defense, and that the nature of this mission and the organization provided to carry it out normally preclude the application of such democratic processes. An Army is, of necessity, organized on a nondemocratic basic, with a hierarchy of leaders, each in his own sphere charged with making decisions and executing them. The military leader's approach, therefore, is essentially authoritarian, not persuasive, although he may, on occasion find the persuasive approach feasible and desirable. This does not mean, however, that in arriving at his decisions, the military leader should be dogmatic or arbitrary. Because his responsibility is so great and his decision is so personal and because he ordinarily cannot rely on democratic discussion, debate, and development of a democratic consensus, he must develop a high degree of self-discipline, avoid

hasty and ill-considered decisions, always keep in mind the welfare of his command, and base his decisions on a rational, complete consideration of all the factors involved. Above all, the good military leader will cultivate dignity with a proper admixture of decisiveness and will avoid arrogance. He should always recognize any special competence possessed by his subordinates, take advantage of that competence by consulting them whenever possible, and give due consideration to their views in arriving at his decisions. If he observes these principles, his decisions will ordinarily be recognized by his subordinates as wise and just, and they will cheerfully and willingly carry out his orders.

18. Relationship Between Leadership, Command, and Management

The element of effective leadership must be present for command (with its authority) and management (with its planning, directing and coordinating) to attain maximum potential. The proper application of leadership principles and techniques to command and management will provide the necessary force and influence which causes the group to apply maximum effort in striving toward attaining its common goal.

Section II. CONCEPT OF MILITARY LEADERSHIP

19. General

The concept of military leadership envisions a leader who is aware of his responsibilities, capitalizes on his strong traits, corrects his weaknesses, and is guided by the principles of leadership. During his exercise of command, he employs certain leadership techniques in the form of selected actions and orders to influence and direct his subordinates. Without undue harassment, he supervises his unit by checking on its progress in accomplishment of actions and orders. He evaluates his unit for indications of leadership so that he may mold its members into a combat effective unit (fig. 1).

20. Climate of Leadership

The commander exerts great influence upon the climate of leadership existing within a command, but does not establish this climate of leadership per se. His influence is felt through the manner and degree to which he causes leadership to be practiced. The climate of leadership, sometimes called the leadership environment, is the aggregate result of the influence and practice of leadership by all

leaders in a command. It is the sum total of all leadership existing within a command.

21. Leadership Is an Art

Art is defined as skill in performance acquired by experience, study, or observation. Leadership can be acquired and developed in varying degrees by anyone properly motivated and possessing the necessary mental and physical capabilities. One's leadership ability is influenced by his willingness to study, practice, and apply sound leadership techniques.

22. Basic Responsibilities of the Leader and/or Commander

The military commander has complete and overall responsibility for all activities within his unit. He alone is responsible for everything that his unit does or does not do. This vast range of responsibilities can be simplified with the realization that each of these responsibilities is satisfied by the accomplishment of the commander's two basic responsibilities: the accomplishment of the mission, and looking out for the welfare of the men. To accomplish these, the

CONCEPT OF LEADERSHIP

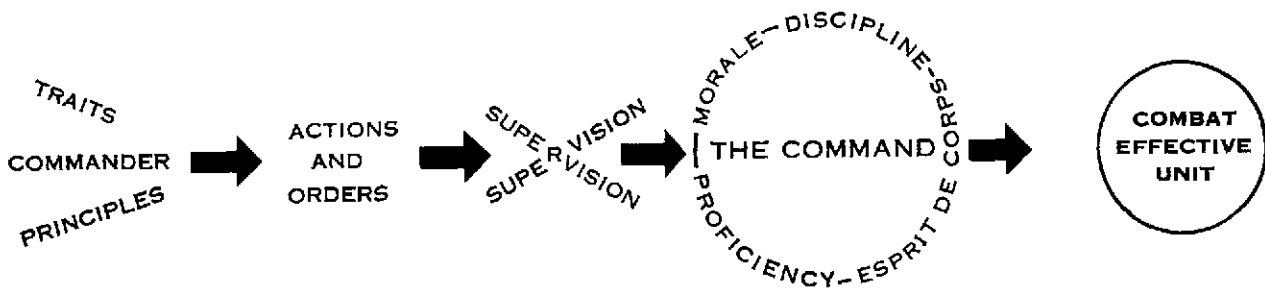


Figure 1. Concept of leadership.

successful commander practices the art of leadership, a man-to-man relationship which stresses the leader's concern for his men. In most situations, these two responsibilities are of equal importance. When a conflict exists, accomplishment of the mission must take precedence over the welfare of the men. Even here, however, the leader must consider the manner in which the accomplishment of his mission will simultaneously permit a maximum contribution toward the welfare of his men.

23. The Leader Capitalizes on His Strong Traits

The leader must understand his men as they function as individuals and in small groups. He must also understand himself, since the effect of leadership depends on the interaction of two or more personalities. It is necessary for a leader to evaluate himself and to determine the personal qualities (traits) he possesses which will assist him in gaining willing obedience, confidence, respect, and loyal cooperation from his men. It is important that he make an honest self-evaluation to determine the degree to which he possesses the desirable characteristics of a leader. After determining his strong traits, he should capitalize on them and, at the same time, take steps to improve his weak traits.

24. The Leader Guides Himself by the Principles of Leadership

The principles of leadership are guides to the proper exercise of command. These principles represent the best generalizations concerning leadership displayed by successful commanders of the past. Studies of current and future concepts of warfare indicate these principles will be equally valid in the future.

25. Leadership Actions and Orders

a. Leadership actions and orders are techniques used by the leader to implement courses of action considered appropriate for the accomplishment of one or more of his responsibilities. Because of the many factors involved, a leader cannot be certain that any given action or order will be completely successful. Confidence in the effectiveness of a proposed action or order can, however, be gained from a full consideration of all available information. This includes knowledge of his own personality, the personalities of his seniors and subordinates, and a proper evaluation of the situation and environment in which the unit is operating. After taking action or issuing an order, the leader must remain alert and make timely adjustments as required by a changing situation.

b. The leader must communicate effectively. He must not only convey intelligible information, he must also be certain that this information is completely understandable to the recipient. Orders, though perfectly sound, may prove worthless because of ineffective communication.

c. In addition, the leader may predetermine the soundness of an action or an order by examining his proposed techniques to determine whether they:

- (1) Accomplish or aid in the accomplishment of one or both of the commander's basic responsibilities.
- (2) Are guided by the principles of leadership.
- (3) Take advantage of his strong traits.

26. Supervision

A good leader will undoubtedly find that he will spend much more time in the supervision of action

which is underway than he will in the formulation and issuance of actions and orders.' To supervise properly, he must develop sufficient proficiency in the area which he is checking to be able to recognize whether the work is proceeding satisfactorily. He must accomplish supervision in such a manner that the progress of work in support of actions and orders is checked without unduly harassing subordinates.

27. The Leader Continually Evaluates His Unit

A leader must learn to evaluate his unit continually in the light of the four indications of leadership—morale, esprit de corps, discipline, and proficiency. This evaluation provides a practical approach in determining leadership problems that exist in the unit, the effectiveness of the leader, and the probable combat effectiveness of the organization.

CHAPTER 3

HUMAN BEHAVIOR

28. General

a. The ability to influence and direct other people—the art of leadership—involves understanding, predicting, and controlling their behavior. The commander can properly do his job if he makes a constant effort to thoroughly understand himself and the soldiers with whom he serves. He need not be a psychologist, but he must have an understanding of the basic human behavior patterns to obtain maximum effectiveness from the members of his unit.

b. The leader must realize that his actions and orders will have a different effect on each of his men and that each of them will respond differently. The interplay of these reactions among individuals of the group will result in a group attitude toward the leader and any mission assigned by him. Thus a leader who can obtain desirable reactions from individuals in his command, can also expect to obtain desirable group reaction. This, in turn, will assist him in molding the group into an effective team.

c. A leader actually maintains close personal contact with only a relatively small group, regardless of the number of people ultimately controlled by him. He must depend upon that small group to make his will known and to execute his purpose. The success of a group depends upon the leader's capability to promote effective relationships between himself, the group, and individual members of the group. Such conditions will develop an atmosphere which will result in highly motivated groups and individuals, working as a team, with mutual confidence and respect. Therefore, the leader must understand the importance of this mutual interaction, how it influences, and in turn is influenced by situations. All efforts must be directed toward creating conditions that will contribute to the accomplishment of the mission.

29. Individual Differences Among Men

a. All people are different in varying degrees. Each man's personality is the dynamic product of

all his heredity, environment, and experiences, as well as the interaction of all his physical, mental, and emotional characteristics. These characteristics vary from person to person.

(1) Physical and mental characteristics help to determine types of work for which an individual is best suited. They also indicate the types and intensity of physical work he can be expected to perform. Some individuals are better at jobs requiring mechanical ability; others are capable of performing complex mental tasks requiring reasoning, deduction, and application. If a "bright" individual is given a dull job, he may become bored and resentful. If a man is given a job which is beyond his capability, he may become discouraged, frustrated, or resentful. A person who is misassigned cannot be expected to make his maximum contribution to the team effort.

(2) Emotional characteristics are particularly important parts of a soldier's personality. The way he reacts to a difficult problem, to danger, to hardship—all must be understood by the commander. Under pressure, one man may become angered while another may quit or run away; still another may react very calmly.

b. Each individual's personality is unique and is constantly changing. A man changes physically, mentally, and emotionally as he matures and gains more experience. Factors which tend to shape personality are—

(1) *Heredity.* Each person inherits many characteristics from his parents. A man may for example, inherit the intelligence to become a top scientist. He may inherit the potential to grow to be 6 feet tall. Whether or not he will ultimately attain the upper limits of his inherited potential

depends upon his environment and life experiences.

- (2) *Environment.* Those aspects of the world as the soldier knows them—the family to which he belongs, the churches and the schools he attends, the culture of his group—constitute his environment. It has a pronounced effect on his personality. Taking the example of the boy who inherits the potential to be a 6-footer; the type of food, the amount of exercise, the health conditions which are a part of his environment may either help or deter him from attaining that height. The individual's environment may accelerate or retard the development of inherited mental capacity.
- (3) *Experiences.* Identical twins may be reared in the same environment, but still develop different personalities. One will encounter experiences different than the other. The unique experiences which each person encounters will affect him mentally and physically. In addition, these varied experiences will play a definite role in his emotional growth and in shaping his attitudes. Due to these differences in identity, environment, and experiences, each individual must be evaluated separately.

30. The Roots of Behavior

a. *Basic Human Needs.* Certain conditions must be met if the individual's pattern of behavior is to be socially acceptable and satisfying to himself. These conditions, or roots of behavior may be described as basic human needs. Some are physical, while others are acquired through the learning process as one goes through life.

- (1) *Physical needs.* The satisfaction of a physical need may become a goal which motivates the individual to behave in a specific manner. The physical needs are those pertaining to food, drink, clothing, shelter, and the normal body functions.
- (2) *Learned needs.* Learned needs concern man's relationships with other men. They are acquired by the individual throughout his life as he learns what is valued by others in his culture and the importance of others to his own well being. These needs can be as strong as the more basic physical needs, and men will react to achieve their satisfaction. Although learned needs may be

typed in many classes, three classes are of particular importance in motivating men. These are security, social approval, and recognition.

- (a) *Security.* We are able to predict the consequences of the course of events to a point where we can see that certain actions on our part may result in emotional, material, or physical harm. We tend to alter our behavior accordingly. Many men will run grave risks to gain greater security for the future. No one wants to be injured, but physical security is the motive behind statements such as "kill or be killed" and "it's either them or us".
- (b) *Social approval.* The desire for group approval is one of the strongest urges of man. He will put forth great efforts to win this approval. Few men will take a course of action designed to incur the disfavor of the group. We learn quite early in life that we will go much farther if we cooperate with other members of our society. We run the risk of incurring both material and physical harm if we radically act counter to the ideals and expectations of the group.
- (c) *Recognition.* Men feel the need for frequent tangible proof that they are getting ahead. They work hard to gain some measure of success, and if recognition is not forthcoming, will eventually quit or try some other pattern of behavior. Even a single pat on the back is often enough to reassure a subordinate that his performance is appreciated.

b. *Similarities Among Men.* The physical needs are similar for all men. Learned needs tend to be held in common by all people of the same culture. For example, though different Americans may feel the need for security, social approval, or recognition to different extents, almost all feel these needs to some extent. These overall similarities should be recognized and used by the leader to obtain more effective performance and a more uniformly desirable reaction from his subordinates. As a word of caution, however, the leader must remember that learned needs tend to differ between cultures, and that when he is dealing with foreign troops he must endeavor to discover the important learned needs of that culture and use them in dealing with those troops.

31. Spiritual and Moral Values

A person who has matured in our society usually has acquired certain spiritual and moral values. These values not only strengthen an individual's character, but also provide him with a source of inner strength and stability during times of crisis. Man's need to live up to the accepted spiritual and moral code of his society will help him to overcome fear. This will assist in providing courage to face difficult issues in his daily life or to fight effectively in combat. Other sources that provide stability are discipline, motivation, morale, and esprit de corps. The effective leader recognizes the inherent strength that can be derived from spiritual sources and appreciates the importance of the individual's spiritual needs. He provides opportunities for worship whenever possible. Above all, the leader must realize his own character has an important influence on his subordinates. If he demonstrates high moral principles and integrity, these qualities will influence his subordinates. His religious life, from this standpoint, can become vitally important as a factor in producing stable qualities in his men. It serves as a bulwark in his own life when confronted with difficult challenges. The leader who thoroughly understands and exhibits moral and spiritual values will be better prepared to lead his men in this nuclear era in which men may have to face the danger of tremendous destructive forces.

32. Goals and Frustrations

a. The struggle to satisfy the physical and learned needs and past experience in satisfying them, leads an individual to place certain values on objects in life. Highly valued objects become "goals". A steak may be a goal when he is hungry. Promotion may be a goal if he is seeking recognition.

b. When an individual is blocked in his attempts to reach a certain goal, he may become frustrated. His energy is blocked and backs up like water behind a dam. To some degree we all experience frustrations varying from minor irritations to major disturbances. The degree of frustration depends on the value we place on the goal in question.

c. The outward evidence of frustration may take various forms—anger, cursing, weeping, or nervousness. Serious frustrations that deny the satisfaction of a need for a long period of time can cause adverse changes in a man's behavior. Absence without leave may result when a soldier believes he has not been accepted by his unit. The soldier whose hard work does not earn him a promotion, or even a

word of thanks from his leader, may develop bitterness that will affect not only him, but other soldiers as well.

d. No one can completely avoid frustration. Instead, the normal person plans ahead to avoid many frustrations and at the same time takes steps to adjust to his environment. He may alter his methods for attaining particular goals if the ways he has tried are blocked. He may even pick different goals which he feels are more attainable.

33. Adjustment

a. When a person enters the Army, he leaves an environment in which he usually had made a satisfactory adjustment and enters another, which for some is filled with frustrating circumstances. When away from his home community, the family and social restrictions become less meaningful to some soldiers. He must make physical, mental, and emotional adjustments involving altered methods of attaining his goals and the choosing of new goals. If he can do this successfully, we say the soldier has adjusted. If the frustrations are too many and too great, the soldier becomes maladjusted.

b. The problem of adjustment is a real problem for the Army as well as for the soldier. Many men were discharged from the service during World War II for neuropsychiatric disorders, and others required treatment before they could be retained on active duty. Approximately 50 percent of all cases of neuropsychiatric disorders become apparent within 30 days after induction. Less than 15 percent occurred in the battle zone and the majority of these were returned to combat after brief medical treatment.

c. An analysis of the causes for this loss of manpower, and the resultant loss of effectiveness in all units, revealed in many instances that a number of our leaders were not aware of the needs of their men; and therefore could not provide assistance in the satisfaction of these needs. In some cases, poor leaders added to the men's adjustment problems.

34. Helping the Soldier to Adjust to Army Life

If the soldier feels, consciously or subconsciously that he can satisfy his physical and learned needs within the Army, adjustment comes rapidly. A good leader employs many techniques to bring about this adjustment. Some of the techniques help the soldier find new ways to reach some of his goals. Many more of the leader's techniques serve to

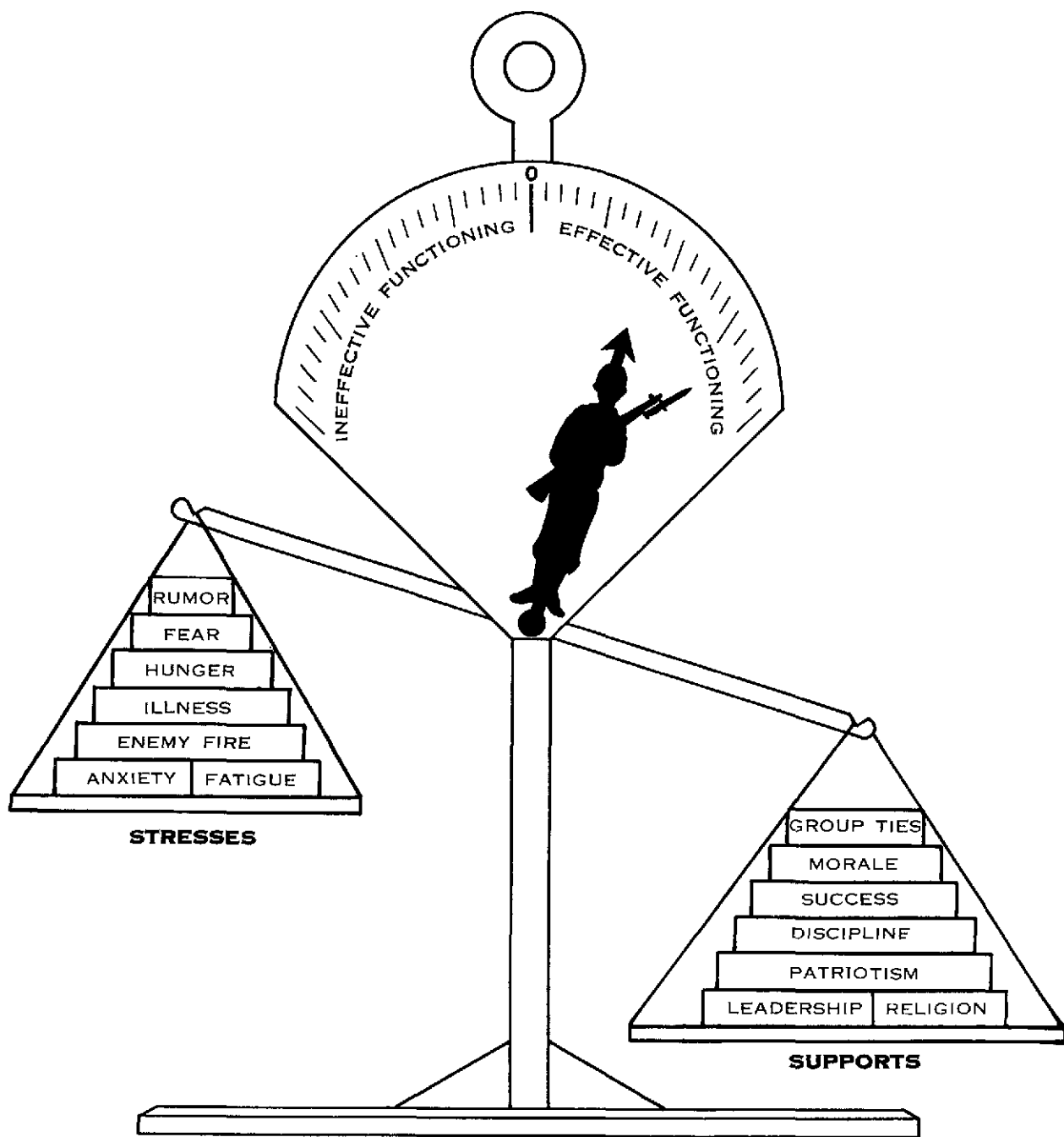


Figure 2. Forces that influence behavior.

demonstrate to the young soldier how the attainment of other new goals also results in the satisfaction of his needs. When he accepts these goals as his own, realizes they are also the Army's goals, and strives to achieve them, he is well on his way to becoming an effective soldier.

35. Supports and Stresses

a. A graphical representation of some of the forces that influence the behavior of men is shown in the diagram (fig. 2). The internal and external stresses tend to cause a man to function ineffectively while the supports help him to function effectively. In varying circumstances, the emphasis on particular stresses or supports will change and factors not even shown may become important. The stresses and supports are interrelated and interdependent; e.g., success fosters esprit de corps and esprit de corps helps to insure success; supports may become stresses if they are inadequate.

b. It is incumbent upon the leader to be aware of conditions so he can endeavor to strengthen the supports and relieve the stresses, and thereby help him to function effectively.

36. The Leader's Role

The leader must first of all know himself. To do

so, he must have the mental courage to evaluate his strengths and weaknesses in terms of moral, physical and mental characteristics. The leader must seek an awareness of his image as viewed by the members of his command. Next, the leader must understand and be able to recognize individual differences in the men who serve under him. Each person has his own individual personality and each is affected differently by the aspects of his environment. The leader must be able to recognize types and analyze individuals, so that the proper appeal or approach can be selected which will cause the individual to respond willingly in the way in which the leader desires. The leader's understanding of human behavior patterns, of individual differences, and of the drive for satisfaction of basic human needs provides a good basis for the establishment of good working relationships and the development of desirable group interaction. The leader is in a position to provide the means for assisting individuals in his unit in the satisfaction of their basic human needs. In so doing, he builds an attitude of confidence and respect for his leadership ability. His subordinates will tend to feel that they can depend on him; that he is interested in their welfare. They will adjust more readily to their military environment and the end result should be an efficient, properly motivated military unit.

CHAPTER 4

LEADERSHIP TRAITS

37. General

Leadership traits are distinguishing personality qualities which, if demonstrated in daily activities, help the commander to earn the respect, confidence, willing obedience, and loyal cooperation of his men. Each individual differs in the degree to which he displays each of the traits which compose his personality. Our reaction to other individuals depends in great part on their personalities, which are made up of the sum total of their traits or personality characteristics. The soldier will react to the commander by the type of personality the commander displays in his day-to-day dealings with the personnel of his command. The attitudes of the men toward a commander may be greatly influenced by the traits he demonstrates, since the effect of leadership in a military unit, as in any other group, depends upon the interaction of two or more personalities. The traits demonstrated by a commander directly affect the behavior of his men and their willingness to accomplish a mission. Therefore, it is extremely important that the commander properly understand the degree to which the various leadership traits are developed in his own personality so that he may predict the effect which his personality is likely to have on others. A leader may ask others to objectively evaluate his personality for him; however, while some individuals are able to accept and capitalize on such constructive, personal criticism, others cannot. It is essential that a good leader know himself. To know himself fully, it is important that he make an honest and objective self-evaluation which will allow him to capitalize on his strong traits and strengthen his weak ones.

38. Desirable Traits

a. A survey of the lives and careers of successful commanders was made at the end of World War II. During this survey, military men ranging in rank from private to general were asked to list those traits which they felt had been most exemplified by commanders whom they considered successful. It

was determined that there was no group of traits which could be considered to consistently distinguish the successful leader, although many possessed personal qualities or traits which were similar. As a result of this survey, fourteen traits were isolated which these leaders tended to hold in common, though in varying degrees. It appears highly doubtful that the mere possession of these traits was sufficient to make these leaders successful. Yet, at the same time there appears little doubt that the absence of these traits will hinder one from becoming a successful military leader. These traits are those which would be desired of any good soldier, regardless of rank. They are an essential part of the soldier role. The traits listed in chart I then provide a good guide for the personality development of the would-be military leader. *It should be recognized, however, that the leader's goal, the personalities of the people with whom he is working, and the circumstances of the specific situation will have a profound effect on which particular trait or traits need the most emphasis.*

b. The list in chart I is not all-inclusive, but it is representative of those traits most desirable in a military leader. Paragraphs 39 through 52 describe each of these traits and offer some suggestions which will help to develop them.

39. Bearing

a. Bearing, creating a favorable impression in carriage, appearance, and personal conduct at all times, is a quality a leader must possess; one's bearing, good or bad, tends to establish the standard which subordinates emulate. Your carriage should be upright, your general appearance and the condition of your clothing and equipment should set the example for the rest of your unit. You should show alertness and energy in your actions and movements.

b. Your appearance and manner must depict competence and confidence, sometimes beyond what you actually feel. By controlling your voice and gestures, you can exert a firm and steadying influence over those around you, especially in combat. All

good leaders know that their apparent confidence in themselves, in their troops, equipment, and in the outcome of a situation is reflected in their men. Few things can steady the morale of troops more than the realization that their leader, with full knowledge of the difficulties of a situation, neither looks nor acts worried as perhaps he has a right to do. Too much severity and strictness of manner diminish the sympathy and confidence you must have from your men. Frequent irritation and loss of temper indicate lack of self-discipline. One who cannot control himself, cannot expect to control others.

c. Language is another of the outward marks by which you will be judged and through which you influence your subordinates. Speak plainly and clearly. Make your sentences short, simple, positive, and direct. If you must use terms that may not be clearly understood, explain their meaning. Avoid talking down to your subordinates.

d. It is the responsibility of the commander to make verbal corrections when necessary; these should

be direct, dignified, and in moderate language. Immoderate language invariably produces unfavorable results in the individual and in the unit. To use profane or obscene language or to permit its use by subordinate leaders, especially in giving orders, is to risk friction, resentment, quarreling, and even insubordination. Men resent being sworn at by their seniors. They feel, and rightly so, that the senior has taken unfair advantage of his authority. The same applies to any immoderate language. A "bawling out" is commonly resented as a personal attack. It is, in fact, more often an expression of anger than a proper correction. The point at issue is obscured and the matter becomes a personal clash between individuals. Profane, obscene, or other immoderate language must not be used or permitted.

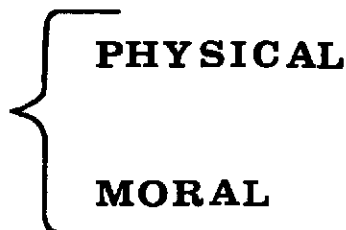
e. Criticism or condemnation of an entire group should be particularly avoided. It is not likely that you will ever have a unit which will deserve a wholesale reprimand. Nothing creates resentment so readily in a subordinate as to be included unfairly

CHART I

LEADERSHIP TRAITS

BEARING

COURAGE



DECISIVENESS

DEPENDABILITY

ENDURANCE

ENTHUSIASM

INITIATIVE

INTEGRITY

JUDGMENT

JUSTICE

KNOWLEDGE

LOYALTY

TACT

UNSELFISHNESS

with others who may deserve disciplinary action. This is true not only of verbal reproof, but of all general punishments. If violent language ever has any basis for use, reserve it for an extreme emergency on the battlefield. A tongue lashing at that time may have a stimulating and steadying effect, but it is lost if such speech is habitual.

f. Sarcasm and irony seldom bring good results. Many men do not understand sarcasm and irony and are never quite sure of what their leader means. Even a bantering tone should not be used often. This does not mean that a joke can never be used, but too much wisecracking by the leader inevitably results in similar replies from his troops. The American soldier is too accustomed to this kind of talk to resist answering back in the same manner if he thinks he can get away with it. He will have reason to think he can get away with it if he is always on the receiving end of such remarks. At the same time, any wise leader will know that in some circumstances a certain amount of joking is helpful. When there is discouragement in the air or when exhausted troops must be called upon for another effort, a flash of humor helps greatly. It tends to relieve tension and imparts confidence in time of stress, even in the midst of the most confused and strenuous combat. Indeed, it is often the American way of implying sympathy and understanding or cooperation in the midst of difficulty.

g. A leader should be dignified. Dignity implies a state of being worthy or honorable. It requires the control of one's actions and emotions. A leader who makes a spectacle of himself through loudness, drink, or lack of emotional control quickly loses the respect of his men.

h. To develop the bearing of a leader—

- (1) Require of yourself the highest standards in appearance and conduct.
- (2) Avoid coarse behavior and the use of vulgar speech.
- (3) If you drink intoxicants, drink moderately.
- (4) Apply moderation in all personal activities.
- (5) Habitually maintain a dignified manner.

40. Courage (Physical and Moral)

a. Courage is a mental quality that recognizes fear of danger or criticism, but enables a man to proceed in the face of it with calmness and firmness. In simple terms, courage is the control of fear. It is a quality of mind that gives a man control over himself, enabling him to accept responsibility and to act properly in a threatening situation. It is vital to leadership.

b. The leader must have moral as well as physical courage. Moral courage means knowing and standing for what is right in the face of popular disfavor. A leader who has moral courage will admit his errors, but will enforce his decisions when he is sure he is correct.

c. To help yourself attain and demonstrate courage—

- (1) Study and understand your reactions to the emotion of fear.
- (2) Control your fear by developing self-discipline and calmness.
- (3) Keep an orderliness in your thought process. Don't exaggerate physical danger or adversity in your own mind.
- (4) If you fear doing certain things required in your daily life, force yourself to do these things until you can control this reaction.
- (5) Stand for what is right in the face of popular condemnation.
- (6) Accept the blame when you are at fault.

41. Decisiveness

a. The leader should have the ability to make decisions promptly and to announce them in a clear forceful manner.

b. Many situations have more than one solution. The wise leader gets all the facts, weighs one against the other, then calmly and quickly arrives at a sound decision. Decisiveness is largely a matter of practice and experience.

c. To develop decisiveness—

- (1) Learn to be positive in your actions. Don't delay; don't "beat around the bush."
- (2) Get the facts, make up your mind, and then issue your order with confidence.
- (3) Recheck decisions you have made to determine if they were sound and timely.
- (4) Analyze decisions made by others. If you do not agree, determine if your reasons for disagreement are sound.
- (5) Broaden your viewpoint by studying the actions of others and profit from their successes or mistakes.

42. Dependability

a. Dependability, the certainty of proper performance of duty, is a quality the leader must develop.

b. The dependable leader can be relied upon to carry out actively, intelligently, and with willing effort the intent of his commander. This willing and voluntary compliance with the plans and will of

the senior does not mean blind obedience. Most commanders will listen to the suggestions of their subordinates, but once the commander makes the final decision, the subordinate must give it his complete and energetic support.

c. The leader who has a high sense of duty will continually put forth his best efforts in an attempt to achieve the highest standards of performance. He will also subordinate personal interests to military requirements.

d. To develop dependability—

- (1) Do not make excuses.
- (2) Do every task assigned to you to the best of your ability, regardless of personal beliefs.
- (3) Be exact in details.
- (4) Form the habit of being punctual.
- (5) Carry out the intent, or spirit, as well as the literal meaning of an order. When a conflict between the two appears to exist, obtain clarification from appropriate authority.

43. Endurance

a. Endurance, the mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship is akin to courage. It is an important quality of leadership which you must have if you are to merit the proper respect from subordinates. A lack of endurance may be confused with lack of courage, and brand the leader a coward because of his poor physical condition. Endurance implies the ability to stick to a job and see it through.

b. To develop endurance—

- (1) Avoid nonessential activities that will lower stamina.
- (2) Cultivate physical training habits that will strengthen your body. Increase your endurance by undertaking difficult physical tasks.
- (3) Test your endurance frequently by subjecting yourself to strenuous physical and mental exercises.
- (4) Force yourself to continue on occasions when you are tired and your mind is sluggish.
- (5) Finish every task to the best of your ability.

44. Enthusiasm

a. Enthusiasm is the display of sincere interest and zeal in the performance of duties. It implies that you work with a cheerful and optimistic

attitude, determined to do a good job. Your attitude is an example that will be emulated by those you lead.

b. Enthusiasm is particularly important in instructing and training; where, through example, your interest and enthusiasm are reflected by your men.

c. To develop enthusiasm—

- (1) Understand and believe in your mission.
- (2) Be cheerful and optimistic.
- (3) Explain to your men the "why" of uninteresting and distasteful jobs.
- (4) Capitalize on success. Enthusiasm is contagious and nothing will develop it more than the success of the unit or individual.
- (5) Don't get stale. Set aside a period every day to free your mind of official matters and relax.

45. Initiative

a. Initiative, seeing what has to be done and commencing a course of action, even in the absence of orders, is necessary in all ranks. Soldiers unite quickly behind a commander who meets new and unexpected situations with prompt action. Encourage initiative among your subordinates by assigning them tasks commensurate with their grade and then allowing them to work out the details and finish the job. This does not mean you can assign tasks and then do nothing else. You must know the jobs well enough to supervise properly.

b. Closely allied with initiative is the quality of resourcefulness, the ability to deal with a situation in the absence of normal means or methods. Military supply, organization, and training are designed to meet all normal situations, but they sometimes fail, particularly under combat conditions where the unexpected is normal. Inactivity or passive acceptance of an unsatisfactory situation, because of lack of normal means of coping with it, is never justified.

c. To develop initiative—

- (1) Stay mentally and physically alert.
- (2) Train yourself to recognize tasks that need to be done and do them without having to be told and without hesitation.
- (3) Learn to anticipate by thinking ahead.
- (4) Look for and readily accept responsibilities.
- (5) Utilize available resources in the most effective and efficient manner.

46. Integrity

a. Integrity, the uprightness of character and soundness of moral principles, the quality of absolute truthfulness and honesty, is an indispensable trait in a leader.

b. On the Armed Forces team the stakes are too high to place the lives of its members in the hands of men with questionable integrity. For example, battle information is necessary to those responsible for making decisions in combat. In the flow of reports from the smallest unit to the highest headquarters, a departure from strict truth by any individual can imperil the entire operation. Unless a man is honest, he cannot be relied upon at all. There is no compromise. The military profession does not permit the slightest deviation from the highest standards of personal integrity.

c. To develop personal integrity—

- (1) Practice absolute honesty and truthfulness at all times.
- (2) Be accurate and truthful in all statements, both official and unofficial.
- (3) Stand for what you believe to be right.
- (4) Whenever you are tempted to compromise, place honesty, sense of duty, and moral principles above all else.

47. Judgment

a. Judgment is the quality of logically weighing facts and possible solutions on which to base sound decisions. Enhance your judgment by being as technically qualified as possible.

b. To improve judgment—

- (1) Practice making estimates of the situation.
- (2) Anticipate situations which require decisions, so you may be prepared when the need arises.
- (3) Avoid making rash decisions.
- (4) Approach problems with a common sense attitude.

48. Justice

a. Justice is the quality of being impartial and consistent in exercising command. Justice involves the rendering of reward and the meting out of punishment in accordance with the merits of the case. Anger and other emotions must not enter into a situation. Prejudice of race or creed must be avoided. Few things will disrupt the morale of an organization more quickly than unfairness or partiality of a leader toward a certain man or group of men.

b. As a leader, you are called upon to render justice in matters of promotions and punishment. Your decisions are a test of your fairness. It takes a long time to build up a reputation for being fair. One thoughtless error or injustice can destroy a good reputation that took months to establish.

c. To administer justice, you must understand human behavior. Study people with the idea of learning why certain individuals behave the way they do under certain conditions while others behave differently under the same conditions. Analyze the cases that have been decided, and determine what you would have done had you been the one to make the decision. This, of course, is a personal mental process and should never be used as an occasion to criticize the decision of another leader.

d. To develop the trait of justice—

- (1) Be fair, consistent, prompt, and impersonal when imposing punishment.
- (2) Consider each case on its own merits.
- (3) Punish in private, with dignity, and with human understanding.
- (4) Search your mental attitudes to determine if you hold any prejudices; and, if so, make conscious efforts not to permit them to influence your decisions.
- (5) Analyze cases acted upon by leaders who have a reputation for being just.
- (6) Never punish a group for the faults of an individual.
- (7) Be honest with yourself.
- (8) Recognize juniors worthy of commendation or award. Don't be known as one who dispenses only punishment.
- (9) Always make the individual feel the punishment is temporary and improvement is expected.
- (10) Play no favorites.

49. Knowledge

a. Knowledge is acquired information including professional knowledge and an understanding of your subordinates. Nothing inspires confidence and respect more quickly than demonstrating this knowledge. The individual who knows his job builds confidence in himself as well as in others. Lack of knowledge cannot be concealed. You cannot bluff your men. If you do not know the answer to a particular question, admit it; then get the information and pass it to those concerned.

b. Your knowledge should not be limited to military subjects. A broad knowledge of national

and international events will give you a more rounded personality.

c. To increase knowledge—

- (1) Keep a military file and a personal library.
- (2) Study field manuals and other military literature such as regulations, training directives, and past military campaigns.
- (3) Read the service periodicals and books on the Department of the Army reading list.
- (4) Read the daily newspapers and weekly magazines; try to evaluate current news impartially and correctly.
- (5) Form the habit of developing serious conversations.
- (6) Evaluate your experience and the experience of others.
- (7) Be alert; listen; observe; conduct research on matters you do not understand.

50. Loyalty

a. Loyalty is the quality of faithfulness to country, the Army, your unit, your seniors, subordinates, and associates. This quality alone can do much to earn for you the confidence and respect of your seniors, subordinates, and associates. Your every action must reflect loyalty to your command.

b. To develop loyalty—

- (1) Be quick to defend your subordinates from abuse.
- (2) Never give the slightest hint of disagreement with orders from your senior when relating instructions to subordinates.
- (3) Practice doing every task to the best of your ability and wholeheartedly supporting your commander's decisions.
- (4) Never discuss the personal problems of your subordinates with others.
- (5) Stand up for your country, your Army, your unit, your seniors, subordinates, and associates when they are unjustly accused.
- (6) Never criticize your seniors in the presence of subordinates.
- (7) Be discreet in discussing command problems outside your unit.

51. Tact

a. Tact is the ability to deal with others without creating offense. In the field of human relations, tact is the ability to say and do the proper thing at the right time. Tact involves the understanding of human nature and consideration for the feelings of others.

b. Tact is important in all personal relationships. Criticism must be clear, yet constructive. It should not cause discouragement or detract from the drive and energy of the subordinate. Every commander needs to be tactful when advising those who come to him with embarrassing personal matters. Avoid passing judgment on these matters; your role is primarily that of a counselor. Sometimes the highest degree of tact is simply to listen with understanding interest and permit the soldier to arrive at his own solution. You may confirm his solution or suggest a different one.

c. Courtesy is a part of tact you cannot afford to neglect in your relations with seniors or subordinates. To demand courtesy, and to fail to return it in full measure, indicates either arrogance or a lack of interest. The inexperienced officer or noncommissioned officer sometimes feels politeness in a military command implies softness; or worse, that from a subordinate it smacks of "bootlicking". This is not true. Courtesy stems from one's mental attitude and is expressed in both words and actions. One leader may bark out his orders impersonally and abruptly. Another may give his orders in a tone tinged with a courtesy that implies the expectancy of obedience. Either method may get obedience, but the second of the two will get more willing obedience and cooperation. In times of emergency, abrupt rapid fire orders become desirable because they save time and there is no need to imply expected obedience. There are other times, too, when a forceful tone can well replace a courteous tone; but even then there is no reason for outright discourtesy. Usually, a calm, courteous, though firm tone of speech will bring a quick response. Thus tact and courtesy are closely related to mental attitude as well as to manner and language.

d. To develop tact—

- (1) Be courteous and cheerful.
- (2) Be considerate of others.
- (3) Study the actions of successful officers who enjoy a reputation for being skilled in human relations.
- (4) Study different types of personalities to gain a knowledge of human nature and behavior.
- (5) Develop the habit of cooperating in spirit as well as in fact.
- (6) Maintain a tolerant attitude.
- (7) Treat others as you desire to be treated.
- (8) Know when to be seen both officially and socially. Anticipate when your presence or absence may embarrass yourself or others.

52. Unselfishness

a. The unselfish leader is one who avoids providing for his own comfort and personal advancement at the expense of others. Place the comfort, pleasure, and recreation of subordinates before your own. If the unit is commended for outstanding work, pass along the credit for the achievement to the subordinates who made it possible. No one respects a senior who takes sole credit for the accomplishments of his unit while failing to assume responsibility for unsatisfactory work. To be a true

leader, you must share the same dangers, hardships, and discomforts as your men.

b. To develop unselfishness—

- (1) Avoid using position or rank for personal gain, safety, or pleasure at the expense of others.
- (2) Be considerate of the problems, military and personal, of your men and assist them where appropriate.
- (3) Give credit to your subordinates for work well done.

CHAPTER 5

LEADERSHIP PRINCIPLES

53. General

Certain general rules which have stood the test of time appear to have guided the conduct and action of successful leaders of the past. Throughout military history, these rules—known as leadership principles, have in varying degrees affected the actions of every successful leader. The fact that every leader has not always made full use of each one of these principles does not make them any less valid. Although their application may vary with the situation, a commander who disregards them is risking failure. These principles, as listed in chart II, and their impact on a command are discussed in paragraphs 54 through 64.

54. Principle I—Be Technically and Tactically Proficient

a. To know your job thoroughly, you must possess not only specific knowledge of its details, but also broad general knowledge concerning its area of interest. You should be competent in combat operations and training as well as in the technical and administrative aspects of your duties. If you demonstrate deficiencies in these functions, your subordinates will lose confidence in you as a leader.

b. Techniques for application—

- (1) Seek a well-rounded military education through attendance at service schools and through independent reading, research, and study.
- (2) Seek out and foster association with capable leaders. Observe and study their actions.
- (3) Broaden your knowledge through association with members of other arms and services.
- (4) Seek opportunities to apply knowledge through the exercise of command. Real leadership is acquired only through practice.
- (5) Keep abreast of current military developments.

- (6) By study and through frequent visits to subordinates, familiarize yourself with the capabilities and limitations of all elements of your command.
- (7) Take every opportunity to prepare yourself for command at the next higher echelon.
- (8) Understand and apply sound management principles.

55. Principle II—Know Yourself and Seek Self-Improvement

a. Evaluate yourself and recognize your own strengths and weaknesses. No one can become a

CHART II

LEADERSHIP PRINCIPLES

**BE TECHNICALLY AND TACTICALLY
PROFICIENT**

**KNOW YOURSELF AND SEEK
SELF-IMPROVEMENT**

**KNOW YOUR MEN AND LOOK OUT FOR
THEIR WELFARE**

KEEP YOUR MEN INFORMED

SET THE EXAMPLE

**INSURE THAT THE TASK IS UNDERSTOOD,
SUPERVISED, AND ACCOMPLISHED**

TRAIN YOUR MEN AS A TEAM

MAKE SOUND AND TIMELY DECISIONS

**DEVELOP A SENSE OF RESPONSIBILITY
IN YOUR SUBORDINATES**

**EMPLOY YOUR COMMAND IN
ACCORDANCE WITH ITS CAPABILITIES**

**SEEK RESPONSIBILITY AND TAKE
RESPONSIBILITY FOR YOUR ACTIONS**

successful leader until he knows his own capabilities and limitations and is, in fact, the master of himself. Strive to develop the desirable traits of a leader as discussed in chapter 4.

b. Techniques for application—

- (1) Analyze yourself objectively to determine your strong and weak personal qualities. Make an effort to overcome the weak ones and further strengthen those in which you are strong.
- (2) Solicit, when appropriate, the honest opinions of others as to how you can improve your leadership traits.
- (3) Profit by studying the causes for the success or failure of other leaders, past and present.
- (4) Develop a genuine interest in people; acquire the human touch.
- (5) Master the art of effective writing and speaking.
- (6) Cultivate friendly relations with members of the other arms and services and with civilians.
- (7) Develop a philosophy of life and of work. Have a definite goal and plan to attain it.

56. Principle III—Know Your Men and Look Out for Their Welfare

a. You will have a better understanding of how your subordinates react and function under various conditions when you make a conscientious effort to observe them, become personally acquainted with them, and recognize their individual differences. Anticipate and provide for the needs of your men. This will assist you in obtaining their willing obedience, confidence, respect, and loyal cooperation.

b. Your men's desire to satisfy certain needs is the basis for their behavior. Whether they put forth their best effort in the performance of duty will depend upon the adequate satisfaction of these needs. By knowing your men and providing for their physical needs while assisting them in satisfying their learned and spiritual needs, you will increase the productivity of the individuals within the unit and improve unit proficiency. When men know you are concerned with their welfare, they will have a better attitude toward the Army and military life.

c. Techniques and application—

- (1) See the members of your command and let them see you; be friendly and approachable.
- (2) Develop an intimate knowledge and understanding of your subordinates through personal contact and available records.

In small commands, it is important not only that the leader know and address his subordinates by name, but also that he be familiar with their characteristics.

- (3) Concern yourself with the living conditions of the members of your command including their environment, food, clothing, and billeting.
- (4) Make adequate provision for, and give personal attention to, the various personnel services available, particularly those concerned with personal problems (para 78e (5)).
- (5) Provide for the spiritual welfare of your command by supporting religious activities.
- (6) Protect the health of your command by active supervision of hygiene and sanitation.
- (7) Support actively a safety program.
- (8) Determine the mental attitude of members of your command by frequent informal visits and by using all available sources of information.
- (9) Administer justice impartially without fear or favor.
- (10) Insure fair and equitable distribution of passes, leaves, rotation, and other privileges.
- (11) Encourage individual development by providing educational opportunities for the members of your command.
- (12) Provide sufficient athletic and recreational facilities within the organization, and insure that your command is receiving its share of quotas for recreation areas and entertainment benefits.
- (13) Share the problems of your men so you may better understand them.

57. Principle IV—Keep Your Men Informed

a. Everyone wants to know how well he has done and what is expected of him. Within the limits of security requirements, a leader must keep his men informed because this encourages initiative, improves teamwork, and enhances morale. The individual who knows the situation and his mission is more effective than one who does not.

b. The well-informed soldier normally has a better attitude toward the leader and the unit as a whole. He can better understand what is expected of him when he understands the mission of the unit. With this understanding, the individual can establish a goal and adjust his behavior to attain the goal.

The individual and the group as a whole appreciate recognition for a task well done or a mission accomplished. By proper application of an awards program and use of an effective information program, the leader can favorably influence morale, esprit de corps, discipline, and proficiency. It is usually the unknown that men fear most. By keeping your men informed you will reduce fear and rumors; you will aid in the elimination of many conditions that cause panic during combat.

c. Techniques for application—

- (1) Explain to your principal subordinates why any particular task must be accomplished and how you propose to do it.
- (2) Assure yourself by frequent inspections and visits that subordinates are transmitting necessary information to the men.
- (3) Keep your principal subordinates informed of plans for future operations, subject only to security restrictions.
- (4) Disseminate information concerning the capabilities of our weapons compared to those of an active or potential enemy. Where an enemy has an initial advantage, show how this can be overcome.
- (5) Be sure the troops are informed of the capabilities and limitations of supporting units, arms, and services.
- (6) Be alert to detect the spread of false rumors. Stop rumors by replacing them with truth.
- (7) Build morale and esprit de corps by making the most of all information concerning successes of the command.
- (8) Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits.

58. Principle V—Set the Example

a. Your men will look to you for examples they may follow or, conversely, use to excuse their own shortcomings. Your individual appearance and conduct must bring forth from your subordinates respect, pride, and a desire to meet the standards you set. Set the standard for your entire command by outstanding performance of duty. The commander who appears in an unfavorable light before his men destroys the mutual confidence and respect that must exist between a leader and his men.

b. Techniques for application—

- (1) Be at all times physically fit, mentally alert, well groomed, and correctly dressed.
- (2) Master your emotions. The commander

who is subject to uncontrolled bursts of anger or to periods of depression will have difficulty in gaining and holding the respect and loyalty of his subordinates.

- (3) Maintain an optimistic outlook. The will to win is infectious. Develop it by capitalizing on your unit's capabilities and successes. Display an attitude of calmness and confidence. The more difficult the situation, the more important this becomes.
- (4) Conduct yourself so your personal habits are not open to censure. Coarse behavior and vulgarity are the marks of an essentially weak and unstable character. Failure to be punctual and tendencies toward selfishness and self-indulgence in luxuries not available to the command in general are resented by all ranks.
- (5) Cooperate in spirit as well as in fact. Cooperation must work in two directions. It arises from a wholehearted desire by all members to further the effective operations of the team.
- (6) Exercise initiative and promote the spirit of initiative in your subordinates.
- (7) Be completely loyal to your seniors and subordinates. Support your subordinates as long as they discharge their duties conscientiously. The commander who seeks to protect an incompetent subordinate from correction by a higher commander is himself being disloyal. Loyalty is an important trait of a leader and demands unqualified support of the policies of senior officers, whether the individual concerned personally agrees with them or not.
- (8) Avoid the development of a clique of favorites. It is difficult to avoid being partial to subordinates with whom you have had personal association and who have rendered loyal service over a period of time. However, the temptation to show partiality should be vigorously resisted.
- (9) Be morally courageous. The commander who fails to stand by his principles where the welfare of his command is concerned, or who attempts to avoid the responsibility for mistakes of his command, will fail to gain or maintain the respect of his associates or subordinates.
- (10) Share danger and hardship. A leader who has elements of his command subject to

danger or to hardship of any kind should visit them as often as possible to demonstrate his willingness to assume his share of the difficulties.

59. Principle VI—Insure that the Task Is Understood, Supervised, and Accomplished

a. Give clear, concise orders. Be sure they are understood. Then supervise to make sure the order is promptly executed. The able leader makes wise use of his subordinates to carry out his orders effectively. Any commander who fails to make proper use of his staff and subordinates in accordance with their capabilities demonstrates a fundamental weakness in leadership ability.

b. Men will respond more quickly to orders which are clear, concise, and easily understood. On the other hand, they may become confused if you overstate the order or instruction by giving too many details. Your subordinates like to know that you are available for advice and counsel if and when needed. However, they will resent oversupervision and harassment. Individual initiative is developed within subordinates when they can use their imagination in developing their own techniques in accomplishment of tasks or missions.

c. Techniques for application—

- (1) Be sure the need for an order exists.
- (2) Use the established chain of command.
- (3) Through study and practice, develop the ability to think clearly and to issue clear, concise, positive orders.
- (4) Encourage subordinates to seek immediate clarification of any point in your orders or directives they do not understand.
- (5) Question your subordinates to determine if there is any doubt or misunderstanding as to the task to be accomplished.
- (6) Supervise the execution of your orders. Your supervision must be firm and you must insist your desires be carried out. When appropriate, require your staff officers to visit subordinates and assist them wherever possible.
- (7) Make every possible means available to your subordinates to assist them in accomplishing their mission.
- (8) Vary your supervisory routine and the points which you emphasize during inspections.
- (9) Exercise thought and care in supervision. Over supervision stifles initiative and

creates resentment; under supervision will not get the job done.

60. Principle VII—Train Your Men As a Team

a. It is your duty to develop teamwork through training of your command. Teamwork is the key to successful operations; it starts in the smallest unit and carries through to the largest organization. The military organization involves many different arms and services, all working together as a team toward a common goal. Each member must understand where he fits into the team. The commander who emphasizes the development of teamwork while training his command will usually obtain the desired level of unit proficiency. Effective teamwork requires a high degree of morale, esprit de corps, discipline, and proficiency.

b. Since leadership involves an interaction between the members of the unit and the unit leader and among members within a unit, the needs and objectives of the group are more easily achieved by development of teamwork. Individual members of a unit will perform more effectively if they have a team spirit. The unit gives its individual members identification, thereby assisting in satisfying the individual need of recognition. The degree of proficiency attained by the unit in team performance gives the individual a feeling of accomplishment and security.

c. Techniques for application—

- (1) Insure by inspections and training tests that your command is being developed in accordance with training programs and doctrine prescribed by higher authority.
- (2) Make sure the best available facilities for team training are provided and that maximum use is made of devices such as communication exercises and realistic tactical problems.
- (3) Insure that all training is meaningful and the purpose for it is explained to all members of the command.
- (4) Insure that each element of the command is acquainted with the capabilities and limitations of all other elements, thereby developing mutual trust and understanding.
- (5) Insure that each subordinate leader understands the mechanics of tactical control for his unit.
- (6) Base team training on current realistic conditions.
- (7) Insist that each officer and enlisted man

knows the functions of those with whom he habitually operates.

- (8) Insist that each subordinate leader knows and understands the traits, peculiarities, strengths, and weaknesses of each member of his team.
- (9) Seize opportunities to train with other units, both combat and service.
- (10) Explain to each man his responsibilities and the importance of his role to the overall effectiveness of the unit.

61. Principle VIII—Make Sound and Timely Decisions

a. You must have the ability to make a rapid estimate of the situation and arrive at a sound decision. You must be able to reason logically under the most trying conditions and decide quickly what action is necessary to take advantage of opportunities as they occur. The indecisive commander is not only unable to employ his command effectively but also creates hesitancy, loss of confidence, and confusion within his command. When circumstances dictate a change in plans, prompt action enhances confidence in the leader. Constant study, training, and proper planning will lay the groundwork for professional competence necessary to sound and timely decisions.

b. Techniques for application—

- (1) Develop a logical and orderly thought process by constant practice in making objective estimates of the situation. Making an estimate is not restricted to the military. It is employed in the everyday life of all persons.
- (2) So far as time and occasion permit, plan for every possible event that reasonably can be foreseen.
- (3) Consider the advice and suggestions of your subordinates before making decisions.
- (4) Announce decisions in time to allow subordinates to make necessary plans.
- (5) Encourage concurrent estimates and planning in your command.
- (6) Always make sure your staff and subordinates are familiar with your present policies and plans.
- (7) Consider the effects of your decision on subordinates and supporting elements.

62. Principle IX—Develop a Sense of Responsibility in Your Subordinates

a. Delegation of authority commensurate with

responsibility develops mutual confidence and respect between senior and subordinates. It also encourages the subordinate to exercise initiative and to give his wholehearted cooperation. The leader who, by properly delegating authority, demonstrates faith in his subordinates will increase their desire to accept greater responsibilities. Failure to delegate necessary authority is poor leadership.

b. Techniques for application—

- (1) Operate through the chain of command.
- (2) Tell your subordinates what to do, not how to do it; hold them responsible for results. Delegate and supervise, but do not intervene except when necessary.
- (3) Provide as many individuals as possible with frequent opportunities to perform duties of the next higher echelon.
- (4) Be quick to recognize accomplishments of your subordinates when they demonstrate initiative and resourcefulness.
- (5) Correct errors in the use of judgment and initiative in such a way as to encourage the individual. Avoid public criticism or condemnation. Be liberal in openly giving praise which is deserved.
- (6) Give advice and assistance freely when it is requested by those under your command.
- (7) Insure that your personnel are assigned positions in accordance with demonstrated or potential ability.
- (8) Be prompt and fair in backing subordinates to the limit. Until convinced otherwise, have faith in each subordinate.
- (9) Demonstrate your willingness to accept responsibility and insist that your subordinate commanders live by the same standard.

63. Principle X—Employ Your Command in Accordance with its Capabilities

a. You must have a thorough knowledge of the capabilities and limitations of your command if you are to employ it properly. You must use sound judgment in the employment of your unit. Failure to accomplish the mission causes a loss of confidence, which in turn lowers morale, esprit de corps, discipline, and proficiency.

b. Techniques for application—

- (1) Know, understand, and apply the principles of war.
- (2) Keep yourself informed as to the relative operational effectiveness of your command.

- (3) Be sure that tasks assigned to subordinates are reasonable. Do not hesitate to demand their utmost in an emergency.
- (4) Analyze all assigned tasks. If the means at your disposal appear inadequate, inform your immediate commander and request the necessary support.
- (5) Make every effort to equalize tasks proportionately among the several elements of your command.
- (6) Use the full capabilities of your unit before requesting assistance.
- (7) Make decisions in light of sound management principles.

64. Principle XI—Seek Responsibility and Take Responsibility for Your Actions

a. You must take the initiative in the absence of orders. By seeking responsibility, you develop yourself professionally and increase your leadership ability. Accept responsibility for all your unit does or fails to do. The leader who fails to accept responsibility will lose the confidence of his men.

b. Techniques for application—

- (1) Learn the duties of your immediate senior and be prepared to accept his responsibilities.
- (2) Seek diversified command assignments that will give you experience in accepting responsibility.
- (3) Take advantage of any opportunity that offers increased responsibility.
- (4) Perform every task, large or small, to the best of your ability. Your reward will be increased opportunity to perform bigger and more important tasks.
- (5) Accept just criticism and admit mistakes.
- (6) Adhere to what you think is right; have the courage of your convictions.
- (7) Carefully evaluate a subordinate's failure before taking action. Make sure his apparent shortcomings are not due to an error on your part. Consider the manpower available, salvage the individual if possible, and replace him when necessary.
- (8) In the absence of orders, seize the initiative and take the action you believe your senior would direct if he were present.

CHAPTER 6

INDICATIONS OF LEADERSHIP

65. General

a. There are four characteristics of a command that provide indications of success or failure in the exercise of military leadership—morale, discipline, esprit de corps, and proficiency. These are the indications of leadership which can be used as a gauge in evaluating your unit. Your evaluation should be continuous and it will assist you in determining whether your unit is effective and able to accomplish its assigned missions.

b. As you evaluate your unit, you may discover problems that are adversely affecting one or more of these indications, with a consequent decrease in unit effectiveness. You will want to solve these problems in order to continue striving toward your goal as a unit commander, which is the development and maintenance of a combat effective unit.

c. The remaining paragraphs of this chapter discuss the indications of leadership so you may understand their meaning and the methods used to develop and evaluate them.

66. Interrelationship of the Indications of Leadership

All four indications of leadership contribute to the effectiveness of a unit and are to some extent interdependent. For example, a low delinquency rate might well indicate not only good discipline but high morale and esprit de corps. Therefore, in the following discussion it should be recognized that certain factors may have an effect on more than one of the indications. Although discipline, esprit de corps, and proficiency are dependent on the degree of morale present, all four are of equal importance. The other three are dependent upon morale because it is the sum total of all the attitudes of the individual. It can be said that morale is the fertile soil in which the seeds of discipline, esprit de corps, and proficiency are sown. Thus, while you should strive for morale initially, your efforts must always be directed toward building all of the indications of

leadership to a high degree. The absence or lessening of one indication could adversely affect or destroy the others.

67. Morale

a. Morale may be defined as the individual's state of mind. It depends upon his attitude toward everything that affects him—his fellow soldiers, his leaders, Army life in general, and other things which seem important to him. Morale is closely related to the satisfying of a man's basic human needs. If the training, administering, and fighting of a unit is conducted so as to assist in satisfying the men's basic needs, a favorable attitude will be developed. High morale is a positive state of mind which gives the soldier a feeling of confidence and well-being that enables him to face hardship with courage, endurance, and determination.

b. Evaluation of morale—

- (1) The state of morale does not remain the same; rather, it is constantly changing. The state of morale of the members of your unit is an important index to the effectiveness of your leadership ability. You can measure morale by close observation of your men in their daily activities, by inspections, by formal and informal interviews, and by evaluation of reports. Specific things to note are—

- (a) Appearance.
- (b) Personal conduct.
- (c) Standards of military courtesy.
- (d) Personal hygiene.
- (e) Use of recreational facilities.
- (f) Excessive quarreling.
- (g) Harmful or irresponsible rumors.
- (h) Condition of mess and quarters.
- (i) Care of equipment.
- (j) Response to orders and directives.
- (k) Job proficiency.
- (l) Motivation during training.

- (2) Administrative reports concerning the status of personnel, when properly evaluated, aid in measuring morale. Particularly valuable are reports which concern—
 - (a) Arrests, military or civil.
 - (b) Damage to or loss of equipment through carelessness.
 - (c) Family problems.
 - (d) Indebtedness.
 - (e) Malingerers.
 - (f) Men absent without leave and deserters.
 - (g) Requests for transfer.
 - (h) Self-inflicted wounds.
 - (i) Sick call rate.
 - (j) Stragglers.
 - (k) Reenlistment rates.

68. Esprit De Corps

a. Esprit de corps is the loyalty to, pride in, and enthusiasm for the unit shown by its members. Whereas morale refers to the attitude of an individual, esprit de corps is the unit spirit. It is the common spirit reflected by all members of a unit and provides group solidarity. It implies devotion and loyalty to the unit, a close identification with the unit and with all for which it stands, and a deep regard for the unit's history, traditions, and honor. Esprit de corps is the unit's personality and expresses the unit's will to fight and win in spite of seemingly insurmountable odds. Esprit de corps depends on the satisfaction the members get from belonging to a unit, their attitudes toward other members of the unit, and confidence in their leaders.

b. Following are some of the factors to be considered in evaluating esprit de corps in a unit:

- (1) Expressions from the men showing enthusiasm for 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 their unit is better than any other unit in the Army.
- (8) High reenlistment rate in the unit.

69. Discipline

a. Discipline is the individual or group attitude that insures prompt obedience to orders and initiation of appropriate action in the absence of orders.

Discipline is a state of mind that produces a readiness for willing and intelligent obedience and appropriate conduct. Discipline within a unit insures stability under stress; it is a prerequisite of predictable performance. When achieved in a unit, it is an attitude that keeps individuals doing what they are supposed to do, and as they are supposed to do it, through string inner conviction. Good discipline is constant and functions whether or not outside pressures or supervision are present. It is the result of effective training and intelligent leadership that helps the individual to withstand the shock of battle and face difficult situations without faltering. Since success in battle frequently depends upon the unit's or individual's immediate positive reaction, discipline demanded in a military organization is of necessity more exacting than discipline in other walks of life. Before a man can act resourcefully in the absence of orders, he must have an understanding of what is to be done and the role to be played by him. This requires training. Before he can respond willingly and intelligently to orders, he needs the same understanding and ability, plus confidence in his seniors. This requires leadership.

b. Following are some of the factors to be considered in evaluating the status of discipline in a unit:

- (1) Attention to details.
- (2) Harmonious relations between units and individuals.
- (3) Devotion to duty.
- (4) Proper senior-subordinate relationships.
- (5) Proper conduct of individuals on and off duty.
- (6) Standards of cleanliness, dress, and military courtesy.
- (7) Promptness in responding to commands and directives.
- (8) Adherence to the chain of command.
- (9) Ability and willingness to perform effectively with little or no supervision.

70. Proficiency

a. Proficiency is the technical, tactical, and physical ability of the individual and the unit to perform the 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-functioning team. Your unit will attain proficiency when you demand high standards of individual and group performance. Proficiency results largely from training; therefore, as a commander, supervision of training should take much of your time.

This is one of the most reliable methods of judging the proficiency of individuals and of the unit.

b. Following are some of the factors to be considered in evaluating proficiency in a unit:

- (1) Personal appearance and physical condition of the men.
- (2) Appearance and condition of weapons, equipment, and unit area.
- (3) Reaction time of the unit under various situations and conditions.
- (4) Professional attitude demonstrated by the unit and its members.
- (5) Troop leading ability of junior leaders.
- (6) Promptness and accuracy in disseminating orders, instructions, and information.
- (7) Degree of skill demonstrated when accomplishing tasks.
- (8) Technical and tactical proficiency.

71. Development of the Indications of Leadership

a. The development of the indications of leadership is a continuous process which must be carried out at all times, particularly during training and operations of your unit. If you understand the factors and forces that produce desired results, you will be better able to direct your efforts along productive lines.

b. Certain known actions will aid in the development of specific indications. An action designed to improve one of the indications of leadership may also affect the others. Following are the indications and some specific steps that will develop each:

(1) Morale—

- (a) Teach belief in the cause and mission.
- (b) Instill in your men confidence in themselves, their leaders, their training, and their equipment.
- (c) Assist in job satisfaction by carefully considering job assignments.
- (d) Keep your men aware of your concern for and the Army's interest in their own physical, moral and spiritual welfare, as well as that of their dependents.
- (e) Establish an effective awards program.
- (f) Make the men feel they are essential parts of the unit.
- (g) Recognize the soldier's desire to retain his individuality and treat him as an individual.

- (h) Encourage the strengthening of their ties to home, family and religious associations.

(2) Esprit de corps—

- (a) Start newly assigned men off right by a reception program including an explanation of the unit's history, traditions, and present role.
- (b) Develop the feeling that the unit must excel.
- (c) Recognize achievements of the unit and its members, and insure that they are properly publicized.
- (d) Make use of ceremonies, symbols, slogans, and military music.
- (e) Use competition to develop teamwork.
- (f) Make proper use of decorations and awards.

(3) Discipline—

- (a) Demonstrate discipline by your own conduct and example.
- (b) Institute a fair and impartial system for punishment and an equitable distribution of privileges and rewards.
- (c) Strive for mutual confidence and respect through training.
- (d) Encourage and foster the development of self-discipline among your men.

Note. FM 16-100, Character Guidance, contains an excellent discussion of self-discipline.

- (e) Be alert to conditions conducive to breaches of discipline and eliminate them where possible.

(4) Proficiency—

- (a) Thoroughly train your men in their individual duties.
- (b) Emphasize teamwork through the chain of command.
- (c) Establish a sound physical conditioning program.
- (d) Provide for cross-training.
- (e) Participate in realistic training exercises.
- (f) Provide as many individuals as possible with frequent opportunities to perform duties of the next higher echelon.
- (g) Insure by inspections and training tests that your command is being developed in accordance with training programs and doctrine prescribed by higher authority.
- (h) Set high standards of performance and insist they be met.

CHAPTER 7

LEADERSHIP PROBLEM AREAS

Section I. PROBLEM SOLVING PROCESS

72. General

a. Leadership requires the solving of a variety of problems. These problems cannot be ignored, and must be handled promptly in the most effective manner possible. If you fail to solve these problems, they will adversely affect the efficiency of your unit.

b. Some of the more common problem areas you will encounter are those of assumption of command, selection and development of subordinate leaders, senior-subordinate relationships, and counseling.

c. You cannot always rely upon your experiences and observations as guides for determining means of arriving at sound decisions. Problems are often more complex than they appear to the casual observer and experiences are many times misleading. Therefore, it becomes necessary that you develop a thought process which can be used to solve problems in an orderly and analytical manner in any given time frame.

73. Leadership Problem Solving Process

The leadership problem solving process is a sound and analytical approach that helps you to arrive at decisions for the solution of leadership problems. There are three general steps in this process: *recognize the problem, make an estimate of the situation, and take action.*

a. *Recognize the Problem.* A problem exists in a unit when an incident occurs or conditions exist which adversely affect one or more of the leadership indications. However, to think of the problem as being solely one of morale, esprit de corps, discipline, or proficiency will not fully identify the problem, since there are different factors and conditions in a unit which influence each of these indications. Therefore, you must evaluate the unit in light of all indications to determine the full impact of the problem.

b. *Make an Estimate of the Situation.* Before attempting to solve a problem, you must clearly

define the exact nature of the problem—who is involved, what are the circumstances, when and where did the problem occur. A logical and orderly examination of these factors is facilitated by application of a version of the estimate of the situation as indicated below.

- (1) *Determine the cause.* Once you have determined the exact nature of the problem, you must then determine *why* and *how* the problem arose and ascertain the facts that bear on the problem. If certain parts of the problem cannot be substantiated by facts, you may have to make logical assumptions.
- (2) *Determine possible solutions.* After you have determined the basic underlying cause or causes of the problem, you should consider possible solutions to the problem. Do not rule out a solution on first examination. Even if it later proves to be worthless in its entirety, a tentative solution may contain or suggest ideas of value. The more solutions you consider, the better your final solution is likely to be.
- (3) *Evaluate possible solutions.* In evaluating the solutions you have picked, first compare their advantages and disadvantages. After you have done this with each solution, compare the merits of one solution against another to determine which solution is best. Keep in mind the considerations the leader should make in selecting an appropriate action or order as indicated in paragraph 25. Be careful not to let prejudice or personal preference influence your considerations. Above all, remember that a rash leader who jumps to conclusions often creates a more serious problem than the one he is attempting to solve.

- (4) *Select the best solution.* This may be one of the single solutions considered previously, or it may be a combination of two or more of these possible solutions.

c. Take Action. Put the solution you have chosen into effect, using techniques appropriate to your personality. Do not be content with merely initiating

action since success generally depends upon your ability and willingness to supervise and check results of the effort. Remember that one of the most significant factors which distinguishes a successful commander from a mediocre one is the ability to select and vigorously carry out an effective course of action.

Section II. PROBLEM AREAS

74. Assumption of Command

Many conditions exist in the military service that require rotation and replacement of leaders. This is expected and considered as part of one's normal military duties. Special problems do arise in cases where a leader must assume command immediately under unusual conditions. Such special conditions are not dealt with specifically in this text although the following techniques are, with modifications appropriate to the local situation, applicable to all assumptions of command.

a. In assuming command of a unit, plan every action with the thought that the first impression you make will be a lasting one. You will avoid or reduce many leadership problems which might otherwise occur if you plan your actions to preclude creating an initial unfavorable impression.

b. Observe your unit for a period of time before making major changes in unit policies. This will better insure that your actions and orders will be based on facts, or reasonable assumptions, and considered judgment. There can be no set rule as to the length of your observation period. Leadership is exceedingly personal. The length of the period of observation will vary according to your personality, ability and experience, the personalities of your subordinates, the type of unit, and the situation confronting your unit at the time of your assumption of command. As in all other leadership situations, you must determine whether changes are necessary and, if so, when to implement them.

c. Evaluate the unit in the light of the indications of leadership because the majority of leadership problems originate in one or more of these areas. Wise use of the problem solving process will expedite the solving of leadership problems. Evaluate your subordinates to determine their strengths and weaknesses. Use all possible means to further develop your subordinates. Evaluate the effectiveness of each subordinate element under your command with a view toward raising its level of effectiveness.

d. Orient your unit on your policies and desired standards. Set and maintain the highest standards attainable. The unit must be motivated to reach the ultimate goal—a combat effective unit.

75. Selection of Subordinate Leaders

a. No precise method has been devised to determine whether or not a man will become an effective leader. However, successful commanders with the responsibility for selecting potential leaders have used the following means to obtain pertinent information about those being considered:

- (1) *Interview.* A personal interview is a valuable means of observing potential leadership characteristics. It will often provide useful information not available from other sources. Plan the interview and look for the following qualities during the interview:
 - (a) Bearing and personal appearance.
 - (b) Courtesy.
 - (c) Evidence of sincerity and honesty.
 - (d) Enthusiasm and positive attitude.
 - (e) Knowledge and ability to express ideas.
 - (f) Unusual attitudes or personality deviations.
- (2) *Observation.* This is a reliable method of gaining information when conducted over a period of time. Observe for the following:
 - (a) Possession of a positive attitude and approach toward all tasks.
 - (b) A desire to seek and accept responsibility.
 - (c) The ability to see a problem in its proper perspective. This ability is enhanced by judgment, experience, and the capacity to separate personal emotions from facts.
 - (d) Loyalty to his subordinates as well as to his superiors.
 - (e) The ability to perform consistently in a superior manner under adverse conditions, whether in garrison or in the field.

- (f) The ability to achieve the respect and cooperation of associates.
- (g) High personal and professional standards.
- (3) *Recommendations.* Seek recommendations regarding the abilities of potential leaders. Previous jobs held, amount of responsibility, and relationship to the recommending officer are among the things that should be considered in evaluating these recommendations.
- (4) *Administrative records.* When records are available, use them to obtain background information.

b. Commanders have obtained good results in the past using the following criteria in selecting men for promotion or positions of increased responsibility.

- (1) Demonstrated ability to do the job.
- (2) Training and experience in the job or similar jobs.
- (3) Length of service and seniority.
- (4) Impact of personality on associates and subordinates.
- (5) Military and civilian education.

c. The most important single criterion in the selection of an individual for promotion or position of increased responsibility is his demonstrated ability to do the job.

76. Development of Subordinate Leaders

a. The development of leadership in subordinates is a continuous concern; therefore, you must take advantage of every opportunity to teach junior leaders the components of leadership, and their application, in order that they may become better leaders. To do this effectively, you must first know your subordinates well. Learn which ones require a tight supervisory rein; which ones are capable of carrying out missions independently. A spirit of fair competition should be fostered; however, the subordinate who demonstrates a ruthless, selfish, overaggressiveness can create dissension and an unwholesome rivalry that is self-defeating. On the other hand, other subordinates may demonstrate an unacceptable lack of aggressiveness in their work habits. You may find it necessary to curb the more aggressive subordinates and stimulate the less enterprising. By recognizing the difference in individuals, you can use suitable techniques to gain the subordinates' obedience, confidence, respect, and loyal cooperation.

b. Following are effective methods of developing subordinate leaders:

- (1) Active encouragement of a planned professional program.
- (2) Periodic rotation of duty to promote a broad and diversified background.
- (3) Attendance at unit and army service schools.
- (4) Training inspections and field exercises.
- (5) Leadership instruction and wise counseling.
- (6) Delegation of maximum authority to subordinates commensurate with their responsibilities.
- (7) Operating through the chain of command.
- (8) Setting high standards of accomplishment.
- (9) Personal example.

c. During this development period you must maintain a direct and personal relationship with your subordinates. Let them know what you expect, apprise them of the degree to which they are achieving established goals, and suggest ways in which they can improve themselves. Give them credit when due, and be careful to avoid favoritism.

d. With rapid turnover of leaders in most units, their replacement is a pressing problem. This necessitates that commanders plan for and train replacements for each position so one or more substitutes are always available. The planning for replacement leaders in greater depth becomes more important in combat where personnel turnover is accelerated.

e. The leadership ability of subordinate leaders must be of the highest quality. The everchanging concepts and employment of our armed forces require that commanders rely more and more on the ability and resourcefulness of their subordinates. Units will be required to operate with greater dispersion and conduct independent or semi-independent type operations. Improved weapons, new tactics, and more advanced means of communication will place a greater emphasis on leadership at the lower level. Success or failure will depend to a great extent upon how effective commanders are in deriving the utmost in terms of response from their small-unit leaders under conditions offering minimum opportunity for personal contact. To cope with these new challenges, commanders at all levels must appreciate the value of development of their subordinate leaders.

77. Senior-Subordinate Relationship

a. The proper senior-subordinate relationship is one in which there is strong mutual confidence and respect without undue familiarity. Undue familiarity breeds laxness and a tendency to lower the

response of the subordinate. As a subordinate, your demonstrated respect and complete support of your seniors will lead your men to accord you the same response.

b. Your personal influence is a great asset in building harmonious relationships among the leaders of your command. Judge each man in the manner in which he performs his job; never on any personal prejudice you may hold.

78. Counseling on Personal Problems

a. Counseling is talking over a problem with someone. It involves the clarification of a problem or assisting in its solution by discussion. The most effective counseling is that which encourages a person to arrive at his own solution. You accomplish this by exhibiting an interest in the problem and by encouraging the man to talk freely. Then, by injecting appropriate ideas and comments, you guide the man's thinking toward a logical solution to his problem. Counseling should help to develop in the individual the initiative to take care of himself—to stand on his own feet without being dependent on others.

b. The range of personal problems arising within a unit is vast and varied. Problems which may require counseling are those involving grievances pertaining to rank and promotion, job assignment, discrimination by others, financial problems, family troubles, and many other factors involving the individual's well-being. It is necessary that you help the individual solve his problems so his mind will be free from worry, enabling him to concentrate on the job at hand.

c. Practical understanding of human behavior is an invaluable asset to you in assisting your men in the solution of their problems. All behavior is caused. The cause and not the symptom requires treatment. Always attempt to understand why a man thinks and acts the way he does before suggesting a course of action.

d. When initiating a counseling program, the following should be included:

- (1) All leaders within a unit should learn the functioning of, the need for, and the benefits derived from a counseling program.
- (2) Leaders should make themselves available at every practical opportunity to give guidance and assistance.
- (3) The soldier should be taught to seek assistance from his immediate leader, and not to violate the chain of command. Emergencies and special considerations

will require occasional exceptions to this general policy.

e. Following are some considerations which have proven effective in counseling:

- (1) Adopt a sincere, understanding, yet impartial attitude.
- (2) Use understandable words and phrases in your discussions.
- (3) Never talk down to your men.
- (4) Information secured during counseling should be held in confidence.
- (5) Make full use of assistance available from the staff, welfare services, and higher headquarters. You should know what channels are to be followed and, if possible, know by name the individuals to whom referrals are made. When you put the soldier in direct contact with an appropriate agency or service, you strengthen the soldier's confidence in your ability and concern for his welfare. Continue to take an interest in the soldier's problems even after you have referred him to an agency. Some of these agencies or services are: Chaplain, Army Medical Service, American Red Cross, Legal Assistance Officer, Army Emergency Relief Society, Inspector General, Personnel Officer, Information Officer, Education Officer, and Finance Officer.
- (6) Special care should be exercised when counseling an individual who appears to have a deep-rooted adjustment problem. In such special cases, counseling by a leader who does not have the proper professional training can do more harm than good. Consequently, these individuals should be referred to the mental hygiene consultation service or other available psychiatric services for their own welfare and for the good of the military service.
- (7) Avoid making decisions for the individual; guide the discussion in such a manner that the person being counseled will develop his own workable solution.

79. Reception and Integration

a. The new soldier, finding himself separated from his friends and family, must develop a feeling of being a part of a group. In military life he finds he has much less privacy and freedom of choice than in civilian life. He feels unimportant and tends to lose his sense of individuality. You can assist in making his adjustment less difficult by

explaining, during his first few days of service, the reasons for regimentation. Tell him about the process of training which makes it impossible for him to live and work as he did in civilian life. Explain why the Army cannot provide the conveniences of civilian homes and communities.

b. On the other hand, the new soldier may find in military life a personal freedom greater than he was allowed in civilian environment. The restrictions formerly imposed by his parents, teachers, church, and community are remote to him. This sudden release may lead to thoughtless and uninhibited behavior. Personal counsel and necessary restrictions can help control this problem.

c. It is particularly important that you devote special attention to the adjustment of the new men, especially in the first few months of service. A new member needs a proper reception into an organization if he is to adjust early and develop rapidly into an effective member. Regardless of his background, experience, and nature of the work involved, a new member requires certain initial orientation so he will become familiar with the organization and the requirements of his new job. Likewise, he needs a warm and sincere reception—no matter how simple—so that he will develop a sense of belonging and will be quickly integrated into the unit.

d. New men must be classified and assigned to units and integrated in such a way that the requirements of the various component units of the organization are met first. Insure that each individual is assigned to a position where he can be expected to perform best. Often problems of morale develop

after you have carefully considered the needs of the unit, the individual's capabilities, and his desires. You can eliminate many such problems by—

- (1) Utilizing noncommissioned officers' experience and knowledge of the men in making detailed assignments within the unit.
- (2) Emphasizing the importance of the individual's job to the overall mission. The importance a man attaches to his job is often directly proportional to the leader's attention to and interest in that job.
- (3) Stressing during initial orientation and throughout training the relationship of the individual to the success of the team as a whole.

e. A good reception program, demonstrating thoughtful concern for the men's comfort and welfare, does much to speed their initial adjustment and to create in them a favorable attitude toward their leaders and the Army. To accomplish this you must—

- (1) Expediate the reception process. Avoid unnecessary delays and long periods of waiting during processing.
- (2) Keep the men informed. Prepare an information program to orient men quickly on their assignments to units.
- (3) Allow a short readjustment period for transfer between units. After this period, minimize transfers.
- (4) Organize a modified training program for new arrivals pending commencement of the scheduled training program.
- (5) Assist in the satisfaction of the individual's basic human needs.

Section III. SPECIAL CONSIDERATIONS

80. Relations With Local Civilians

a. No more evident demonstration of the need for intelligent, exemplary leadership in the Army can be indicated than in the area of relationships between military personnel and civilians. The importance of this relationship can best be explained by examining the reaction of all command levels of any incident which is detrimental to good relations. The attitude of the civilian populace toward the Army has the most significant implications for military operations in an overseas area.

b. Throughout our history, the United States Army has been directly influenced by and has been

no stronger than the civilian base. The cumulative behavior of individual military personnel in the civilian environment has gone far toward determining the degree of acceptance of the Army elements and the character and extent of the civilian support for the Army. The impact of a military leader or commander is felt directly on his dealings with the civilian community and indirectly through his leadership influence over his subordinates. A good community relations program is of primary concern to Army commanders wherever units are stationed.

c. As evident during World War II and during the present day tactical operations, the support of an

Army's operation by the indigenous civilian has had a direct impact on the success of this operation. The responsibility to foster within the civilian environment, especially in recently recovered areas, support for the Army's mission lies with the leader and commander at all echelons regardless of the presence or lack of Civil Affairs staff officers and units. Irresponsible action by units and individuals quickly alienate the civil populace sowing the seeds of discontent. Through proper application of military leadership to this aspect of warfare, the leader negates the effectiveness of insurgent elements by furthering civil-military cooperation.

d. Throughout history, military units and military operations have had an influence on the economy and social patterns of the area in which they operate. In the Cold War environment, the conduct of Civic Action type activities has brought forth greater recognition of an Army's capability to effect the quiet revolution. The role of the military leader as a catalyst to nation-building is an aspect of leadership not previously directly related to the entire Army. An understanding of the values and motivation of civilians and the military's position in the lines of power within an area are prime considerations of leadership. The adaptation of the factors discussed in chapter 3 will require adjustment by the military leader to ideas normally foreign to his own beliefs. The guiding of nation-building requires the most sensitive application of the principle of leadership.

81. Advisory Duty

a. Many oversea assignments involve advisory duties with foreign troops rather than duties with United States troops. A primary consideration for an individual assigned as an advisor is that he is advising not commanding. The advisor's working relationship with his counterpart is best typified by an atmosphere of mutual respect and understanding. If his ideas and suggestions are to be

accepted, the advisor must sell himself and his recommendations to his counterpart. Developing an ability to convey ideas and suggestions in such a manner that the counterpart accepts them as his own, or readily accepts them as being the best course of action, will greatly improve the effectiveness of the advisor. The advisor must bear in mind that his advice may not always produce the immediate results that he expects. The advisor's reaction, if proper results are not immediately achieved, not only affects his relationship with those being advised but also has an implication for his command relationship with other advisors for whom he might be responsible. Proper consideration and frequent reevaluation must be given to the advisor's place in the military command and leadership structure. Within the advisory environment, the proper application of leadership principles and techniques assumes even more importance than in other assignments. Tact, judgment, integrity, enthusiasm, military bearing, and an outward display of military knowledge are essential when serving in advisory assignments.

b. It is necessary for the advisor to learn and understand the problems of his counterpart and the foreign troops. He must study and understand the differences in religion, customs, culture, society and social standing, values, organization, tactics, politics, privileges, and responsibilities. The advisor can most effectively apply the principles of leadership through a knowledge and sympathetic understanding of the needs and motivations of his counterpart.

c. Poor communication and remote location may prevent effective supervision and command support, and the advisor may find himself on his own. The advisor must display confidence, and his personal code must be above reproach. The advisor must set a high example, both to the forces he is advising and to other members of his advisory detachment.

CHAPTER 8

LEADERSHIP IN BATTALION AND LARGER UNITS

82. General

The higher commander is faced with the problem of creating an environment conducive to effective leadership within the unit. He does this through contact with his subordinates, by his policies and the way they are interpreted, by the manner in which he exercises command, by his ability to make decisions and solve problems, and by his ability to communicate within the unit through his subordinates.

83. Leadership Environment

a. Dealings with Staff and Subordinates. The higher commander's dealings with his staff and immediate subordinate commanders involves the direct application of the traits and principles of leadership. It is through these subordinates that the higher commander influences the leadership environment within the unit; thus, he must strive to assure that his staff and immediate subordinate commanders develop and practice the traits and principles of leadership within their respective areas of influence.

b. The Higher Commander's Policies. Whether an efficient and cooperative attitude will exist in a larger unit is dependent to a large degree on the commander's policies and the way they are interpreted. Accordingly, it is essential that the commander assure that his policies are in accord with the principles of leadership and that they support the mission of the unit. The commander's policies must be reasonable and understandable or explainable, and must be widely disseminated and thoroughly understood by those who are expected to comply. Policies must be either enforced or rescinded. As a normal practice, the higher commander allows his subordinates to develop the procedures and techniques to implement his policies. He assures himself that his policies are understood and enforced at the lower levels through his usual inspection routines.

c. Exercise of Command. As noted before, the leader may be authoritarian or, on occasion, persuasive. Both approaches are possible and the

superior leader is one who can utilize each as the situation demands. Knowledge of the effects of organization on leadership, and his ability to delegate and decentralize intelligently and effectively, are essential skills of the higher commander in applying the principles of leadership throughout the unit. In the process of delegation, the higher commander assigns responsibility for decision making to the lowest level at which information and capabilities exist to make the decision; however, he retains all of his original responsibilities. Effective delegation is an essential element in developing a sense of responsibility among subordinates and in employing the unit in accordance with capabilities.

84. Organization and Control

a. General. The organization of the unit affects the results a leader can achieve through his unit. The relationships created between the leader and his subordinates, his associates, and his seniors should be designed to increase his effectiveness as a leader. For this reason the leader must understand the principles of sound organization.

b. Principles of Organization.

- (1) *Essentiality.* Each part of the organization must be needed to accomplish the mission of the organization.
- (2) *Balance.* Each element of the organization must be designed to do its part of the job effectively, but without duplicating the missions of the other parts of the organization.
- (3) *Coordination.* The organization must provide for complete coordination of the work to prevent gaps or overlaps in the overall job.
- (4) *Flexibility.* The organization must be designed to perform its mission without disruption as the job alters in scope or the environment changes.
- (5) *Efficiency.* The organization must make the maximum use of men, money, material, and facilities.

c. The Organizing Process.

- (1) Organizing is the process of developing and maintaining a unit structure which facilitates control and provides assurance that the mission of the unit can be accomplished efficiently. It requires the leader to determine each function which must be performed to accomplish the overall job. He must then arrange the organization to provide just enough means to complete each function. The resulting functional organization provides a framework within which individuals can work together efficiently to attain their common goal—accomplishment of the unit's mission.
- (2) Attachment of efficient organization involves three considerations:
 - (a) First determine the task. The job as a whole must be determined; then it must be divided into components of functions to be performed. When a complete list of these operations has been made, related tasks must be grouped together for assignment to organizational elements. Capabilities of these elements must be interrelated to assure integrated effort, to preclude duplication or omission of effort, and to define responsibilities clearly. In this step the good leader considers the probable capabilities of the men and equipment to be used in accomplishing the job and the conditions under which they will most often work.
 - (b) Setting up the structure comes next and results in the creation or visualization of an organizational chart. The chart shows graphically how each element of the organization relates to the other elements and shows the chain through which authority passes. Again, the good leader considers the probable capabilities of the men who will man the organization.
 - (c) Allocating resources is the final step in organizing. Military units usually are allocated resources by a table of organization and equipment (TOE), or by a table of distribution and allowances (TDA) related to it. These show what personnel, equipment, and other resources the unit leader will have available to him.

d. Organizational Limitations of the Leader. The leader of a unit organized under TOE, or TDA uses it as directed by competent authority. This limits his prerogatives in developing a new or modifying an existing organization. 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. Such rearrangement may be required to fit the needs of a particular operation, to take advantage of special capabilities of his personnel or equipment, or to eliminate ineffectiveness caused by shortcomings of his personnel or equipment.

85. Span of Control

a. The span of control is the number of immediate subordinates one person can control, supervise, or direct effectively. Since more effective employment of the unit is the goal of leadership, a good leader must understand thoroughly the span of control and what affects it.

b. One factor affecting the span of control is the span of attention; the ability of an individual to divide his attention between two or more tasks. Each of us has an upper limit beyond which he cannot pay attention to additional work. Even below this limit, assignment of a new task tends to detract from the efficient performance of those already undertaken. Further, our ability to divide attention decreases as mental or physical exhaustion approaches. Thus, the maximum span of control diminishes with decreased mental or physical vigor.

c. Another factor affecting the span of control stems from the attitude of the individual. If he has predetermined views, his ability to reason logically is impaired. He may misinterpret or misunderstand what he sees and hears to fit his preconceptions. This in turn affects his ability to control, supervise, or direct his subordinates. In the end, his maximum span of control may diminish to the vanishing point.

d. The interaction of human relationships also affects the span of control. For instance, if a leader has two subordinates, he has two human relationships—one with each of them. Each of these relationships is affected by a third relationship, that which exists between the two subordinates. The greater the span of control, the more complex become the effects of these interacting relationships, and the more difficult they become to control.

e. Most authorities agree that the economically minimum span of control is three. The maximum span of control varies greatly. If it is exceeded, the organization becomes cumbersome and difficult to

lead. Some of the factors which will influence the upper limit of your span of control are—

- (1) Your experience and training.
- (2) The experience and training of your subordinates.
- (3) The amount of clearly understood communication between you and your subordinates.
- (4) The degree of similarity among your subordinates' jobs.
- (5) The distance by which you and your subordinates are separated.
- (6) The time available for your organization to translate your decisions into actions.
- (7) Your personality and the personality of each of your subordinates.
- (8) The mental and physical condition of you and your subordinates.
- (9) Complexity of the organization.

86. Chain of Command

a. The chain of command is the succession of commanders through which authority passes and commands are given. It is the formal channel through which orders are disseminated, reports submitted, and two-way communication effected. Through the chain of command definite lines of responsibility, authority, and supervision are established; this avoids both overlaps and gaps in duties and responsibilities and facilitates control. Thus, the leader must understand and properly use the chain of command to have an effective unit.

b. Effective operation of the chain requires that—

- (1) Sufficient authority be delegated to subordinates so they can accomplish the tasks for which they are responsible.
- (2) Each subordinate be assigned definite responsibility for each task he is to accomplish.
- (3) Men know for whom they are working and to whom they are responsible.
- (4) Subordinates be required to make all requests through their immediate commander or his staff.
- (5) Every man be aware of his place in the chain of command.
- (6) No man have more than one senior giving him orders covering the same area of responsibility.

87. The Commander-Staff Officer Relationship

a. The primary function of each staff officer is to

assist the commander to perform his duties. The responsibilities of command remain with the commander and cannot be delegated to members of his staff since they are not in the chain of command. Therefore, staff officers issue only orders of and for the commander.

b. An effective staff officer keeps himself informed by frequent visits to the commanders of subordinate units. He interprets and explains the policies, orders, and directives of his commander as necessary, but gives none of his own. He observes the execution of the commander's desires and keeps him informed of the extent to which they are being carried out. This requires him to subordinate his personal views to the desires of his commander.

c. A good staff officer needs to be tactful. His relationships with higher and adjacent headquarters, subordinate commanders and staffs, troops, and other members of his own staff may be seriously jeopardized by lack of tact. His effectiveness depends upon his ability to generate an atmosphere of genuine cooperation and coordination, as well as upon his professional knowledge and ability.

d. The commander, therefore, logically expects a staff officer 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.

e. The staff officer must avoid any tendency to inform the commander only of matters he feels the commander wants to hear. He must constantly strive to present significant information to the commander in an unbiased and objective manner. Once the commander has announced his decision or policy, the staff officer must wholeheartedly and enthusiastically support the decision and not allow personal feelings to interfere with the accomplishment of the task.

f. On the other side of the commander-staff officer relationship, 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.

88. Decision-Making and Problem-Solving

Many of the higher commander's problems will stem from or will be complicated by the actions or inexperience of his subordinates; therefore, it is essential the higher commander apply the traits and principles of leadership to his decision-making and problem-solving process. He will be guided, in a general sense, by the estimate of the situation (FM 101-5) and the problem-solving process (ch 7) in performing these functions; however, since his decisions will often have an effect on personnel several steps down the chain of command, he must continually keep in mind the principles of personnel management and the fundamentals of human relations. Failure to do so can result in an impersonal attitude toward the lower elements of the command which the commander will find detrimental to his efforts to create an environment conducive to effective leadership throughout the command.

89. Communication Within the Unit

a. The degree to which a higher commander makes his policies and decisions understood and accepted by his organization will materially affect his effectiveness as a leader. Communication is one

of the most difficult and important areas of command responsibility. Communication, to be effective, must not only convey information to the recipient, but the recipient must be motivated to want to receive and understand the information transmitted. Without effective communication there can be no cooperative action. The decision-making process itself is dependent upon the reliability and completeness of information brought to bear upon the issues to be resolved.

b. It is the responsibility of the commander to keep his subordinates informed. It is not enough to issue an order with the expectation that it will be executed exactly as visualized by the commander. Subordinates should be given every opportunity to participate in the development of plans, policies, and procedures. Through such participation they will have a better understanding of the problem and the reasons for the decision.

c. The passing down of information should not be limited to orders or directives. Background or related information should also be included. While it is normal procedure to issue orders or guidance in writing, it is often effective to provide related information orally to subordinates. When using both methods to transmit information, it is imperative that the commander be consistent, clear, and concise. If he fails to do so, his written orders may be jeopardized by an erroneous interpretation of his oral explanation.

d. The higher commander, by applying the principles of leadership, can develop the desire on the part of his subordinates to contribute to the useful interchange of information throughout the unit, including reporting of information to the commander promptly. Fear of being criticized or penalized, a lack of desire to complete corrective action, or failure to meet objectives are often the underlying reasons for failure of subordinates to report information promptly. The commander who has the confidence, respect, and loyal cooperation of his subordinates will have little difficulty in effecting the interchange of information.

CHAPTER 9

LEADERSHIP IN COMBAT

90. Willingness for Combat of the American Soldier

a. How do unfavorable attitudes developed in the soldier during training relate to his combat performance? Many commanders have stated: "Suppose that many combat soldiers did have unfavorable attitudes. What of it? They fought, didn't they?" *The question still remains: How well did they fight in relation to their potential abilities?*

b. The Department of the Army has conducted a series of studies on the willingness for combat of the American soldier. These studies support the belief that attitudes and performances during training are related to performance in combat, and that individuals who had the least satisfactory attitude during training later tended to be relatively poor combat soldiers. The results of these surveys also showed that at least 24 percent of the men said that they would rather not, or felt they could not, kill an enemy soldier. It is vitally important that the leader in training be sensitive to the men's attitudes and strive to build an attitude of confidence in their combat skills.

c. Further studies indicated that a large percentage of the available firepower in units was never fully developed. Department of the Army Studies reveal that soldiers failed to fire in combat for some of the following reasons—

- (1) Lack of confidence in weapons, or of skill in their use.
- (2) Hoarding of ammunition.
- (3) Lack of motivation or the will to fight and kill a specific enemy soldier, rather than an anonymous "enemy"—failure to realize that it is a matter of "kill or be killed."
- (4) Fear of provoking the enemy into direct immediate retaliation—a desire to keep the front "all quiet."
- (5) Apprehension about disclosing one's position and drawing fire.

91. Factors Adversely Affecting Combat Effectiveness

a. Factors adversely affecting the combat potential of a command include fear, panic, discouragement, isolation, and lack of confidence by the individual in himself, in his unit, or in his leaders. The presence of fear and a tendency to panic vary with changes in condition of the troops, in degree of tactical success, and in the physical conditions on the battlefield. Normally, it is the commander of the small unit who must sense the development of situations which may be interpreted by the troops as critical, and who must take personal action to eliminate conditions which cause fear and panic. However, it is largely the commander of the major unit who trains and indoctrinates the small unit commander, and who initiates policies that later help him to counteract fear and panic.

b. The disruption of mutual support among elements of a combat unit sometimes results in the isolation of units on the battlefield. These conditions will adversely affect the combat effectiveness of a unit which is not prepared to meet them. Paragraph 97 contains a discussion of these considerations.

92. Fear

a. Fear, although it is an emotion that may at times cause a soldier to be incapacitated, is nature's way of preparing the body for action. Body functioning is stepped up; sugar and adrenalin are released into the blood to act as fuel for the fight ahead; there is a temporary loss of any feeling of fatigue. Even blood clots more readily!

b. Nevertheless, it is sometimes difficult for a tense, frightened soldier to look upon fear in the light of body chemistry, especially if his period of fright is prolonged. He may become helpless and demoralized, or completely paralyzed by his fear.

c. Effective training and proper discipline minimize conditions of this type. Training will teach the soldier to respond from force of habit to specific battle orders, even though battle commands often cannot be given as in training. It will become second nature for him to carry out his own job as a member of the fighting team—to begin the action that will relieve his fear.

93. Rumors

a. Rumors are essentially anonymous communications that are easily spread. Those which seem plausible under existing conditions circulate more rapidly. Rumors destroy confidence and create uncertainty. In combat, when soldiers may be uncertain and insecure, rumors may create an illusion that a critical situation exists whereas, in reality, none does. Thus rumors create a condition of high susceptibility to emotional and irrational behavior. Individuals may become excited and may react in an unreasonable fashion even to weak suggestions. Over a short-range period, rumors satisfy a need for information which troops experience in a state of expectation. In a longer range, rumors erode the confidence of troops in their chain of command and in themselves. In this way, rumors both increase the stress felt by the individual soldier and decrease the potential effectiveness of the unit. Totally irrational rumors are short-lived. However, rumors based on half-truths and those which are found to be completely true, exist for longer periods and cause more harm.

b. A rumor that supports a suspicion or a hatred, verifies a fear, or expresses a hope will be repeated and reinforced by the emotions of the teller. When rumors spread rapidly and far, it means that hates, fears, or hopes are common to the many people doing the repeating. Rumors are repeated even by those who do not believe them because they provide chance to express an emotion which would otherwise have to be suppressed.

c. Confidence sometimes varies between overconfidence and shaken confidence. Rumor causes violent fluctuations between these extremes. For this reason, rumors must be controlled. Effective rumor control requires an attentive ear to detect and identify rumors and specific action to discredit and eliminate them at the source. Rumors originated by the enemy necessitate counterintelligence measures to determine their source. Specific control measures applicable to all rumors include—

- (1) An effective information program.

- (2) Disseminating information on plans and operations as completely as security requirements permit. Give the troops as many facts as possible.
- (3) Finding out and attempting to eliminate the basic conditions creating uncertainty and frustrations before they accumulate.
- (4) Keeping informed of current rumors in the unit. Soldiers want information. If factual information is not quickly supplied by the chain of command, then the "rumor campaigns" take over. The obvious disadvantage of not replying directly to rumors is that rumors thus may be reinforced and given credibility. However, a long-range program of instilling faith in the information passed out by the chain of command is better than a point-for-point rebuttal of rumors passed along the "grapevine."
- (5) Developing confidence in individuals toward their leaders.

d. Keeping men informed assumes a major role on the battlefield. A soldier who is well informed as to the situation and his mission is more effective than one who is uninformed. Also, men must know what is expected of them and what means they have at their disposal to assist them in accomplishing the mission. Troops who are aware beforehand of the enemy's capabilities exert a positive influence toward successful accomplishment of the mission.

94. Panic

a. Panic develops when a soldier is overcome with fear. It may be evidenced by sudden flight or by freezing in place. Panic may develop in a group faced with sudden catastrophe or from a few individuals fleeing from danger in a critical situation. The critical situations responsible for the mass emotion of fear may be real, as in the case of fallout from a nuclear ground burst, or imaginary, in situations created by enemy propaganda and malicious gossip. The seeds of panic are always present in troops as long as they believe physical danger is near.

b. The emotion of fear reaches panic proportions only when individuals believe themselves incapable of overcoming a critical situation. When emotional tension is produced by a critical situation, individuals become excitable and highly susceptible to suggestion. Nothing is more likely to cause a unit in combat to panic than the sight of a few of its members in full and unexplained flight to the rear.

Sudden and unexplained motion in the wrong direction is an open invitation to disaster. As panic spreads, a man will join a disorganized fleeing crowd without stopping to ask why they are running. When discipline breaks, only a small minority of the most hardy individuals will retain self-control. The others cannot stand fast if the circumstances appear to justify flight. The obvious fear among the panicked troops is evidence that there is something to be afraid of and to escape from.

c. Any suggested or observed movement may be interpreted as a means of escape and cause of sudden flight. This flight is not generally focused upon a known goal other than escape, but is rapidly canalized in a certain direction. Someone has to be the first to break and run. Studies of local panics during the Korean crisis revealed that lack of information was the real crux of the fear. This lack of information, when compounded with the sight of running men, led to panic. The leader can minimize the possibility of such a panic by keeping his men informed at all times. This in turn will enable them to use initiative and take positive action to halt the panic, restore the situation, and proceed with the accomplishment of the mission.

d. The emotion of fear is reinforced by escape action to such a degree that reason is greatly reduced. A soldier in panic runs without much rational thought. His fear is increased by the fears of his fleeing companions, and his field of attention is narrowed. He is forgetful of honor and discipline. The emotion of fear leading to panic may be controlled by teaching that fear is not an unusual or disgraceful emotion, and that it is felt by the large majority of soldiers under fire. The leader should teach his men that the most effective means of keeping fear under control is to keep from showing fear. That in a state of panic, men are unable to fight effectively and skillfully, thereby making themselves more vulnerable to death and injury.

e. Troops in combat are continually in the presence of a situation threatening death or bodily harm. During such times of stress they are subject to all of the anxieties and fears conducive to panic. Experienced troops who are well-trained, organized, disciplined, and led, seldom give way to panic because they are confident of their ability to master any situation regardless of its critical nature. This power to resist fear and panic fluctuates according to psychological and physiological conditions of the troops, the degree of tactical success, and the physical conditions of the battlefield. The leader must constantly measure and strengthen the con-

fidence of his command. Leaders must realize that even experienced and well-trained troops have panicked in situations which, as a result of rumor or unfavorable circumstances, appeared beyond their control. They must sense the development of situations interpreted by the troops as critical and take action to eliminate or minimize conditions which contribute to panic.

f. Commanders should recognize and compensate for or minimize the following conditions that lead to uncertainty and panic:

- (1) Physical conditions—scarcity of arms and ammunition, insufficient supporting weapons, fog, darkness, woods, baptism of fire, and introduction of new enemy weapons.
- (2) Physiological conditions—hunger, thirst, extreme climatic conditions, and exhaustion.
- (3) Psychological conditions—danger (real or imaginary), anxiety, insecurity, ignorance of the military situation, tension, and expectant waiting.
- (4) Morale conditions—homesickness, unexplained lack of mail, boredom, rumor, defeatist attitude, and lack of belief in the cause.
- (5) Tactical conditions—destruction of organization, heavy losses, reverses, conflicting orders, and poor communications. Panic is rarely caused by the strength of enemy action. There is danger of panic in a withdrawal. For this reason, carefully control withdrawals at all times. During a rearward movement, keep troops fully informed within the limits of security as to why they are withdrawing, and how and where the new battle area will be established.
- (6) Leadership conditions—absence of leaders, loss of good leaders, and lack of confidence in the ability of leaders.

g. The ultimate defense against panic lies in its prevention by means of effective leadership during training and in combat.

h. At the first sign of panic, immediate and decisive action must be taken. Unity of action is often restored by the prompt action of the leader of a few volunteers, who stands squarely in the path of flight and commands the men to turn back, without hesitating to manhandle those men who come within reach or to threaten the other with weapons. Likewise, to the soldier who is in terror and verging on panic, no influence can be more steady than to

see some other soldier near him, and especially the leader, retaining his self-control and doing his duty.

i. Control of panic requires the presence of the commander with a calm, confident, courageous attitude and demeanor and decisive action on his part and on the part of subordinate leaders. Panic may be averted by an appeal to the soldier's pride and sense of duty. If this proves ineffective and it proves necessary to take physical action, the least drastic of the following actions *that proves effective to control the panic* may be taken. The overriding considerations are that the panic must be suppressed and the mission accomplished.

- (1) Physical restraint to stop those who are fleeing.
- (2) Threatening those who are fleeing with a weapon.
- (3) Shooting over the heads of those who are fleeing.
- (4) If all else fails, shooting at those who are fleeing. A commander taking this course of action will attempt to incapacitate, not to kill.

95. Spirit of the Offensive

a. The creation of a desire to close with and destroy the enemy is highly important in developing aggressiveness in military units. In a large measure it is gained by sound training, by the fostering of individual and unit confidence, and through success in combat. Aggressive action is essential to secure objectives with minimum combat losses. The problem of maintaining aggressiveness is intensified during periods of inactivity.

b. Attainment of objectives sometimes depends on restoring the effectiveness of those units weakened by enemy action. With the rapid movement of modern warfare, it is imperative that ineffective men and equipment be replaced quickly. This entails efficient movement, proper reserve and support positions, and assignment of missions to units within their capabilities. To retain combat effectiveness, leaders should—

- (1) Insure that the chain of command remains intact.
- (2) Maintain momentum and utilize firepower fully.
- (3) Instill in the men an aggressive attitude and desire to destroy the enemy.
- (4) Effectively use supporting fires to supplement organic firepower.
- (5) Teach the unit to *lean* into supporting fires when attacking.

- (6) Teach men to "talk it up" and support one another when moving.
- (7) Constantly train to improve proficiency in weapon utilization and tactical maneuvers.
- (8) Stress battlefield discipline and individual responsibilities.
- (9) Set the example they desire their men to emulate.

96. Restoration of Fighting Effectiveness

a. The fighting effectiveness of a unit decreases after sustained action, heavy losses, or during prolonged defensive situations and periods of inactivity. Units suffering heavy losses in men and equipment require time in a reserve position to absorb replacements and to reorganize.

b. One of the most effective means of restoring the confidence and esprit de corps of a unit which has failed or performed poorly in battle is to have it carry out creditably a similar or commensurate task. The situation may dictate additional training, a change in command, and/or a gradual progression of successively more difficult missions.

c. The following actions will help to rebuild confidence, esprit de corps, and assist in the maintenance of combat effectiveness:

- (1) Keep informed on the status of personnel, weapons, equipment, and training so replacements of personnel and equipment are made rapidly, and provisions are made for the proper integration of new men.
- (2) Personally observe units in action to better assess their capabilities. Require additional training of units if the situation warrants.
- (3) Stress improvement of battle techniques and disseminate proven methods to the units.
- (4) Carefully observe the physical, emotional, and mental state of the troops. Disseminate information on enemy casualties, the number of prisoners captured, and the amount of enemy equipment destroyed.
- (5) Improve the health and welfare of the troops by emphasizing discipline in the field to reduce unnecessary losses from all causes. These may include trenchfoot, disease, and poor field sanitation as well as enemy fire.
- (6) Insure that the chain of command remains intact by prompt replacement of individuals within the chain of command who are lost in action.

- (7) Orient troops on the situation, pointing out that inactivity or defense is always a prelude to offensive combat.
- (8) Commend and reward aggressiveness on the part of individuals and units. Express confidence in the unit's combat ability.
- (9) Provide for and insure the proper use of the fire support plan.

97. Support of Isolated Units

a. Enemy action sometimes results in the isolation of units on the battlefield. The possibility of enemy action disrupting communication, in conjunction with expected battlefield dispersion, will require that subordinate commanders be capable of independent action. Small units must be trained for such situations. This can best be accomplished by requiring them to carry out mission-type orders while operating under conditions of decentralized authority. In such situations, units must be assured the commander fully appreciates their position and is confident of their ability to extricate themselves from the situation to perform their mission creditably. To prevent a deterioration of confidence and aggressiveness, the higher unit commander must furnish every possible support to isolated units.

b. Some specific steps include—

- (1) Never let a unit think it has been abandoned.
- (2) Immediately furnish all possible fire support.
- (3) Make a positive attempt to assist the isolated unit.
- (4) Reconstitute a chain of command if necessary.
- (5) Keep the unit informed of all actions being taken to assist it.

c. The commander of an isolated unit can assist in maintaining the fighting effectiveness of his unit and in countering the feeling of isolation by his personal actions and the attitude which he displays. The following are some of the actions which should be considered—

- (1) If communications have been disrupted, make every effort to restore contact with your parent unit. Your men will feel much more confident if they realize that communication has been established with the higher unit. They will feel that requests for supplies, supporting fires, and air strikes will be answered in an effort to assist in extricating them from their isolated situation.

- (2) Personally visit subordinate units and give them assurance in their ability and confidence to accomplish their mission.
- (3) Issue instructions without overtones of self-pity or defeatism to the unit that it is now, and will be for some time, entirely on its own and must be prepared to take care of itself.
- (4) Direct that battlefield discipline be strictly enforced and have the unit reserve rehearse the counterattack plan.
- (5) Give special attention to the conservation of strength, food, and ammunition.
- (6) Insure that your men are not just sitting around worrying about their plight. Keep them busy doing worthwhile work. These actions will help maintain aggressiveness and combat effectiveness, and the mental, emotional, and physical condition of your troops will be improved. A well-trained unit that is isolated will suffer no loss of morale or esprit; rather, it will rise to the occasion. Units must expect isolated situations, and they must be trained to fight independently in such circumstances.
- (7) Insure that necessary reorganization is accomplished and that the chain of command is re-established.
- (8) Insure that your fire planning has been properly accomplished.

98. Leadership for Attached Units to Include Allied Units

a. One of the major leadership problems that confront the commanders of larger commands is the proper handling of attached units. The commander has the difficult problem of integrating newly attached units into the unit effort and of giving them a sense of belonging to the team. This calls for leadership techniques of a special nature in addition to the more general techniques previously discussed. To integrate newly attached units into his command, the commander should—

- (1) Insure that personal liaison is established with a unit as soon as he learns it is to be attached.
- (2) Establish wire or radio communication with a newly attached unit at the earliest practical time.
- (3) Deliver promptly a brief of all current standing operating procedures and administrative policies to the commander and staff of a newly attached unit.

- (4) Make all necessary administrative arrangements for the efficient reception of a unit newly attached to his command.
- (5) Insure that administrative and logistical responsibility for attached units is clearly defined and properly carried out.
- (6) Require only necessary reporting to his headquarters by attached units.
- (7) Require his staff to follow the chain of command in dealing with attached units.
- (8) Visit attached units, even though they may be further attached to subordinate units.
- (9) Require his staff to visit newly attached units to ascertain what assistance his command can render.
- (10) Be familiar with the background of every unit attached to his command.
- (11) Insist that subordinate commanders accord attached units equal consideration in recommendations for decorations and awards, letters of appreciation, and other forms of recognition.
- (12) Encourage commanders of attached units to make their problems or suggestions known to him.
- (13) Check plans of subordinate commanders to see attached units are accorded the same consideration as organic units in the assignment of missions.
- (14) See that attached units receive their proportionate share of all privileges and welfare activities. Make these units feel they are an integral part of his team.

b. With the many alliances the United States has made with the nations of the world, senior commanders can expect to have allied units attached on many occasions. All of the actions listed for normal attachments also apply to attached allied units plus the following measures:

- (1) Every effort must be made to obtain interpreters when needed and to assist the attached commander with any problems peculiar to his army.
- (2) Let the allied units know their abilities are recognized and their services will be appreciated.
- (3) Show a sincere and intelligent interest in their history, traditions, and customs; disseminate this information to the command.
- (4) If locally authorized, allow them to wear the patch and insignia of the unit to which

they are attached to increase their sense of belonging.

- (5) Assign them missions consistent with their organization, equipment, training, and other capabilities. Normally, this will mean assignments will be comparable to those given to United States units.

99. Leadership for United States Forces Engaged in Counterinsurgency Operations

a. Many leadership problems that confront commanders of United States forces engaged in counterinsurgency operations are the same as those in limited and/or general war or in training exercises in harsh environments; however, there are unique leadership problems arising from counterinsurgency operational environments. Leaders of small, isolated units will be faced with many problems usually encountered at higher echelons in limited and general war situations. Platoon leaders will be required to solve local economic, political, and social problems incident to operating within a population. Small unit leaders must be prepared to contend with combined operations with receiving state forces usually conducted at division level and higher. In addition, the small unit leader must insure that he is prepared to make positive decisions on his own without recourse to higher authority, and to guard against demoralization of the troops because there are no definitive terrain objectives or because extensive combat operations may produce no tangible results.

b. To prepare units and individuals for counterinsurgency operations, the commander should—

- (1) Insure that personnel are thoroughly indoctrinated on their mission and what is expected of them. The commander must institute a sound and logical information and area orientation program. If there is time, he should provide language training programs for his troops.
- (2) Insure that an adequate training program is maintained to include, "police-type" operations.
- (3) Insure that personnel are in excellent physical condition, health, and mental attitude.
- (4) Keep the troops informed and instruct them why they are fighting "someone else's" war while, back home, the country is enjoying "peacetime" conditions. Be alert for insurgent psychological operations and be prepared to counter them.

- (5) Visit and coordinate training, operations, and other activities with commanders of receiving state forces.
- (6) Establish adequate welfare activities, to

- include competitive sports with teams of receiving state forces.
- (7) Exhort personnel to conduct themselves in an orderly manner as guests in a foreign country.

APPENDIX I

REFERENCES

FM 16-100	Character Guidance Manual.
FM 21-5	Military Training Management.
FM 21-6	Techniques of Military Instruction.
FM 21-13	The Soldier's Guide.
FM 21-75	Combat Training of the Individual Soldier and Patrolling.
FM 31-73	Advisor Handbook for Counterinsurgency.
FM 33-1	Psychological Operations—U.S. Army Doctrine.
FM 33-5	Psychological Operations, Tactics, Techniques and Procedures.
FM 101-5	Staff Officers' Field Manual; Staff Organization and Procedure.
DA Pam 108-1	Index of Army Motion Pictures, Filmstrips, Slides, and Phono-Recordings.
DA Pam 310-Series	Military Publications Indexes.
DA Pam 600-2	The Armed Forces Officer.
AR 320-5	Dictionary of United States Army Terms.
AR 320-50	Authorized Abbreviations and Brevity Codes.

APPENDIX II

EXAMPLES OF SMALL UNIT LEADERSHIP

EXAMPLE 1: While the Eighth Army was in a static position in Korea, an officer took over a company which was low in combat effectiveness. The battalion commander warned the officer of this, and told him the battalion would go into a limited attack in two weeks.

The new company commander decided to observe his men for four days and try to get to know his platoon leaders and *noncommissioned officers* before making any radical changes in the company routine. However, just to let the company know it could expect changes in policy, he immediately corrected a few minor deficiencies as they came to his attention.

After four days he called his platoon leaders to an orientation meeting. He told them he had been studying the company situation for the past few days and had found nothing basically wrong, but had found several things which had to be accomplished to get the men on their toes again.

For their health and comfort, he told the platoon leaders to have their men construct squad shelters and dig squad latrines; he added that he wanted the platoon leaders to check with the squad leaders every day to see that the men were massaging their feet and changing socks frequently enough to ward off trenchfoot.

As a matter of self-discipline, he wanted the men to shave daily and wear their helmets; and he told his platoon leaders to check the ability of every man to fire effectively and clean his weapon adequately. He further directed they spend half an hour each day on bayonet training.

To improve patrolling, he gave talks on the subject through the use of an open forum discussion. He personally took out a platoon patrol to demonstrate correct patrol procedure.

When his company went into the attack, it secured its objective in a minimum of time and with fewer casualties than any other company in the battalion. After the attack, the men of the company gave their commander full credit for transforming them into an efficient combat unit. Officers and men said, "We couldn't let our *CO* down."

ANALYSIS. It is doubtful whether the work of this company commander could have been better performed by anyone. He sized up the situation, worked with his subordinates through the chain of command, and issued only those orders that were needed to improve the training and welfare of his men. Several leadership principles stand out as the basis for this commander's work, the most prominent being—*set the example; know your men and look out for their welfare; and insure that the task is understood, supervised, and accomplished.*

EXAMPLE 2: After the Remagen bridgehead was secured and during the breakout that followed, the commander of one of the leading companies was assigned the mission of attacking a fortified hill to his front. In his orders for that operation, the battalion commander specified the direction of attack for the company.

The company commander made his reconnaissance. During this reconnaissance he discovered that the direction of attack as prescribed by the battalion commander had serious disadvantages. The company commander was not a man who disobeyed orders, but he felt in view of the information he had obtained, he should recommend that his battalion commander authorize a change in plans.

On the strength of his reconnaissance, the company commander recommended to the battalion commander a different avenue of approach for the attack. At first the battalion commander was reluctant to accept a change in his plans. But after examining all the information the company commander had discovered during his reconnaissance, and after listening to his reasons for selecting a different direction, he consented.

The company launched its attack using the new direction of attack recommended by the company commander. It secured its objective, suffering only a few casualties. Moreover, the company captured 75 prisoners and destroyed two tanks.

After this action was completed, a reconnaissance disclosed some startling facts. Had the company attacked according to the original plans, it would have hit, head on, the enemy's final protective lines as well as his defensive wire; it would have been exposed to direct fire from enemy tanks; it would have had a large number of casualties; and it might not have secured its objective.

ANALYSIS. The importance of personal reconnaissance as well as the use of skillful maneuver is clearly seen. By stating and adhering to his own convictions, the company commander exercised the leadership trait of *moral courage*. By evaluating the information gained during his reconnaissance and recommending an effective plan of maneuver for the attack, he also displayed the traits of *initiative* and *knowledge*.

EXAMPLE 3: The first night after the Chinese intervened in the Korean hostilities was a tough one. Company E was engaged in a heavy firefight as part of a task force ordered to delay the enemy. The company repulsed two battalion-size assaults, inflicting heavy casualties on the enemy, but due to the frozen ground and the time factor Company E had not been able to dig in and its own casualties were excessively high. Also, communication with the company CP was knocked out and ammunition for the mortars and recoilless rifles was desperately short.

The enemy withdrew at 0400 to regroup. During the lull, the weapons platoon leader drew the last of the 60-mm and 57-mm ammunition from the task force ammunition distributing point.

In the first few minutes of the next assault, the weapons platoon fired its last round of ammunition. The platoon sergeant then turned to his platoon leader in hopeless frustration and asked, "What do we do now, Lieutenant?"

"We're going to disassemble the breechblocks from the 57's and hide them," the lieutenant said. "Hide the mortars too. Then we're going to turn ourselves into a rifle platoon and join the firefight on the hill. Get the word to the mortar men over in the draw."

The men worked fast. They armed themselves with whatever weapons they could lay their hands on. Acting as a rifle platoon, they fought their way up the hill and engaged the enemy in hand-to-hand combat. Thirty minutes later the enemy called it off for the night. Company E had 55 men still on their feet—26 of these were from the weapons platoon.

ANALYSIS. This platoon leader was outstanding in displaying the leadership traits of *initiative*, *decisiveness*, and *courage*. He made a *sound and timely decision* to have his men operate as a rifle platoon. He *sought responsibility* and

took responsibility for his actions. His initiative in the absence of orders meant the difference between victory and defeat for his company.

EXAMPLE 4: Company L was assigned the mission of attacking and seizing a bunker on a hill to its front. This bunker served as an enemy observation post from which mortar and artillery fire was being directed. As with the other front-line companies in the division, Company L was understrength as a result of months of hard fighting. Sergeant _____ commanded a platoon which was then little more than a squad—only 12 men. With this team of 12 men and one tank, he was assigned the task of taking the bunker.

The sergeant studied his map and made a personal reconnaissance. As he went over his plans, he recalled that the battalion S2 had said there was a long trench directly behind the bunker. He then met with the tank commander, and the two men worked out their plan of attack point by point. Next, he brought the 12 men of his platoon together and carefully oriented them on the attack.

The tank-infantry team moved out together. The tank was to keep firing as long as possible without endangering the advancing foot soldiers.

When they arrived within 350 yards of the bunker, enemy artillery, mortar, and machinegun fire started coming in. Sergeant _____ called for his own artillery support. He kept the platoon moving toward the enemy as fast as they could walk. Every man in the platoon could hear him yelling, "Keep moving, you! They can't hit us!"

Just after his own artillery and tank fire was lifted, the platoon reached the bunker. The sergeant dropped a couple of hand grenades inside. Leaving two men to guard the bunker, the sergeant prodded the rest of his platoon on until they reached the trench—the one the S2 had mentioned. There he found 31 stunned Chinese ready to surrender.

After having all prisoners searched, he then searched the bunker and sent the prisoners to the rear. Then he began setting up his defense. Only nine of his men were left now, but they dug in to defend their position throughout the night. The next morning help arrived.

ANALYSIS. This leader was *technically and tactically proficient* because he made a detailed plan based on careful reconnaissance after conferring with his tank commander. He *set the example* by leading the attack. He had his troops advance close behind friendly artillery fire, for he knew the hazards of enemy fire were greater than the hazards of short rounds. When he came under enemy artillery and mortar fire, he pressed his men on toward the objective because he knew the enemy seldom shortens his range when his fire is already falling close to his own position. His immediate reorganization and setting up of a defense on his captured position clinched the success of the operation he had so carefully planned.

EXAMPLE 5: During his early training, the lieutenant had learned well the devastating effects contaminated water could have on the human body. Now he was in command of the 3d Platoon of one of the first engineer companies to fight in the Korean conflict.

In the early days of fighting in Korea, the only watering points available were the nearest streams, wells, or rice paddies—all of which were contaminated. Usually a detail of one or two men collected the empty canteens from the other men of the platoon, filled them at the nearest source of water, and returned them to their owners. Each man was supplied with halazone tablets and had been instructed to use them. However, on inspection, the lieutenant found that few of his men had voluntarily used their tablets.

To guard against the effects of contaminated water, the lieutenant first issued an order that no soldier could fill his own canteen—all empty canteens were to be turned in at his CP. When enough canteens were collected to warrant a trip to the watering point, the lieutenant sent a couple of men to fill them. They were ordered to return the full canteens to the CP—not to their owners. Upon the return of the detail, the lieutenant personally saw to it that the required number of halazone tablets were dissolved in each canteen before issuing them to their owners.

The men complained because they did not like the taste of the halazoned water. A few tried to fill their own canteens on the sly, but the lieutenant put a quick stop to that. Then he called his men together and patiently explained the dangers that lurk in untreated contaminated water.

The results of the lieutenant's careful supervision over the treatment of each man's drinking water are evident in the records of his company. His was the only platoon in the company that did not evacuate one man with dysentery.

Because of actions like these—some of which at first seemed to be needless—his men soon acquired a feeling of deep respect for their leader.

ANALYSIS. This platoon leader thoroughly understood and fulfilled his obligations to his men by *looking after their welfare*. He had the *moral courage* to do an unpopular thing in order to maintain an *efficient fighting unit*. However, he did not remain unpopular for long, because his actions soon proved to his men *their welfare* was of great concern to him.

Some men take little care of themselves even though the rules for maintaining good health under fighting conditions are repeatedly explained to them. Some will try every conceivable subterfuge to avoid taking inoculations and internal preventive medicines. It is the leader's *responsibility* to see that all health measures are carried out by each of his men.

EXAMPLE 6: A transportation truck company was bivouacked in a muddy little orchard with a narrow, slippery road leading out of it. Enemy heavy mortar and artillery fire was falling around the area and began creeping in on the company. It was obvious the enemy had spotted the bivouac. The company commander told his vehicle commanders to bring their trucks out and move them about 500 yards to the reverse slope of a hill. Considerable confusion ensued, and the drivers began to get panic-stricken.

The company commander recognized the situation and deliberately moved onto the road. There he motioned each vehicle onto the road, just as if he were directing traffic in his hometown. He knew that if one vehicle slid into the ditch, the others would be unable to get out of the orchard. However, each driver seeing the company commander calmly standing in the road, drove out of the orchard as if he were driving out of a vehicle park. One of the sergeants later said that if the company commander had not been there he would have taken off in flight.

ANALYSIS. It is essential that a leader *cultivate a calm controlled manner*. Often an act is less important than the manner in which it is done. A leader, particularly, must control his physical reactions and facial expressions. An outward appearance of *calmness* on his part will do much to *instill confidence in his men*. This demands *self-control and self-discipline* by the leader.

EXAMPLE 7: At this stage of fighting in Korea no reserve units were available to relieve elements in contact. The platoon had suffered 16 casualties within the past two weeks and the platoon sergeant was now the acting platoon leader. The men were dead-tired, but the platoon was ordered to attack a high ridge to the front.

Intelligence reports indicated the ridge was held by a handful of enemy who might be knocked off their positions without too much difficulty.

The platoon attacked and advanced slowly to a point within 50 yards of the top of the ridge. At this point the enemy was evidently out of small arms ammunition and began throwing concussion grenades.

The concussion grenades used by the Communists in Korea at the time of this attack were hardly much more dangerous in the open than a giant firecracker. Unfortunately, the men in this attacking platoon did not understand this. The exploding grenades made a terrific noise which caused the men to drop behind whatever cover they could find. Their advance was stopped. By the time the platoon sergeant had evaluated the situation, many of the men had already turned and withdrawn to their original line of departure.

The sergeant did not give in but told his men, "I'll show you there is no danger." He climbed the ridge alone and proceeded to walk its entire length, outlining himself against the skyline. Impressed by the daring of their platoon sergeant and realizing the situation was not as dangerous as they had thought, the men readily resumed the attack under the command of the platoon sergeant. The objective was taken without casualties.

ANALYSIS. The sergeant realized that no threats of punishment would cause his men to attack. By setting a *courageous example himself*, he helped his men *to control their fear and continue the attack*.

When men become afraid on the battlefield, the sight of their leader *calmly performing his duties* with no obvious fear will *inspire them to continue their mission*.

EXAMPLE 8: On 2 November 1950, orders were received by an infantry battalion to move from its present position, north about 40 miles, to cover the withdrawal of a regiment. The battalion was on the new position at dusk of the same day. The Chinese Communists had just entered the conflict. The next morning the regiment passed through the battalion position. As it cleared the position, the battalion commander received orders to withdraw to the village of ANJU, some 5 miles south across the CHON-CHON River. He made plans for the withdrawal and directed the heavy weapons company commander to have the 81-mm mortar platoon remain in position to cover, by fire, the withdrawal of the other units.

The Chinese attacked while the withdrawal was in progress. Lieutenant Mike, the mortar platoon leader, had his platoon continue to fire until all the 81-mm ammunition was expended. He then took stock of the number of men with him, their weapons, ammunition, food, water, and whether or not they were wounded. He had only 11 soldiers. From his position on the reverse slope of one of the highest hills in the area, he could see the Chinese columns in the valley behind him and on many of the ridges to either flank. His only vehicle had been destroyed by enemy artillery. He made a quick estimate of the situation and decided that the platoon must evade capture and rejoin the battalion, and that the mortars should be destroyed in place. While thermite grenades were being placed in all mortar tubes, Lieutenant Mike looked for areas which were not occupied by the enemy in an attempt to locate an escape route for the platoon.

It was early afternoon as the platoon began to move in the direction of the CHON-CHON River, utilizing a small ridge which ran in that direction. They had moved approximately 800 yards when an enemy patrol about platoon size was observed a short distance to the north, moving in their direction. This caused them to change their direction. As they came opposite their previous battalion command post, they could look down into the area. Men were walking around and vehicles were in a normal position—the scene was very peaceful.

Lieutenant Mike cautioned the men to move quickly and quietly past the area. However, one of the men could not resist and called out, "Are you guys GI's?" The answer came in the form of machinegun and rifle fire. Two men were killed and all but one of the platoon were wounded. Enemy soldiers started in their direction. Lieutenant Mike urged the men to move quickly along the ridgeline while he remained behind to delay the enemy patrol. His efforts enabled the platoon to escape. Shortly afterwards he rejoined his platoon. It was dark by this time and the men wanted to stop and sleep. Lieutenant Mike allowed the men to rest a short period before he required them to move out to take advantage of darkness. They managed to reach the bank of the frozen CHON-CHON River without being detected by the enemy. They could hear talking across the river, but remembering their earlier experience, Lieutenant Mike decided to conceal the group in a ravine near the river and await daylight which was just an hour or two away. At dawn Lieutenant Mike left the concealed platoon and made a reconnaissance. After he had clearly identified United States forces on the far side of the river, he led his platoon into the friendly positions.

ANALYSIS. Situations will occur on the battlefield which will place a leader under great stress. This was one of those instances. Lieutenant Mike had shown his *dependability* by attention to duty on a difficult mission. He used a keen sense of *judgment* in estimating the situation and deciding on a course of action. He made a *sound and timely decision* when, after expending all ammunition, he planned to evade capture and return to friendly lines. He remembered his basic responsibility of *looking out for the welfare of his men* by taking stock of their condition. During the evasion, one of the men created quite a problem for Lieutenant Mike by yelling and drawing enemy fire on the platoon. Lieutenant Mike quickly got the survivors moving and with a demonstration of *courage* and *unselfishness* made possible their escape. By a *knowledge* of evasion tactics he kept the platoon moving at night, and then carefully planned the daylight move into friendly lines.

EXAMPLE 9: The 3d Platoon of Company A was engaged in unit training. On this particular day they were preparing defensive positions in a training area. The platoon leader had assigned defensive areas to the squad leaders who in turn had determined the location of individual positions. The platoon sergeant had been instructed to assist in supervising the preparation of the defensive area.

While checking one of the squad areas the Lieutenant saw his platoon sergeant, Sergeant Able, approach a man who was digging an automatic rifle position. He was able to overhear Sergeant Able say, "Smith, why are you locating this weapon here? I want it over there, just forward of the knoll." To this, Private Smith replied, "My squad leader, Sergeant Baker, told me to dig it here." The platoon sergeant then said, "I don't care what Sergeant Baker told you, just do what I say."

The platoon leader did not interfere, but continued checking his platoon area. At the first opportunity, the Lieutenant discussed the incident in private with the platoon sergeant, during which time he stressed the necessity of adhering to the chain of command. He pointed out that although the position location he chose may have been better, he had confused the private by countermanding the squad leader's order. He advised Sergeant Able that in the future while supervising unit activities, he should make changes or recommendations through the unit leader. The following Saturday, after inspection, the Lieutenant assembled his platoon and discussed the chain of command, its importance, and how it functions.

ANALYSIS. Had the platoon leader stopped the platoon sergeant and reprimanded him at the time the incident occurred, Sergeant Able would have been degraded in the eyes of the private. It would be much easier for the private to overcome his frustration and anger at having to dig another position than it would be to restore the loss of respect incurred by an immediate reprimand of the sergeant. The Lieutenant made a *sound and timely decision* and demonstrated the leadership traits of *tact* and *loyalty* to his subordinates.

EXAMPLE 10: Lieutenant Brown, a newly commissioned officer, was assigned to Company B. After his orientation, the company commander assigned him as Platoon Leader, 2d Platoon. The men in the platoon displayed an unfriendly attitude toward him, and the Lieutenant could foresee it would be difficult to get to know them. Although they obeyed his orders, they responded rather slowly—almost reluctantly. He decided to take a closer look at his subordinates. He conferred with the company commander and checked the individual service records. He found his platoon sergeant was an “old soldier” who had seen combat duty as a platoon leader on several occasions during his fifteen years of service. The “old soldier” had been in command of the platoon for eight months prior to the arrival of the new lieutenant.

It soon became obvious to Lieutenant Brown the platoon sergeant felt he was still in command and the lieutenant had been assigned merely to “learn the ropes.” It was also possible the sergeant had the impression Lieutenant Brown had been assigned to “shape up the platoon.” This caused a feeling of resentment.

At the end of the second week Lieutenant Brown held a formation and complimented the platoon on the work they had done since his assignment. He told them that in talking with other members of the company, including the company commander, he had heard nothing but compliments regarding the platoon. He urged them to continue their performance and emphasized the importance of teamwork to achieve unit proficiency.

The following week the battle group participated in a field test. Company B was in reserve. Lieutenant Brown’s platoon was given the mission of establishing the combat outpost. He immediately took command of the situation by making his reconnaissance and issuing a clear, concise order to his squad leaders. The lieutenant assigned specific duties to the platoon sergeant, one of which was to take charge of a small covering force which later proved to be the key to the effective withdrawal of the combat outpost. In the critique that followed the exercise, Lieutenant Brown and the 2d Platoon were rated superior in the accomplishment of their assigned missions.

At the first opportunity Lieutenant Brown commended the platoon. Additionally, he voiced praise on the manner in which the platoon sergeant and the small covering force performed. Subsequently, the platoon displayed a high degree of esprit de corps and continued to be the best platoon in the company.

ANALYSIS. Lieutenant Brown made excellent use of the problem-solving process. He recognized the problem, determined the cause, considered and evaluated all possible solutions, and took what he determined to be the best course of action in eliminating the problem. He displayed *tact* and used *sound judgment*. He demonstrated his *technical and tactical proficiency* in the field exercise which greatly increased the men’s confidence in his ability as a leader. Through his actions, he displayed the leadership trait of *knowledge* and utilized leadership principles in making *sound and timely decisions* and *keeping his men informed*. He developed a *sense of responsibility* in his subordinates by assigning specific duties.

EXAMPLE 11: Lieutenant Green was transferred from G1 to one of the units of the division where he was assigned as the Administrative Officer and Chief of the Administrative Section. Upon reporting for duty in his new position, he found the Administrative Sergeant was serving in the dual capacity of section commander and chief clerk. This arrangement had existed for some time, but was obviously unsatisfactory as the organization of the section was inadequate, procedures were ineffective, and volume and quality of work were poor. Morale was low as indicated by an excessive number of transfers. Appearance of personnel and office facilities were below desired standards, as men were dressed in a variety of untidy uniforms and papers were spread over desks and file cabinets.

Lieutenant Green quickly realized the value of strong leadership in a situation of this type; therefore, he proceeded at once to determine the underlying cause of this condition.

He first talked with the Administrative Sergeant and then called in each member of the section for private discussion to determine their military background and get opinions on operating procedure. He found that the section was understrength which resulted in increased individual workloads and longer working hours, frequently including Saturday afternoons. While individuals appeared to be experienced and qualified, procedures, precedent, and standards of work had not been established. Little supervision or direction was being given by the sergeant in charge due to excessive workload. Individual officers and *noncommissioned officers* from the companies were continually harassing clerks for work not related to the section.

Having determined the cause of these conditions, the new section chief wasted no time in initiating corrective action. His first effort was to prepare an *SOP* and explain its contents to each member of the section. This was followed by well-defined work standards, and for a period of time each piece of correspondence leaving the office was personally checked to insure its quality. Definite duty hours were prescribed and strictly adhered to in order to provide time for recreational activities. A system of awards was established to recognize meritorious service. The section was brought up to, and kept at, authorized strength. Frequent inspections were conducted to insure proper standards of training and appearance as prescribed by training schedules and uniform regulations. The lieutenant made sure his personal appearance and working habits were above reproach at all times.

Emphasis was placed on the necessity of adhering to the chain of command in negotiations between the section and companies. This eliminated unnecessary harassment. With these actions, within a short period of time the section was a smooth-running organization. Its members developed pride in turning out top quality work and were pleased to be members of an effective unit.

ANALYSIS. By utilizing the problem-solving process, Lieutenant Green determined what had to be done and used good *judgement* in choosing what he considered the best course of action. He *set the example* for his men by his personal appearance and working habits. In the solution of morale problems of this section, he applied the principle of *know your men and look out for their welfare*. Other leadership principles employed were: *be technically and tactically proficient*; *insure that the task is understood, supervised, and accomplished*; and *train your men as a team*.

EXAMPLE 12: Lieutenant Doe was in charge of training a group of new replacements as 81-mm mortar crewmen. Time available was critical due to the unit's pending recommitment into combat. They had completed mechanical training, crew drill, and a minimum of other required classes which would allow them to start the live-firing phase of the program. On the first day of firing,

Lieutenant Doe realized the men were green and had very limited previous experience. Experienced assistant instructors could not be placed on each weapon. Therefore, Lieutenant Doe carefully reviewed the safety precautions for the crewmen and then started the firing problem.

The exercise ran smoothly through the first few rounds of registration. However, when the fourth round was dropped in the tube, there was a misfire. Although they had been trained in removing misfires, the crew panicked. The assistant gunner yelled, "Misfire, she's going to blow up," with the result that the crew ran from the weapon.

The lieutenant called the crew back to the weapon and calmly explained again the procedure for handling a misfire. He then demonstrated the proper method of removing the misfired round, assisted by one of the safety *noncommissioned officers*. Thereafter in firing exercises, all gun crew members were capable of removing misfires, and safely did so on several occasions.

ANALYSIS. The lieutenant displayed the leadership traits of *knowledge*, *courage*, and *initiative*. Many principles of leadership were utilized by the lieutenant, the most important being *set the example*. His calmness and courage in immediately setting the example by performing the task himself instilled confidence in the men and enabled them to do their job properly.

APPENDIX III

INDEX TO TRAINLEAD FILM

Listed below are Trainlead films which are available through training film libraries to the instructor as an aid in presenting leadership instruction. "Trainlead" is a short title of the words "leadership training" in which a series of pre-commissioned and postcommissioned type films have been developed to supplement and/or replace currently used written or orally presented practical exercises. These films are open end in nature and are intended to be a thought-provoking instructional vehicle designed to stimulate student interest, encourage class participation, and facilitate student learning. A realistic situation is depicted in each film which terminates at a critical moment when a decision must be made. This presents the student with a leadership problem which he resolves through selection of proper actions and orders. By the use of leading questions, the instructor can generate discussion and develop the leadership principles and techniques involved.

Prior to integrating a Trainlead film into a period of instruction, the instructor should be familiar with the situations depicted in the film. He should develop leading questions, and be prepared to guide the students' discussion so as to achieve the instructional goal. At the time the instructor introduces the film he may, at his discretion, designate individuals or groups of students to assume the role of one or more of the principal characters in the film and to be prepared to discuss the problems presented from the viewpoint of that character. The instructor should have had experience in a leadership capacity and should have a comprehensive knowledge of the concept of leadership and its application as set forth in FM 22-100.

Attention is directed to the appropriate Department of the Army Instructors' Film Reference for film synopsis, running time, suggested introductory remarks, and other pertinent information regarding the use of each film.

<i>Film No.</i>	<i>Subject Area</i>
<i>Precommissioned Series</i>	
TF 7-2636	Assumption of Command—Problem No. 1
TF 7-2637	Assumption of Command—Problem No. 2
TF 7-2638	Assumption of Command—Problem No. 3
TF 7-2639	Senior-Subordinate Relations—Problem No. 1
TF 7-2640	Senior-Subordinate Relations—Problem No. 2
TF 7-2641	Senior-Subordinate Relations—Problem No. 3
TF 7-2642	Physical Leadership—Problem No. 1
TF 7-2643	Physical Leadership—Problem No. 2
TF 7-2644	Physical Leadership—Problem No. 3
TF 7-2645	Instructional Techniques for Small Unit Leaders—Problem No. 1
TF 7-2646	Instructional Techniques for Small Unit Leaders—Problem No. 2
TF 7-2647	Chain of Command—Problem No. 1
TF 7-2648	Chain of Command—Problem No. 2
TF 7-2649	Chain of Command—Problem No. 3

Postcommissioned Series

TF 7-2700 Staff-Subordinate Commander Relationship—Problem No. 1
TF 7-2701 Staff-Subordinate Commander Relationship—Problem No. 2
TF 7-2702 Staff-Subordinate Commander Relationship—Problem No. 3
TF 7-2706 Handling of Subordinate Leaders in Combat—Problem No. 1
TF 7-2707 Handling of Subordinate Leaders in Combat—Problem No. 2
TF 7-2708 Handling of Subordinate Leaders in Combat—Problem No. 3
TF 7-2709 Utilization of Personnel—Problem No. 1
TF 7-3238 Selection of Subordinate Leaders

Postcommissioned Series—Leadership in Combat

TF 7-3190 Chain of Command—Problem No. 1
TF 7-3191 Chain of Command—Problem No. 2
TF 7-3192 Keeping Subordinates Informed—Problem No. 1
TF 7-3193 Physical Leadership—Problem No. 1
TF 7-3195 Developing a Positive Attitude in Junior Leaders—Problem No. 1
TF 7-3194 Developing a Positive Attitude in Junior Leaders—Problem No. 2
TF 7-3234 Basic Responsibilities of the Commander—Problem No. 1
TF 7-3237 Basic Responsibilities of the Commander—Problem No. 2
TF 7-3196 Basic Responsibilities of the Commander—Problem No. 3
TF 7-3197 Controlling Fear and Panic—Problem No. 1
TF 7-3199 Controlling Fear and Panic—Problem No. 2
TF 7-3198 Maintaining Combat Effectiveness—Problem No. 1
TF 7-3233 Functional Organization
TF 7-3235 Training in Combat—Problem No. 1
TF 7-3236 Psychological Adjustment—Problem No. 1

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For explanation of abbreviations used, see AR 320-50.

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