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DEPARTMENT OF THE ARMY FIELD MANUAL

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COMMAND AND LEADERSHIP FOR THE SMALL UNIT LEADER

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DEPARTMENT OF THE ARMY • FEBRUARY 1953

DEPARTMENT OF THE ARMY
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CHAPTER 1

INTRODUCTION TO COMMAND AND LEADERSHIP

1. Purpose and Scope

This manual has two main purposes. It is a guide for junior leaders faced with actual troop leading problems and a text for leadership instruction.

2. The Study of Leadership

a. There is no cookbook recipe for making a leader, and no two leaders ever get results in exactly the same way. But the ability to lead can be learned by breaking the subject down into convenient form for study and practice, such as these three headings:

(1) *Leadership traits*—those personal qualities that help a commander in the exercise of leadership.

(2) *Leadership principles*—the guiding rules of leadership.

(3) *Leadership techniques*—the actions taken by a leader to meet a leadership situation or to solve a leadership problem. He uses the leadership principles as a guide in selecting the techniques to be used.

b. None of those three factors stands alone. They work together to help a commander develop his leadership ability. The leadership traits can be developed by self-analysis and practice; the principles can be learned through study; and the ability to select techniques can be improved by observation and experience.

c. One of the greatest mistakes a young leader often makes is in the desire to gain popularity with members of his command. Successful command is not a popularity contest. Good leadership is based on many factors other than popularity with the men. Popularity will be gained as the leader develops the trust, confidence, and respect of his subordinates.

3. Indications of Successful Leadership

Certain signs of successful leadership show how well a commander has developed the traits and followed the principles of leadership. These signs show up in the state of morale, discipline, esprit de corps, and proficiency of a unit. The goal of leadership is to raise a unit to the highest state of combat effectiveness.

4. Military Leadership

The military leader must build a command relationship between himself and his men that will result in immediate and effective action on their part to carry out his will in any situation. In the process of building such a command relationship, the successful military leader will obtain the obedience, confidence, respect, and loyalty of his subordinates.

5. Combat Examples

Appendix II gives several examples of leadership principles and techniques in action. After studying this manual, turn to appendix II and carefully study the combat examples. You will undoubtedly notice that not one or two principles or techniques operate alone, but that a combination of many is required.

CHAPTER 2

THE EXERCISE OF COMMAND AND LEADERSHIP

6. General

Military leadership, simply stated, is the proper exercise of command by a good commander. As a leader, you must have a thorough understanding of command essentials, which are—

a. Authority.
b. Responsibility.
c. Chain of Command.

7. Authority

Every military unit is organized to perform a mission. The commander of each unit is given sufficient authority to insure accomplishment of that mission. This authority is simply the right, given to the commander by virtue of his rank and assignment, to issue orders, and take all action necessary to accomplish his mission.

8. Responsibility

a. General. Your command authority carries with it the obligation to perform all assigned duties in accordance with the orders received from your immediate superior. This obligation is called command responsibility. Every commander bears complete responsibility for all his unit does or fails to do. He cannot shift this responsibility to his assistants or subordinates.

b. Fundamental Responsibilities of Command. Every commander has two fundamental responsibilities.

(1) *Accomplishment of the mission.* This is your primary duty as a commander. Getting the job done which has been assigned to you as a commander is your responsibility and yours alone. All other obligations are secondary to the successful accomplishment of your mission. This obligation includes responsibility to higher headquarters. You must accept and discharge the authority that accompanies your position, you must comply strictly with and vigorously execute all orders and policies received from higher headquarters, and you must give unswerving loyalty to your superiors. If you question an order, make known your objections to your superior so that they may be considered prior to compliance with the order. Once a decision is given, you are bound to carry it out regardless of your personal views.

(2) *Responsibility to your men.* You are responsible for the physical and emotional well-being of the individuals in your unit. You must realize that you are dealing with human beings, each of whom has human emotions and dignity.

9. Chain of Command

Each commander has authority to give orders and take action to fulfill his responsibilities. However, he cannot personally contact and direct the actions of all the men in his unit. To assist him, subordinate commanders are placed in the *line of authority* running from the commander to the men of his unit. For example, an order from a company commander goes from him to his platoon leaders, to the section leaders, to the squad leaders, and then to the corporals and privates of the squads. This is known as *the chain of command.* Each subordinate commander at any level in the chain of command has only one immediate commander; thus the chain provides the unity of command that must exist if a unit is to operate effectively.

10. Decentralization of Authority

a. When the commander passes some of his duties down the chain of command to his subordinates, he holds each subordinate responsible for the performance of these duties. He must delegate sufficient authority to these subordinates to enable them to carry out their assignments. In this way, each level in the chain of command is given authority equal to its responsibilities, and each level performs its duties under the direction and supervision of the next higher level.

b. While a commander may delegate authority to his subordinates, he cannot relieve himself of any of his over-all responsibility. He must insure that he does not delegate authority to the point where he loses control. Also, he must delegate authority in terms so specific that the subordinate will understand exactly where his authority begins and ends.

CHAPTER 3

LEADERSHIP TRAITS

11. General

Leadership traits are personal qualities which, if shown by the commander in his daily activities, will help him earn his men's respect, confidence, obedience, and loyal cooperation. By sizing up his own strength and weak points, a commander can develop leadership traits that he lacks and further strengthen those in which he is strong. The attitudes of the men toward a commander are determined by whether or not their needs (par. 43*b*) are satisfied or frustrated by the leader's personal traits. For this reason the traits of a commander directly affect the behavior of his men.

12. Essential Traits

a. A study of the lives and careers of successful commanders reveals that many of the following personal traits or qualities are common to all of them:

(1) Integrity.
(2) Knowledge.
(3) Courage.
(4) Decisiveness.
(5) Dependability.
(6) Initiative.
(7) Tact.
(8) Justice.
(9) Enthusiasm.
(10) Bearing.

(11) Endurance.
(12) Unselfishness.

b. The following paragraphs describe each of these traits and give suggestions that will help you develop them.

13. Integrity

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

b. In civilian life, if you cannot trust a man, if you feel that he lacks integrity, you avoid association with him. You can have no respect for the man who breaks his word or tries to lie out of a tight situation. In the armed forces such a man cannot be tolerated, because it is not practical to isolate any military associate. Unless a man can be relied upon for absolute truthfulness and honesty, he cannot be relied upon at all. There is no possible compromise. The nature of the military profession cannot allow for the slightest deviation from the highest standards of personal integrity. The Army cannot accept the soldier who is *usually* honest or *almost always* truthful. In a critical situation there must be no doubt about your honesty or truthfulness. Would you be willing to trust the report of a patrol member about the strength of an enemy troop concentration if once before he had lied to you?

c. In combat, critical decisions involving the lives of many men often must be based upon the word of one man. In the armed forces team the stakes are too high to place the lives of its members in the hands of a man with questionable integrity.

d. To develop your personal integrity—

(1) Practice absolute honesty and truthfulness with yourself at all times.

(2) Be accurate and truthful in all your statements, both official and unofficial.

(3) Stand for what you believe to be right in the face of adverse comment.

(4) Place honesty and duty above all else.

14. Knowledge

a. Nothing attracts confidence and respect more quickly than demonstrated knowledge—knowledge both of your job and your men. The man 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 don't know the answer to a particular question, admit it, then take steps to get the information.

b. Your knowledge should not be limited to military subjects. A general fund of information, particularly on national and international events, will make you a more rounded personality.

c. Here are suggestions for increasing your knowledge—

(1) Keep a military file and a small library.

(2) Study field manuals and other military literature, such as regulations, training directives, battle operations, and past military campaigns.

(3) Read the service journal of your branch and books in the Department of the Army Reading List.

(4) Read the daily newspapers and weekly magazines; try to evaluate current news impartially and correctly.

(5) Take part in serious conversation with your contemporaries on military subjects.

(6) Make a point of discussing training and combat situations with those of wider experience.

(7) Be alert to gain information by observing and listening.

(8) Closely observe the actions of other leaders who are successful.

15. Courage

a. Courage, the physical and moral control of fear, is essential to leadership. It is a mental quality that recognizes fear, yet enables a man to meet danger or opposition with calmness and firmness. It is a quality of mind that gives a man control over himself, enabling him to accept responsibility and to act in a dangerous situation.

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 he will enforce his decisions when he is sure he is correct.

c. You can help yourself attain and demonstrate courage if you will—

(1) Place duty first over your personal desires or inclinations.

(2) Look for and readily accept responsibilities.

(3) Speak in a calm tone; keep an orderliness in your thought processes; don't make physical danger or hardship bigger than it really is.
(4) Stand for what is right, even in the face of popular disfavor.
(5) Never blame others for your mistakes.

16. Decisiveness

a. The ability to reach sound decisions promptly to announce them forcefully, concisely, and clearly is the mark of a leader.

b. Every situation offers a variety of solutions. The wise leader gets all the facts, weighs one against the other, and calmly and quickly arrives at a sound decision.

c. Decisiveness is largely a matter of practice and experience. The following are suggestions for developing decisiveness and judgment:

(1) When a situation arises when some other commander, such as your company or battalion commander, must make a decision, use the opportunity to come to a conclusion of your own. If your plan or decision is not in agreement with what was done, reason it through and find out why.
(2) Broaden your own point of view by studying those of other men. Form the habit of considering several points of view on the little social arguments that occur every day.
(3) Develop mental calmness and self assurance by increasing your store of knowledge.
(4) Learn from your own mistakes and the mistakes of others.

(5) Force your self to reach decisions. Practice decisiveness with all your energy.
(6) Check decisions you have made and determine if they are sound.
(7) Take advantage of social and official conversations and discussions to develop logical thinking and clear expressions of thought.

17. Dependability

a. The dependable leader is one who can be relied upon to carry out actively, intelligently, and with willing effort the intent of his commander to the best of his ability. This willing and voluntary compliance with the plans and will of the superior does not mean blind and dog-like obedience. Few commanders will fail to listen to the suggestions of their subordinates, but once the final decision has been made, the subordinate must give it his complete and energetic support.

b. A military duty is an obligation to be performed. Thus a high sense of duty results in a high standard of performance, a constant and continuous effort to give the best a leader has in him. Duty demands the sacrifice of personal interests in favor of military demands, rules and regulations, orders and procedures, and the welfare of subordinates. In practice this means that a leader pays careful attention to every detail of his job.

c. Here are some ways you can develop dependability—

(1) Practice honest thinking.
(2) Avoid making excuses.

(3) Do the job assigned to you regardless of obstacles.
(4) Be exact in details.
(5) Form the habit of being on time.
(6) Give attention to the general welfare of your men.
(7) Understand loyalty and develop within yourself a keen sense of loyalty.
(8) Follow orders to the letter.

18. Initiative

a. Initiative, seeing what has to be done and doing it, even in the absence of orders, is necessary in all grades. You must encourage initiative among your subordinates by giving them duties on a level with their grade and then letting duties work out the details and finish the job. This does not mean that you can deal out the tasks and then do nothing else. You must know the jobs well enough to check performance, and you must make such checks. Furthermore, you must retain for yourself those functions that are exclusively the commander's. Soldiers unite quickly behind a commander who meets a new and unexpected situation with prompt action.

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 or ways of dealing with it are never justified.

c. To develop initiative you can—
(1) Check yourself for laziness—mental as well as physical.
(2) Develop the habit of staying mentally and physically alert.
(3) Continually look for what needs to be done and do it without having to be told.
(4) Always think ahead.

19. Tact

a. Tact is the ability to deal with men without causing friction or giving offense. In the field of human relations, tact is the ability to say and do the proper thing at the proper time. It is an understanding of human nature and a consideration for the feelings of others.

b. Tact is particularly called for in those contacts with subordinates in which the personal element is involved. Criticism has to be made in such a way that what is meant will be clearly apparent, yet will neither cause discouragement nor detract from the drive and energy of the subordinate. Every commander will also need tact in helping those men who come to him with personal problems. These often involve family relations and other personal matters that are accompanied by embarrassment or shame. The commander must avoid judging such situations; his role is that of counselor only and it calls for common sense in making suggestions. Sometimes the highest degree of tact is simply to listen with sympathetic attention and interest, finding out what

the soldier's own solution is. His solution may be confirmed or a different one suggested.

c. An important part of tact is courtesy, which you cannot afford to neglect in your relations with subordinates. To demand it from them and fail to return it in full measure indicates either arrogance or a lack of interest. The inexperienced officer or noncommissioned officer often feels that politeness in a military command implies softness; or worse, that from a subordinate it smacks of "bootlicking." Nothing is further from the truth. Courtesy is a matter both of 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. Good leaders who use 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, no need to do anything but make yourself perfectly understood. There are times, too, when a forced tone can well replace a courteous tone, but even then there is no reason for outright discourtesy. Usually, you will find that a calm, courteous, though firm mode of address, will bring the readiest response. Thus tact and courtesy are closely tied in with manner, language, and bearing (par. 21).

d. Use the following ideas to develop tact and courtesy:

(1) Be considerate and cheerful and have regard for others.

(2) Study the actions of successful commanders who enjoy a reputation of being able to handle men skillfully.
(3) Develop the habit of cooperating in spirit as well as in fact.
(4) Check yourself for tolerance. If at fault, correct your habit.
(5) Apply the Golden Rule; it is vital to teamwork.
(6) Let no man, superior or subordinate, exceed you in courtesy and consideration for the feelings of others.

20. Justice

a. Justice implies the rendering of reward and the meting out of punishment in accordance with the merits of the case. Justice must be impersonal and absolutely impartial. 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 company officer you are called upon to render justice in such matters as promotions and company punishment. Your decisions are a test of your fairness. It takes a long time to build up a reputation among your men for being fair. One thoughtless error on your part, or one injustice can destroy a good reputation that took months to establish.

c. To render justice, you must understand human behavior. You should study people with the idea

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of learning why certain types behave the way they do under certain conditions, and why others act differently under the same conditions. You should analyze 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 private process and should never be used as an occasion to criticize the decision of another leader.

d. To develop this trait of justice, use the following methods:

(1) Search your mental attitudes, determine your prejudices and seek to rid your mind of them.
(2) Learn to be impersonal when imposing punishment or rendering reward. Be absolutely impartial when performing these duties.
(3) Search out the facts of each case.
(4) Analyze cases that have been decided by leaders who have the reputation for justice.
(5) Study human behavior.
(6) Be honest with yourself.
(7) Recognize those subordinates worthy of commendation or award. Don't be known as one who hands out only punishment.

21. Enthusiasm

a. Enthusiasm means that you show great interest in the task at hand. It implies that you approach your work with a cheerful and optimistic attitude, determined to do a good job. This attitude is necessary because your example will be copied by those you lead.

b. An important part of enthusiasm is your performance of tasks with vigor, because of willingness and gratification in accomplishment, rather than doing them half-heartedly merely because you must do them. Enthusiasm is particularly important in instructing and training, where, through example, your interest and enthusiasm are reflected by your men.

c. To develop enthusiasm in yourself—

(1) Understand, know, and believe in the worth of your work.
(2) Understand and believe in your mission, whatever it may be.
(3) Develop and apply a cheerful and optimistic attitude to all your duties.
(4) Capitalize on success. Enthusiasm is contagious and nothing will develop it more than success of the unit or individual.
(5) Don't get stale. Set aside a period of every day when the mind can be freed from concern about official matters.

22. Bearing

a. Your appearance and conduct have an important influence on your men. Your carriage should be upright, your general appearance and the condition of your clothing and equipment should establish the standard for the rest of your unit, and you should show life and energy in your actions and movements.

b. Manner and language are a part of bearing. By your appearance and manner, you must express competence and confidence, often to a degree beyond

what you actually feel. By exercising control over your voice and gestures, you can exert a firm and steadying influence, especially in combat. All good leaders know that their apparent confidence in themselves, in their troops, and in the situation is reflected in their men. Few things can better maintain the morale of troops 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. Too much severity, austerity, and strictness of manner balk the sympathy and confidence you must have from your men. Frequent irritation, petulance, and uncontrolled displays of temper indicate that you do not have even yourself in hand.

c. Language is another of the outward marks by which you will be judged and through which you have an ever present influence on your men. You should speak plainly and simply. Make your sentences short, simple, positive and direct; not uncertain, inconclusive, or negative. If you must use terms that may not be clearly understood, explain their meaning. At the same time, avoid talking down to your men.

d. Immoderate language used toward subordinates almost always produces unfavorable results both in the individual and in the unit. For you to use profane or obscene language and 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 superiors. They feel, and rightly so, that the superior has taken unfair advantage of his authority.

The same applies to any immoderate language. The "bawling out" of a man or men is commonly resented as a personal attack. It is, in fact, more often an expression of anger than a proper correction. The more or less impersonal point at issue is lost, and the matter becomes a mental clash between individuals. Likewise, the use of immoderate language, or of any language, in wholesale criticism and condemnation of a group should be particularly avoided. It is not likely that you will ever have a unit that will deserve a wholesale reprimand. Nothing creates resentment so readily in a subordinate as to be included unfairly with others who may deserve disciplinary action. This is true not only of your language but of all general punishments. If violent language ever has any basis for use, you should reserve it for an extreme emergency on the battlefield. A tongue-lashing then may have a stimulating and steadying effect that is lost if such speech is habitual.

e. Sarcasm and irony seldom bring good results. Sarcasm soon creates a general resentment because men feel that their leader is taking advantage of his position. Also, many men do not understand sarcasm and irony and are never quite sure 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 will inevitably result in wisecrack replies from his troops. The American soldier is too used to that kind of talk to resist cracking back 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, when exhausted troops must be called upon for another effort, a flash of humor helps greatly. It tends to give 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—even cooperation—in the midst of difficulty.

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

g. Here are some ways in which you can develop the manner, language, and bearing of a leader—

(1) Practical control over voice, facial expression, and gesture.
(2) Cultivate calmness, sincerity, and understanding.
(3) Master your emotions so that you control them and they do not control you.
(4) Speak simply and directly.
(5) Never make wholesale condemnations.
(6) Never reprimand your subordinates in the presence of their men.
(7) Observe and study leaders who enjoy a reputation for good bearing.
(8) Know and adhere to regulations concerning dress and conduct.

(9) Require the highest standard of yourself, as an example to your men.
(10) Avoid coarse behavior, profanity, and vulgarity.

23. Endurance

a. Endurance is akin to courage in that it involves withstanding physical and mental strain. A man has endurance when he can stand pain, fatigue, distress, and hardship without giving in. It is one of the most important qualities in determining leadership ability. A leader must have it if he is to command the proper respect from his subordinates. A lack of endurance may be confused with lack of courage and brand the leader who is in poor physical condition as a coward. Endurance implies the ability to stick to a job and see it through.

b. To develop physical and mental stamina—

(1) Avoid excesses that lower both physical and mental stamina.
(2) Keep physically fit by exercise and proper diet.
(3) Learn to stand punishment by undertaking hard physical tasks.
(4) Force yourself to study on occasions when you are tired and your mind is sluggish.
(5) Form the habit of thinking of battle or training situations. Think them through, solve them, and in each instance, make a decision, form a plan, and formulate an order for the execution of the plan.
(6) Finish every job regardless of the obstacles.

24. Unselfishness

a. The unselfish leader is one who does not take advantage of a situation for personal pleasure, gain, or safety at the expense of the unit. Men want a leader who will see that they have the best he can get for them by honest means under any circumstances. He must put the comfort, pleasures, and recreation of subordinates before his own. If the unit is commended for some outstanding work, the commander should pass along the credit for the achievement to the subordinates who made it possible. No subordinate can respect a superior who only takes the credit for the good work and ideas, and who makes sure that his subordinates get the blame for the unsatisfactory work. To be a true leader, the commander must share the danger, hardships, and discomforts that his men are experiencing.

b. To become an unselfish leader—

(1) See that your men have the best that you can get them under the circumstances.
(2) Try to understand the problems, military or personal, of your men.
(3) Think of the comfort, pleasures, and recreation of your men before your own.
(4) Give credit to subordinates for work well done, and don't take credit for the efforts of your subordinates when they have been recognized by higher commanders.

CHAPTER 4

LEADERSHIP PRINCIPLES

25. General

a. Chapter 3 pointed out that a study of successful commanders reveals many personal traits common to them all. Similarly, such a study shows that these leaders applied certain fundamental principles to control or guide their own actions and the actions of their subordinates.

b. The following leadership principles are guides for use in command at any level, from the squad up:

(1) Take responsibility for your actions.
(2) Know yourself and seek self-improvement.
(3) Set the example.
(4) Seek responsibility and develop a sense of responsibility among subordinates.
(5) Insure that the job is understood, supervised, and accomplished.
(6) Know your men and look out for their welfare.
(7) Keep your men informed.
(8) Train your men as a team.
(9) Employ your command in accordance with its capabilities.
(10) Make sound and timely decisions.
(11) Know your job.

26. Take Responsibility for Your Actions

a. A willingness to accept responsibility is the foundation of all leadership. Chapter 2 outlined the

nature of a commander's responsibilities and explained the relationship between responsibility and authority.

b. As a commander, you automatically assume full responsibility for your actions and for those of your unit. You give the orders of your superiors in your name and with the authority of your office. A commander shows weakness when he implies that he is giving orders because of pressure from above.

c. The limits of responsibility and authority are normally defined by the command position held. However, in a crisis, you can unhesitatingly assume sufficient authority to meet the situation. When you thus assume responsibilities beyond your authority, your actions and decisions are guided by your considered opinion as to what your superior would do if present. You also report your action to your superior as soon as possible.

27. Know Yourself and Seek Self-Improvement

If you are to understand and control others, you must first understand and control yourself. Evaluate yourself in view of the leadership traits in chapter 3. By frequent and systematic self evaluation, you can determine your individual strengths and weaknesses, your limitations and capabilities. Once you know your own weaknesses, you can improve by study and practice. Continued self evaluation should be employed as a check on progress.

28. Set the Example

As a commander, you are in an ideal position to demonstrate high standards by your performance

of duty, appearance, and conduct. A soldier instinctively looks to his commander for a pattern of conduct that he can emulate. No amount of instruction and no form of discipline has as great an effect on the unit's standards as your personal example.

29. Seek Responsibility and Develop a Sense of Responsibility Among Subordinates

a. You should so discharge the assigned responsibilities for yourself and your unit that you can welcome an increase in responsibility. By so doing you develop professionally, set an example for your subordinates, and increase the value of your unit to the parent organization.

b. You can build up the self-confidence and initiative of your subordinates by holding them strictly responsible for results but rarely for methods or procedure.

30. Insure That the Job Is Understood, Supervised, and Completed

This principle is fundamental in the exercise of command. Tell your subordinates what to do by issuing clear and concise orders. Through supervision, insure that your orders are understood and carried out. By inspection, make sure that the work is complete and determine the standard of performance.

31. Know Your Men and Look Out for Their Welfare

a. If you understand human behavior, make a conscientious effort to become personally acquainted

with your men, and recognize their individual differences, you will have a better understanding of their capabilities and limitations. You will know how they will react and function under various conditions and will be able to employ them more effectively.

b. If you assure yourself that the members of your command are comfortable, well-cared for, and as contented as the situation permits, you will win their confidence, respect, and cooperation. By knowing your men you can also assist them with their private as well as military problems.

32. Keep Your Men Informed

Make sure that your subordinates receive all the information necessary to do their job intelligently. In addition, inform them on matters having an indirect but vital effect on their initiative, enthusiasm, loyalty, and convictions.

33. Teamwork

The duty of every leader includes the development of teamwork through the thorough training of his command, whether it be a squad, or an army group. This teamwork is the key to successful operation; it starts in the squad and carries through to the largest organization. Teamwork extends from person-to-person communications to mutually supporting fire. Every member of that team must understand where he and the employment of his weapons fit into the common effort of the unit. Failure to develop this teamwork through training will result in failure to reach the degree of combat effectiveness necessary for battle success.

34. Employ Your Command in Accordance With Its Capabilities

Successful accomplishment of your unit's mission depends upon how well you know what it can and cannot do. Any unit, regardless of size, has certain capabilities and limitations. If you have a thorough knowledge of the technical, tactical, and administrative limitations and capabilities of your command, you will be able to assign missions that can be accomplished. You will be able to evaluate properly the time and space factors, make proper estimates, and arrive at sound decisions. This knowledge enables you to avoid asking the unit for more than it can accomplish. When the situation demands it, men must be pushed without hesitation to achieve a quick or cheap victory or to avoid a costly defeat.

35. Make Sound and Timely Decisions

If you cannot make up your mind, if you delay or attempt to avoid making difficult decisions, you will not be able to make good use of your command. Lack of direction creates lack of confidence, hesitancy, or indecision among the members of the unit.

36. Know Your Job

The principle is, in effect, a summary of all the principles noted before. Make sure you know the tactical and technical details necessary to accomplish your mission, and know and apply the principles of leadership to obtain the utmost in effort from your men.

CHAPTER 5

LEADERSHIP TECHNIQUES

Section I. GENERAL

37. Definition

A leadership technique is simply the action that you take, as an individual, to solve a leadership problem. Different individuals use different techniques. All leaders cannot use the same techniques. Good techniques are developed by solving leadership problems in your own way while using the leadership principles as your guide. In great degree, good techniques stem from good leadership traits.

38. General

a. A commander can, if necessary, force his subordinates to carry out his orders under threat of punishment. But the commander who does so habitually will never survive as a leader. You must develop leadership techniques that will enable you to direct and influence your subordinates. The key word here is *influence*, not *direct*.

b. You cannot acquire good leadership techniques by following a few well defined rules because qualities of leadership vary with each person: the technique that a dynamic leader might use effectively in a certain situation would seem absurd if used by a man who has created a respect for the quiet sureness of his methods. You must learn for yourself how to impose your command in a way that will gain

respect, obedience, and loyal cooperation while creating good morale, discipline, and proficiency among your men.

c. The following section reviews the eleven basic principles of leadership and suggests ways that you can make them into leadership techniques. These suggestions are based on the experience and successful practices of combat leaders.

Section II. DEVELOPING LEADERSHIP TECHNIQUES

39. Principle I—Take Responsibility for Your Actions

You are responsible for all your unit does or fails to do. Regardless of the actions of your subordinates, the responsibility for decision and its application falls on you. You issue all orders in your name; stick by your convictions and to what you think is right; but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is due to your own mistake.

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

a. Analyze yourself and observe the effects of your actions. These points will help—

(1) Watch how others react to you and consider the judgments that others make of you. Learn your weaknesses and seek the friendly criticism of someone with whom you have a confidential personal and professional relationship.

(2) Remember that all leaders have moments of not feeling sure of themselves, but learn

to overcome it. Don't allow this feeling to make you uncertain or abusive toward others.

(3) Make periodic use of self-evaluating devices such as check lists. These devices force you to take serious consideration of the points they raise; they provide a means for impartial self-inventory and systematic self-study and help you develop insight. See DA Pamphlet 22–2.

b. To improve yourself you can—

(1) Look for the reason behind the successes and failures of others. Profit from the experience of others and do not hesitate to adopt their good points.

(2) Develop the art of good writing and speaking.

(3) Increase the scope of your knowledge by reading and making new friends.

41. Principle III—Set the Example

If you expect to have and maintain a worthy unit you must observe the highest standards of conduct, setting a noticeable example in all aspects of military behavior.

a. Courtesy will serve you most effectively throughout all levels of your command. Use it in your first contact with a new command by visiting all subordinate units, so as to make yourself known to your command.

(1) A few courteous and sincere remarks to the men can establish a feeling of mutual respect; they show that your attitude is one of interest in, not indifference toward, your men, and that you consider yourself a part of the command, not merely an attachment to it.

(2) Conduct yourself so that your personal habits are above criticism. Coarse behavior and vulgarity mark a weak and unstable character; they have no place in the deportment of a leader.

(3) Don't be over-familiar with your men. It is a custom in the Army to address subordinates by their rank and last name. When an officer addresses an enlisted man by his first name, the officer is taking unfair advantage of his rank since the enlisted man cannot do the same in return.

(4) Master your emotions. The man who allows himself intemperate bursts of anger or indulges in periods of depression cannot gain and hold the respect of his subordinates.

b. Set an example of cooperation at all levels and of strict obedience to orders from your superiors.

(1) Cooperation must work in two directions. A good leader is conspicuously loyal to his subordinates as well as to his superiors. He supports deserving subordinates without partiality; he avoids the development of a clique of favorites and carefully considers the effect of rewarding subordinates who have given loyal and superior service over a period of time.

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(2) A commander practices the obedience to his superiors that he expects from his subordinates. He accepts the decisions of his commanding officer and backs them up completely. He does not "go over the head" of his superior and he does not bypass the chain of command in dealing with subordinates. He does not criticize his superiors but carries out their policies as his own.

c. Your moral and physical courage must be unquestionable. Stand by your principles and do not shift the responsibility for your mistakes. Demonstrate your willingness to share danger and hardships with your men.

42. Principle IV—Seek Responsibility and Develop a Sense of Responsibility Among Subordinates

a. The foresighted leader seeks a variety of assignments to broaden his experience and fit him for greater responsibilities. That means you should demonstrate readiness to accept extra responsibilities and take advantage of all opportunities to increase them. Learn the duties and responsibilities of your immediate superior, but do so with discretion and tact. Reserve this knowledge for occasions when your superior requests assistance and for emergency situations.

b. In organizing and carrying out a mission, assign specific parts of the task to your subordinates. (For the chain of command, see par. 8.) Each of these assigned tasks carries with it a portion of your responsibility and must be accompanied with sufficient

authority to do the job. Give your assistants responsibility and authority equal to their ability. Be quick to recognize their accomplishment that required initiative and resourcefulness, and be generous in giving merited praise publicly. Correct their mistakes in a way that encourages them and reassures their self-confidence. Never publicly criticize or condemn a subordinate.

43. Principle V—Insure That the Job Is Understood, Supervised, and Completed

a. Develop the ability to think clearly and logically so that you can give clear, concise, and positive orders.

(1) Be sure there is a need for every order you give. State it so that its details are clear and complete enough to permit correct action. Encourage subordinates to ask questions about any points they do not understand. If time permits and you think it advisable, discuss possible courses of action for a mission with your subordinates before you give an order. This insures better understanding of the order and promotes willing cooperation.

(2) After making sure a subordinate understands a particular order, make available to him every reasonable means to help him carry it out. Leave the method of accomplishment, however, to his decision; advise him only when necessary.

b. You may supervise the accomplishment of an order personally or through a subordinate. In either

case, follow up on the progress of the mission by personal observation. In this way you can make timely corrections or changes. Take action immediately to meet any situation that seems to hinder the success of the mission. When the mission has been completed, inspect the results. Adopt an impartial attitude; point out errors and comment on them constructively. Note and remark favorably on those things that merit praise.

44. Principle VI—Know Your Men and Look Out for Their Welfare

a. You may have the finest weapons and equipment, and the most complete grasp of technical knowledge and tactical skills, but may fail completely unless you understand the men you have to direct. Man is still the fundamental instrument of war. To know and understand your men, you must have an understanding of the basic principles of human behavior, you must be approachable so your men will feel free to talk over problems, and you must be flexible in your judgment of individuals, recognizing individual differences. Through studying individual records of the members of your command, by using individual conferences, and by closely observing the work performed by your men, you can establish a practical basis for using your men in the most effective manner.

b. All men are different because of their background and experience. Yet, they are all similar in one respect—their needs. These needs must be met in each individual if he is to adjust to military life. The most common ones are—

(1) Physical needs: food, water, rest, activity, and recreation.
(2) Mental needs: social approval, security, and recognition.

These are needs so important that the soldier may do anything to satisfy them. He may steal, sleep on duty, or go AWOL in his efforts to satisfy real or imagined needs. He may even become the unit "eight-ball" in his effort to gain recognition. On the other hand, the need for social approval of other men in his unit may cause a soldier to fight on when he is tired, cold, hungry, or afraid. These needs are basic to the behavior of all individuals and if the soldier can satisfy them, he will develop and have a sound and good attitude which is necessary if he is to become an effective soldier. The commander must recognize, then, that the behavior of all men is affected by their efforts to satisfy these needs. If the means by which the soldier can satisfy his needs, or suitable recreational or educational substitutes for them can be provided, the soldier will be motivated to participate and contribute toward the successful accomplishment of the mission of his unit. If the soldier understands that his commanders are interested and concerned for his welfare; that subject to the requirements of the Army and his unit his needs will be met, he will develop a favorable attitude toward his leaders and the Army and will become an effective soldier.

c. To promote the welfare of your men—
(1) Provide the best possible mess facilities and food.

(2) Maintain good living quarters and check constantly the sanitation conditions of the unit.
(3) Have adequate supplies of clothing and equipment and efficient laundry service.
(4) Provide sufficient athletic and recreational facilities and approve the promotion of dances, shows, and athletics. Grant a reasonable amount of off-duty time in passes and leaves, but avoid an indiscriminate pass policy. Passes are a privilege, not a right, and should be granted only to those who deserve them.
(5) Set up appropriate standards for conferring awards and decorations; establish sound assignment, transfer, and promotion policies.
(6) Adopt a system of consistent and just disciplinary measures. Do not impose degrading punishment and never punish a group for the fault of an individual.
(7) Urge participation in the Troop Information and Education Program.
(8) Support religious activities.

45. Principle VII—Keep Your Men Informed

Give your men interesting and complete instruction on regulations, orders, and policies that affect them and their unit directly. Keep them informed of all changes as they occur. In addition, most of your men will want to know about matters of broader significance, such as the progress of a campaign and the actions of his own and foreign governments. Encourage this quest for information and, when you encounter indifference or flagging concern, find a way to stimulate renewed interest.

a. Here is a list of the kind of information your men should always have—

(1) Regulations on the soldier's uniform and equipment, his rights, responsibilities, and privileges, promotions and reductions, punishments, pay and allowances, passes, leaves, and standing operating procedures.
(2) Duties of individual soldiers, including job instruction, the level of performance required, and the degree of cooperation and teamwork needed.
(3) The status of an individual—his success or failure in meeting standards of performance, the reason for his failure and suggestions for improvement.
(4) The status of the unit—its success or failure in training tests and the reason for the failure with suggestions for improvement. The rating of the unit according to AWOL's, VD's, CM's, company punishments, and sick reports; a financial statement of the company fund, and the results of interunit competitions.

b. You can determine what information is needed by attentive review of official publications and reports, by questions brought up in unit meetings or conversations with subordinates, and by inviting questions and suggestions.

c. You can get this information out to the men by these means—

(1) Verbally or in writing, through the chain of command.
(2) Announcements at unit meetings, regular formations, and instructional periods.
(3) By bulletin board notices and through individual interviews.
(4) By distributing manuals and by providing books, periodicals, maps, and pictures for recreation rooms.
(5) Through the Troop Information Program.

d. In combat situations make certain that your subordinate commanders and the members of your command know the mission and the immediate goal to be reached. Inform your principal subordinates of plans for future operations, subject to security restrictions. Assure yourself by frequent inspection and visits that subordinates are giving necessary information to their men. Be alert to detect rumors and halt their spread with truths. Build confidence and esprit de corps by publicizing information on successes of your command, including individual and small unit accomplishments.

46. Principle VIII—Train Your Men as a Team

a. Provide the best means for team training and make use of such devices as communication drills, battle drills, and realistic field exercises. Train your men according to the training programs and doctrines prescribed by higher authority, making sure that the training is purposeful and that the necessity for the training has been impressed on his men.

b. Apply the principles of organization and effective groupings of individuals to provide maximum teamwork of the unit. Convey to your men the idea that they are doing important work as part of an important team and set high standards of discipline in team training.

c. Develop mutual trust and understanding by teaching each part of your command what the other parts of the team can and cannot do. Assure yourself that each subordinate leader understands how to control his own unit and that each officer and enlisted man knows the functions of every other officer and enlisted man with whom he habitually operates. Finally, require each officer and enlisted man to be trained within his capabilities to assume the duties of the next higher grade.

47. Principle IX—Employ Your Command in Accordance With Its Capabilities

Your unit's proficiency does not remain constant: it is influenced by changes of mission, by the type of training the unit has had, by its strength and the number of replacements, and by the unit's current degree of discipline, morale, and esprit de corps. You should constantly examine your command to find out its present effectiveness.

a. The unit's capacity for coping with any particular mission may be judged on the basis of its experience. Consider the time spent in garrison and the unit's technical experience. Measure your unit's proficiency frequently against that of other units and against its own previous standards.

b. The unit's discipline and morale profoundly affect its capabilities: high morale can compensate for many deficiencies, but low morale breeds poor discipline and blots out proficiency.

(1) In long-standing situations where routine becomes monotonous or where there is no purposeful activity, laxness and indifference are sure to develop. You can counter this situation with worth-while training, more recreational and athletic programs, and any other activity that might help.

(2) Morale is damaged when individuals or elements of a unit are always given the same tasks. When one man or element always gets the dangerous job, the easy job, or the distasteful job, hard feelings are bound to develop. You must equalize assignments and rotate the tasks.

c. A unit cannot undertake a task with confidence and keep up its morale while doing it when its equipment is scarce or in poor condition. Look into every task assigned to you and, if the means at your disposal are insufficient, inform your immediate superior and request specific additional means.

48. Principle X—Make Sound and Timely Decisions

Military decisions are based on the evaluation and interpretation of information. To initiate or to carry out a successful mission, you have to be capable of logical and orderly thinking based on available information and actual experience. You must thoroughly understand the mission and the part your unit is to have in accomplishing it.

a. To make a sound decision, you must analyze the situation under which the mission is to be accomplished and determine the line of action open to you. Consider what material and equipment are to be used and what can be accomplished with them; what men are needed to handle the equipment, and the mental, physical, technical, and tactical status of the individual and the team. Request and consider the suggestions of your subordinates and encourage every day estimates and planning at each level of your command.

b. Timely decisions are as important as sound decisions. You may make a decision to initiate a mission on the spur of the moment or arrive at it only after long study; sometimes you can begin a mission on short notice; other times the mission will require complicated preparation. Announce your decisions in time to allow everyone involved to make his plans and preparations.

49. Principle XI—Know Your Job

The military leader today needs much more than the basic professional knowledge required to accomplish his combat missions. The average American soldier requires courageous and intelligent leadership if he is to fight well and willingly. When led by intelligent and resourceful leaders, he will fight as effectively as any soldier in world's history. Any military man who hopes to become a great leader must therefore constantly increase the scope of his knowledge and his grasp of techniques. You must know your men and your job.

a. That means you must acquire the best possible military education by attending service schools and through independent reading, research, and study. You must keep abreast of current military developments and must, yourself, contribute to these developments.

b. You need a comprehensive knowledge of global geography and its influence on humanity as well as on military operations. You need a working knowledge of politics; an understanding of the present-day social condition throughout the world; and you should know the history and development of military science.

c. No matter how tirelessly you try to master your job, you will never feel that you know everything you should. You will always find that someone among your subordinates or of your rank has a knowledge of some particular subject that is greater than your own. Your task is to find a way of using this knowledge to the advantage of your unit and yourself.

CHAPTER 6

SOLVING LEADERSHIP PROBLEMS

50. General

a. Your knowledge of what makes a good leader is important, but unless you can put this knowledge into action that will get results, it serves no real purpose. Your task is to apply this knowledge to real situations, tackling each problem as it comes up, and making prompt, reasonable, and workable decisions.

51. Recognition of Problems

a. Among the essential qualities you need is an ability to see and analyze a problem, plan a solution, and have the decisiveness to put your plan into action. In combat you must prevent a bottleneck in communications from developing into a complete breakdown in communications and loss of unit control, or a minor breakdown in transportation from causing a shortage of critical items. In garrison or in training, you must take care to detect and correct problems of job dissastifaction, personal difficulties, group friction, or faulty subordinate leadership.

b. To see and analyze any problem, you have to fall back on your professional knowledge and experience and your knowledge of human behavior. To be able to recognize problems of human behavior, you must know your men. By knowing them, you can interpret their conduct, speech, appearance, and performance.

52. The Leadership Problem-Solving Process

a. When a problem arises, its solution usually requires a logical analysis, a decision, and a plan of personal action. To arrive at a logical plan of action, you make a careful analysis of the problem and then choose the technique to be used.

b. The following example illustrates the process of solving a problem:

First step: *See the problem clearly* and the objective to be obtained by its solution.

Second step: *Consider all the pertinent facts and check possible solutions* that could be used. Do not jump to a conclusion and decision before this step has been carried out.

Third step: *Put your plan in action and check results.* The results will be determined in terms of how completely your plan of action succeeds in solving the problem.

c. After applying your plan of action, new facts may come to light or the situation may change. This may cause you to modify your plan.

d. Perhaps you have a method of solving problems that you have developed and used all your life. This process may now be automatic with you. Use it. Use the suggestions in this chapter to check, augment, or correct faulty habits.

e. The following sample problem shows how the steps described in *b* above are applied. Though the explanation is necessarily lengthy, the entire action

takes place during the morning training period. It is a not unusual problem for a company commander to face.

Sample Problem

SITUATION:

A new second lieutenant, recently assigned to a training company, is placed in command of the 1st platoon. The acting platoon leader of the 2d platoon, an experienced master sergeant who has performed his job well, is to be kept in his position because of a shortage of replacement officers. The company commander is a capable and experienced officer who is friendly and approachable, yet never allows his men or officers to become over-familiar.

The lieutenant, while passing through the training area of the 2d platoon, sees a squad training in a "sloppy" manner, without much enthusiasm, and making obvious mistakes in front of the squad leader. The lieutenant calls the squad leader aside and reprimands him: "I can't understand why your platoon leader lets you get away with this sort of thing. Get these men on the ball and personally see that every man does it correctly." He makes no comment to the master sergeant who is in the immediate vicinity and within hearing, but is observing another squad.

The company commander sees the incident. He also notices that the master sergeant confers with the squad leader shortly after the lieutenant leaves. He overhears the sergeant saying, "Well, I'm your platoon leader, and if he butts in again, I'll talk to the company commander." Afterward, the master

sergeant shows obvious resentment toward the lieutenant's attitude and action in which the chain of command was disregarded.

First step: *The problem* of the company commander is to correct the lieutenant's actions and to relieve the master sergeant's justifiable feeling of resentment toward an enthusiastic but inexperienced officer.

Second step: The following *facts are pertinent to the* problem.

(1) The lieutenant is a recently commissioned officer on his first tour of duty. He has already performed several tasks capably. However, he is excitable and lacks confidence in himself, principally because of his inexperience. He exhibits this lack of confidence in an over-bearing attitude toward his men.

(2) The master sergeant is an "old timer" who knows his rights and duties. He is sensitive about his prerogatives, especially since he is acting platoon leader of the 2d platoon. He has performed his job competently since his appointment.

The company commander considers the following solutions before deciding upon a *course of action.*

(1) The company commander thinks of calling the lieutenant and the master sergeant together in an attempt to develop good relations between them. On further thought, he decides against this course of action because—

(*a*) The tension between the two men might flare-up in the commander's presence, which would make the situation worse rather than improving it.

(*b*) The sergeant, being subordinate to the lieutenant and the company commander, might feel that the discussion is not conducted fairly and, as a result, might say nothing and leave with increased resentment.

(*c*) The lieutenant might take offense at criticism in the presence of the master sergeant, if the commander instructs him on the importance of using the chain of command and the recognition of the rights of other commanders.

(2) The commander considers a plan of taking no action, but has to consider the possibility that the lieutenant might continue to bypass responsible persons and to violate the chain of command. This lack of action could only increase difficulties of all concerned.

(3) The commander next considers talking to each man alone. There can be little cause for tension, resentment, or embarrassment if this is done. By discussing the incident with each of the parties alone, the lieutenant can be shown his error and the sergeant can be relieved of his resentment.

Third step: *Take action and check results. The company commander takes the following action:*

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a. After recall, the two men are called in individually for friendly discussion.

(1) The company commander begins his discussion with the lieutenant by building up the lieutenant's confidence. He tells him that he is well pleased with the way he is taking hold and with the work he is doing. He then proceeds to instruct him in the importance of going through the responsible commanders who will be hurt if bypassed; calling attention to the incident in question. The company commander emphasizes the fact that all new officers make mistakes because of lack of experience but to consider it a lesson in proper procedures.

(2) In his discussion with the sergeant the company commander compliments him on the way he has been running the platoon, his excellence of work, and his ability to handle men. He expresses gratitude that he has in his company a man of the sergeant's long experience. He then states that he regrets the incident with the lieutenant. He points out that inexperience alone was the cause of the error and tells him of the blunders that he, the commander, made on his own first tour of duty. He tells the sergeant that he believes the lieutenant has excellent soldierly qualities and leadership ability and that he will undoubtedly be an outstanding officer as soon as he has gained experience.

b. Check Results. The company commander observes the actions and conduct of the two men in the future. He notices that—

(1) The lieutenant seems to be very tactful in handling his men and appears to have more confidence in himself.

(2) The sergeant appears to have no resentment over the incident. On three different occasions he has been seen giving advice, when asked by the lieutenant, on problems confronting the lieutenant. The instruction is given in a willing and friendly manner.

c. Lessons Learned in the Above Solution. In arriving at the solution of the above problem, the company commander demonstrates the approach to the problem, a consideration of the possible courses, and the final action and follow-through of a real leader.

53. Conclusion

a. The trained leader will instinctively go through these steps or similar steps in solving every problem of leadership. Every problem is unique and requires its own solution in the light of the facts.

b. There are many solutions to leadership problems, but in all cases the fundamental problem can be stated and a clear starting point established. Once the process for solving a problem has started, so many contributing factors come to light that no hard and fast techniques can be set forth. However, once the problem has been recognized, the solution best suited to the personality of the leader himself, to the subordinates affected by the problem, and to the situation, are the important things.

CHAPTER 7

INDICATIONS OF MILITARY LEADERSHIP

54. General

The degree of morale, discipline, esprit de corps, and proficiency in any unit indicate the commander's success or failure as a leader.

55. Morale

Morale can be defined as the individual's state of mind—how he feels about himself, his fellow soldiers, army life in general, and all the other things that seem important to him. It is closely related to his needs. If the leader's actions in the training, operation, administration, and fighting of his unit satisfy the basic needs of his men, he will produce favorable attitudes in them. High morale gives the soldiers a feeling of confidence and well-being that enables him to face hardship with courage, endurance, and determination.

56. Evaluation of Morale

a. Morale does not remain constant but is always either increasing or decreasing. The state of morale in your unit is an important index to the effectiveness with which you are using the principles and techniques of leadership.

b. You can measure morale by close observation of your men in their daily activities, by inspections, by formal and informal interviews with the men, and by the evaluation of administrative and operational reports. Specific things to note are—

(1) Job proficiency.
(2) Appearance of troops.
(3) Practice of military courtesy.
(4) Personal hygiene.
(5) Care of equipment.
(6) Condition of mess and quarters.
(7) Adequacy and suitability of rations.
(8) Care of casualties.
(9) Response to orders and directives.
(10) Use of recreational facilities.
(11) Attention during training.
(12) Number of rumors.
(13) Number of troop quarrels.

c. Administrative reports concerning the status of personnel, when properly evaluated, aid in measuring morale. Particularly valuable are reports which deal with—

(1) Men absent without leave and deserters.
(2) Malingerers.
(3) Arrests, military and civilian.
(4) Requests for transfer.
(5) Sick call rate.
(6) Stragglers.
(7) Self-inflicted wounds.
(8) Damage to or loss of equipment through carelessness.

57. Discipline

Discipline is the prompt obedience to orders and, in the absence of orders, obedience to what the man believes the orders would have been. It results from

effective training and intelligent leadership. Before a man can act resourcefully in the absence of orders he must have an understanding of what is to be done and be able to do it. That requires training. Before he can respond willingly and intelligently to orders, he needs the same understanding and ability, plus confidence in his superiors. That requires leadership.

58. Evaluating Discipline

As in the case of morale, you must observe your unit constantly for evidences of poor discipline and take corrective action at once. Things to watch for are—

(1) Inattention to details.
(2) Quarrels and fights.
(3) Malingering.
(4) Absences without leave.
(5) Insubordination.
(6) Improper conduct of individuals while on pass or leave.
(7) Lack of attention to cleanliness, dress, and saluting.
(8) Unwarranted or habitual attendance at sick call.
(9) Indifferent response to commands, directives, and other orders.

59. Esprit de Corps

a. Esprit de corps can be simply defined as the good opinion that the members of a unit have of themselves and their unit. It shows itself in the individual's loyalty to the unit and its members, his

pride in it, and his high regard for its honor. It is a measure of the unit's will to fight and win.

Esprit de corps depends on the satisfaction a man gets out of belonging to a unit, on his confidence in his leaders and on his attitude toward other members of the unit.

b. Evidences of esprit are—

(1) Expressions from the men showing enthusiasm and pride in their unit.
(2) A good reputation among other units.
(3) A strong competitive spirit.
(4) Willing participation by the members in unit activities.
(5) Pride in the traditions and history of the unit.
(6) Readiness on the part of the men to help one another.
(7) The belief that theirs is the best unit in the army.

60. Proficiency

Proficiency is the measure of the individual's and the unit's ability to perform their job or mission. Unit proficiency is the sum of the skills of all the individuals in the unit welded together by the leader into a smooth running team. Individual proficiency means that the soldier has the knowledge to operate his weapon and equipment and the tactical training and physical fitness to accomplish his mission.

61. Measuring Proficiency

Proficiency results from training; therefore, supervision of training should occupy the major portion

of your time as a commander. This is the one sure method you have of judging the proficiency of individuals and of the unit. You will get proficiency when you demand the highest possible standard. Some of the marks of proficiency you should watch for are—

a. Personal appearance and physical condition of the men.

b. Appearance and condition of weapons and equipment.

c. Willing acceptance and discharge of responsiblity by subordinates.

d. Businesslike operation of the unit.

e. Troop leading ability of junior leaders.

f. Promptness and accuracy in passing down orders and instructions.

g. Promptness and accuracy in reporting and dissemination of information.

CHAPTER 8

SPECIAL LEADERSHIP PROBLEMS AND TECHNIQUES

Section I. ADJUSTMENT PROBLEMS AND TECHNIQUES

62. Adjustment and Maladjustment

a. One of the problems that will greatly concern you is the adjustment and maladjustment of your men to Army life. People everywhere are constantly adjusting to new situations, but the adjustments that the soldier must make are often drastic.

b. Good adjustment consists of dealing with a problem in a manner that will not create a worse problem. Maladjustments result from unsolved conflicts, frustrations, or faulty mental reactions. Few men respond properly to all situations. But when the individual fails *frequently* to adjust, or resists adjustment continuously and is unable to live acceptably with others, he is maladjusted.

c. More often than not, the commander, rather than the medical officer or psychiatrist, can prevent maladjustments by changing or modifying conditions that adversely affect members of his unit. When the commander's efforts fail he should immediately inform the medical officer or psychiatrist and have maladjusted personnel treated at the earliest practicable time. The four critical adjustment periods for the individual in army life are: induction and selection, training, combat, and movement to a combat zone as a replacement.

63. Adjustment Problems in Induction and Selection

a. The new soldier, finding himself almost entirely separated from his friends and family, must develop a feeling of being part of a group by forming new friendships. In military life he finds that he has much less freedom of choice than in private life and he has little or no privacy. He feels unimportant. You can make his adjustment less difficult by explaining the reasons for regimentation during his first few days of service. He should be told that the process of training men makes it impossible for them to live, work, and play as they did in private life, and that the army cannot provide the conveniences of civilian homes and communities.

b. On the other hand, the new soldier may find in the military life a personal freedom greater than he was allowed in his home town. The restrictions formerly imposed by his parents, teachers, church, and community are remote to him. This sudden release may lead to a great deal of thoughtless and unbridled behavior. Personal counsel and unit restrictions sometimes help control this problem.

c. It is particularly important that all commanders take special care in the adjustment of the new men, especially in the first few months of service. During this period, the seeds of future personality disorders are usually sown. These disorders will not develop if preventive measures are used.

64. Adjustment in Training

Some of the causes of emotional stresses which occur during training, and suggestions to prevent or reduce them, are—

a. Poor instructors and training methods. Select your instructors carefully and make sure they are prepared for their duties. Plan training programs so that time will be utilized for a clearly defined purpose which is explained to the trainees in advance.

b. Poor orientation. The soldier must be mentally and physically trained for combat. In addition, he should be convinced that he is needed and that his job is so important that it must be done right. He should believe in the cause for which he is fighting, and must "know the score."

c. The loss of individuality. The new soldier often feels that he is just an insignificant part of a large unit. You can help him by—

(1) Providing for the prompt and efficient processing of fillers and replacements in the unit.
(2) Assigning jobs carefully and by tactfully supervising and guiding the work during the early days of training.
(3) Providing adequate orientation as to the unit's mission and what is to be expected of the individual.
(4) Insuring that the training program progresses logically under competent and enthusiastic instructors.
(5) Setting up an off-duty recreational and entertainment program.
(6) Establishing a fair and equitable leave and pass policy.
(7) Giving advice and assistance to men who have difficulties, either personal or military, and assisting them to obtain hearings with personnel services and welfare agencies.

(8) Encouraging comradeship and developing a sense of personal and unit pride.

65. Adjustment in Combat

a. As a unit gets nearer to combat a soldier develops new worries, and actual battle is likely to increase them. His first fear is of injury or death. Fatigue makes this fear more acute and it may eventually cause a breakdown of even the most stable personality unless you do something to offset it. You can meet this fear by explaining to the soldier that only a very small number of men entering combat get wounded and an even smaller number get killed. Keep your men busy; establish a definite routine to keep their minds off personal worries. Maintain a businesslike conduct of operations. You should also by word and action encourage your men in their natural tendency to turn to religion, the belief in immortality, and faith in the effectiveness of prayer. These are strong supports for an individual while he is making his adjustment to combat and they help him continue in battle.

b. Most men have to adjust to the unaccustomed sight and smell of death and blood. You can reduce some of the soldier's reaction to the horrors of the battlefield by paying particular attention to the handling of the wounded and thoughtful care of the dead.

c. Some men feel guilty about killing the enemy because they have been taught that to kill is wrong. This principle is learned so early in childhood that it becomes a basic attitude, a part of their conscience. You must counteract this attitude by convincing your men that, whatever the cause for the war, they are using the only possible means to preserve the security and independence of their loved ones and of protecting their country. You can also point out that the enemy must be killed as a matter of self-preservation.

d. Another thing which the soldier must learn early in combat is to be concerned only with the present. Teach him to live a day at a time. If waits between engagements are long, the individual will become restless and uneasy. Try to keep your soldiers gainfully occupied and provide them with activities that distract their minds from private uncertainties.

e. The constant threat of danger causes men to reach a breaking point. They experience extreme physical fatigue and moderate fear, which causes tension, irritability, loss of appetite, and insomnia. When you observe these tell-tale indications, make every effort to provide rest for the individual. If rest doesn't completely restore him, assist him further by reassignment or transfer, or through temporary rotation to less dangerous jobs.

f. Some soldiers adjust to combat at first, but, after a period of time, begin to show abnormal reactions. These need medical treatment, and the earlier the treatment the better chance to recondition the soldier for further combat. Abnormal reactions to watch for are—

(1) Excessive nervousness and shaking.
(2) Fainting under stress.
(3) Extreme noise sensitivity.
(4) Continued insomnia after combat.
(5) Continued depression.

(6) Disorganized thinking, temporary loss of emotional control, or panic.

66. Adjustment to Movements as Replacements

The replacement must receive individual consideration while traveling to the combat zone and when he reaches his combat unit. These efforts make him feel a part of his new unit and accustom him to combat surroundings. Consideration shown by the company and platoon commander will lessen chances for maladjustment. This conditioning should take place when possible in a rest area or during time in a reserve position. This will allow the new man to absorb some of the unit esprit de corps and give him an opportunity to become acquainted with his new comrades and unit leaders. This period also gives you an opportunity to orient the replacement on the situation, the outlook, and some of the simple combat techniques that will give him confidence when he enters battle. When possible, assign friends to the same squad or platoon. In this way, each soldier has at least one or two old friends until he can form new attachments.

Section II. EMPLOYMENT OF SUBORDINATE COMMANDERS AND THEIR UNITS

67. General

a. Know your subordinates well. Learn which of them requires a tight supervisory rein, which one requires urging, and which one you can trust to carry out a mission independently. Some over-aggressive subordinates, impelled by esprit and the desire for

prestige, may exceed orders and create undesirable situations; others may fail to meet expectations. Your job is to curb the more aggressive subordinates and stimulate the less enterprising. Interpret all information received from subordinates in the light of their individual traits. The situation will not always be as good or as bad as information from them will indicate. Their plans, orders, actions, and reports will reflect their temperament. Recognizing the differences in individuals, you can use suitable techniques to gain the subordinate's obedience, confidence, respect, and loyal cooperation.

b. A commander who possesses all of the leadership traits to a high degree is an extreme rarity. Proved commanders possess certain leadership traits in such proportion that they outweigh less desirable ones. You, therefore, must determine and exploit the outstanding traits of your subordinates that will make up for their weaknesses. Don't penalize a subordinate for minor weaknesses when he has strong compensating points. On the other hand, don't keep a man in a command position who has permitted a basic weakness to overshadow his entire personality.

68. Techniques

The following techniques have proved successful in dealing with subordinate leaders:

a. Observe and study each subordinate to understand what may be expected of him and what he can do to improve himself.

b. Observe your subordinates under a variety of situations to see how they meet their problems and how their unit reacts to them.

c. A unit is a reflection of its commander. An aggressive commander will have an aggressive unit, a cautious commander a cautious unit, and a reckless commander a reckless unit.

d. Do not try to change the personalities of subordinates. Make use of their strength, forsee situations that might result from their weaknesses, and replace those who cannot be trusted.

e. Keep close contact with your subordinates, devoting more time to developing the less enterprising.

f. Build up the reputation of subordinates by personally expressing confidence in them; pass on commendations which may come from higher commanders.

g. Avoid any sign of depending more on one (or several) subordinates than on the others. On the other hand, if members of a unit with high esprit believe their commander is the best, don't destroy this thought.

h. Train assistants, such as sergeants of mess and supply, to be impartial in dealing with unit personnel. You must always maintain the position that plans, recommendations, and decisions are based on the mission, policies, and facts; not on personalities or opinions.

i. Keep administrative support abreast of operations. Keep subordinate units going by getting them the support and supplies needed. When personnel of a unit realize that you habitually do everything possible for their welfare, and operational and administrative activities are closely coordinated, you will receive the utmost effort from your troops in return.

Section III. UTILIZATION OF PERSONNEL

69. General

Personnel management is a responsibility of the commander. It is one of the tools of a successful commander. Many of the elements and practices of personnel management are used in the exercise of leadership and their use contributes greatly to discipline, morale, and unit efficiency.

70. Personnel Management in Small Units

a. You must make a constant effort to provide the individual with skilled leadership at every level to capitalize on his aptitudes, interest, and skills. You should also strive to stimulate his initiative and impress upon him the lessons of loyalty and patriotism.

b. Personnel relations in an organization can be satisfactory only when there is complete understanding and respect between individuals. Current information, full and complete explanations, frequent interviews, and full consideration of the individual's welfare are necessary acts of sound command. The over-all aim of military personnel management is to—

(1) Perfect the potential abilities of all members of a command through military training.

(2) Offer opportunity for spiritual and moral development.

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(3) Promote physical well-being by providing food service, medical care, clothing, equipment, and shelter.
(4) Provide readily available guidance on personal problems.
(5) Provide opportunities for advancement with encouragement and incentives to take advantage of them.
(6) Provide information on citizenship, American ideals, and current events so that each man realizes his personal responsibility for the general welfare.
(7) Afford a variety of opportunities to engage in wholesome and interesting recreational activities during off-duty time.
(8) Provide adequate periods of relief (passes, leaves) from military duty. However, awarding passes to undeserving personnel can harm the entire unit. As stated previously, avoid an indiscriminate pass policy.

c. To be effective, personnel management must operate at all echelons, especially in the squad, platoon, and company. You should make every effort to—

(1) Place the right man in each job through efficient classification and careful assignment.
(2) Make use of the individual's intelligence, aptitudes, and interests through suitable training.
(3) Stimulate with adequate incentives the individual's desire to excel in his assignment.

(4) Fully use the individual's ability on essential tasks.
(5) Insure the individual opportunities for all-around development through planned and progressive rotation of assignments.

71. Personnel Procedures in Leadership

A leader can assure or improve personnel productiveness by—

a. Assignment

(1) Assignment is placing an officer or enlisted man in a specific military job within an organization after considering his qualifications and the needs of the unit. Only when jobs are suited to an individual's abilities and aptitudes can assignment be used to motivate individuals, develop morale, and increase training proficiency. Probably no one thing destroys morale more quickly than the feeling of discouragement and futility caused by assigning individuals to tasks above or below their capabilities or experience.
(2) Military personnel specialists assist the commander in determining assignments. To implement the personnel policy fully, you should have sufficient understanding of army classification battery tests so that you can utilize their scores as well as information gained through interviews and observation of the individuals. By being so equipped, you can handle specific personnel problems wisely.

b. Promotion

(1) Promotion is the advancing of military personnel in grade as they exhibit fitness and acquire greater skill.

(*a*) Insure unit morale and efficiency and stimulate individual initiative by promoting the best-qualified in the command.

(*b*) Make maximum use of the individual skills and abilities by placing qualified personnel in positions of increased responsibility.

(2) No individual should be recommended for promotion until he has exhibited his fitness for the duties of the higher grade by outstanding performance of duty for a suitable period of time.

c. Personnel services

(1) The immediate objective of personnel services is to assist the commander in caring for the personal needs or welfare of his men.

(2) The following personnel services are provided by the army and the small unit commander must see that all men of his unit understand how they must use them to provide the greatest benefits:

(*a*) Rest camps and leave policies.
(*b*) Decorations and awards.
(*c*) The Army Postal Service.
(*d*) The Army Exchange Service.
(*e*) Finance service.
(*f*) The Chaplain's service.
(*g*) Special Services.
(*h*) Welfare service.

(*i*) Troop Information and Education.
(*j*) Public Information.

(3) See FM 100–10 for basic principles and policies regarding personnel services.

Section IV. PANICS AND RUMORS

72. Nature and Cause of Panics

a. A panic is an overpowering fear that causes the victim to take unreasoned and uncontrolled action to escape real or fancied danger. Panic may affect a crowd faced with sudden catastrophe or a single individual who is confronted with the threat of destruction. The critical situation responsible for the mass emotion of fear may be real, as in the case of bombing raids, or imaginary, such as that created by enemy propaganda, or malicious gossip. The seeds of panic are always present in troops as long as they are in the midst of physical danger.

b. Nothing is more likely to collapse a line of infantry in combat than the sight of a few of its members in full and unexplained flight to the rear. Sudden and unexplained movement in the wrong direction in combat 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.

c. After the basic motive, fear, imitation is the strongest cause of crowd panic. A soldier in panic runs without reasoning, and his fear is increased by other companions joining him in flight. The field of attention of a soldier in panic is narrowed and he is forgetful of honor and discipline.

73. Prevention of Panic in Military Units

a. Troops in combat are under continual threat of destruction. Under such stress, they are subject to all of the anxieties and fears that lead to panic. Troops who are properly trained, organized, disciplined, and led are seldom subject to panic because they are confident of their ability to master any situation. The unit's capacity to resist fear and panic varies continually according to the morale and esprit and physical condition of the troops, its degree of tactical success, and the physical conditions of the battlefield. As a commander, you must sense the development of situations which troops interpret as critical and take action to eliminate the conditions which could cause panic.

b. Here are several conditions leading to uncertainty and panic that you can learn to recognize and eliminate—

(1) Hunger, thirst, fatigue, and exhaustion.

(2) Danger (real or imaginary) anxiety, insecurity, isolation, ignorance of the military situation, tension, expectant waiting, homesickness, boredom, rumor, defeatist attitude, loss of confidence in leader and lack of belief in the cause, and absence or loss of leaders.

(3) Destruction of organization, heavy losses, reverses, conflicting orders, poor communications, scarcity of arms and ammunition, scarcity of supporting weapons, introduction of new enemy weapons.

c. Panic is rarely caused by the strength of enemy action. However, FM 100–5 warns of the danger of panic in withdrawal. For this reason withdrawals must be carefully controlled at all times. Keep your troops fully informed in a rearward movement as to why it is being made, how, and where the new line of resistance will be established.

74. Control of Panic

Although panic can often be prevented by good leadership, you must also be able to control it if it does occur. It must be stopped by restoring reason or by providing physical restraint. Methods useful in stopping panic are—

a. Take immediate and decisive action at the first signs of panic. Purposeful behavior is often restored by the prompt action of the leader or a few volunteers who stand squarely in the path of flight, command the men to turn back, and do not hesitate to manhandle the men within reach and threaten the others with weapons. Likewise, to the soldier who is in terror and verging on panic, no influence can be more steadying than to see some other soldier near him, especially the leader, who is retaining self-control and doing his duty.

b. Divert flight to some restricted area where control can be established.

c. Having stopped the men, gain their attention and give them factual information quickly and simply. Facts have a calming influence; repeat them for effect.

75. The Nature and Effect of Rumors

Rumors are unconfirmed reports that are easily adaptable to a situation and easy to circulate because

they seem to be true. When people are uncertain and insecure, rumors can create the impression that a critical situation exists, where, in reality, none exists. The hearers become excited and will accept even the most illogical suggestions without bothering to look for the element of truth.

76. Reasons for Spread of Rumors

a. Here are several typical reasons why an individual repeats rumors:

(1) To increase his prestige; make others think he is important because he is "in the know."
(2) To get someone to deny or disprove it. In this case a man may be seeking sympathy rather than denial.
(3) To express fears or wishes that he may not be consciously aware of in himself.
(4) To purposely injure some person.
(5) To curry favor.

77. The Control of Rumors

Effective rumor control requires an attentive ear to detect and identify rumors, specific action to discredit them, and elimination at the source. Rumors originated by an enemy necessitate counterintelligence measures to find their source. You can help control rumors by these measures—

a. Give your men as many facts as possible. Give information on plans and operations as complete as security requirements permit.

b. Stop grievances and frustrations before they pile up. Find out and get rid of the basic conditions causing uncertainty.

c. Keep informed regarding rumors current in the unit. Poke holes in rumors by publishing the real facts.

d. Emphasize democratic principles to eliminate hatred, prejudices, or bad feeling.

e. Develop confidence in leadership.

Section V. PUNISHMENT

78. General

a. Punishment is just penalty for a breach of discipline or law. It is imposed by someone in authority after thorough investigation, careful weighing of facts, and consideration of the graveness of the offense.

b. The hope of approval or reward and the fear of punishment are two of the major factors that control an individual's conduct. In most men the thought of winning approval is stronger than the fear of punishment.

c. Punishment is a commander's responsibility. In army organizations, the authority to punish is granted to commanding officers of companies, batteries, and higher units. You cannot evade the responsibility for imposing punishment nor can you delegate it without weakening your unit.

d. Never use punishment as a measure to achieve the ends of discipline. By the same token, never hesitate to deal out punishment when an individual deserves it. When you use punishment as a club, you admit failure as a leader. If you dodge the responsibility of administering punishment by ex-

cusing bad conduct to promote popularity, you are guilty of false leadership.

e. The junior officer in the company has very little to do with awarding punishment. Punishments, to be fair and impartial, must be inflicted by one central agency and controlled by one individual. Officers, other than the commanding officer, are allowed to confine men for safekeeping and to give reprimands. All violations that merit more than a reprimand must be referred to the commanding officer.

(1) Commanding officers may never delegate the authority to other officers to inflict punishment within the organization. Such practice is morally wrong and contrary to law.

(2) Junior officers should never inflict unofficial punishment on a man. Punishment is the responsibility of the commanding officer alone.

(3) Experienced officers will interpret strictly the regulations covering punishments.

(4) Punishment should be inflicted as soon as possible after the offense has been committed. Delay may lessen the value of punishment as a corrective measure.

79. Leadership and Punishment

a. Offenses may be divided into two types—

(1) Military offenses, such as absence without leave, being out of uniform, neglect of duty, and overstaying a pass.

(2) Criminal or moral offenses, such as falsehood, theft, fraud.

b. In the first type, leadership will exert itself as the agent of prevention. Proper leadership will cultivate the desire to do right and well, a quality inherent in a normal person.

(1) An excessive number of military offenses in a unit indicates the failure of the leader. He is not then the leader but the follower of circumstances, and he is forced to resort to punishment in an ever-increasing degree in a vain attempt to catch up with his failure.

(2) As the frequency of punishment increases, its effectiveness decreases. Leadership as a preventive medicine in the area of military performance must be aggressive; it must bolster the desire for good conduct and hold hope of reward for sterling performance.

c. In criminal or moral offenses, it is more difficult to judge the character of the offender and apply workable preventive measures. There is usually a basic flaw in the character of the individual who commits an offense of this nature. The role of correct leadership is to seek out the flaw, expose it, and try to correct the defect by counsel and good example. In this type of man, fear of punishment may prove more useful than hope of reward.

80. Administering Company Punishment

The process of administering company punishment does not require trial by court-martial. Nevertheless, it should be performed judiciously, fairly, and considerately.

a. When an offense is reported to the company commander, he determines the facts of the offense by careful investigation and decides whether company punishment is necessary. In the investigation of the offense, those directly affected by the act as well as the offender should be interviewed. Before company punishment is given, the offender should be informed of his right to request a trial by court-martial.

b. The type and degree of punishment should be based on the seriousness of the offense. Deliberate and malicious offenses should be vigorously punished. It is unwise to give the maximum punishment for every offense or for every degree of an offense. For example, if one man has been AWOL for three days and is given the maximum punishment, another who returns three hours late from pass should not be given the same punishment. Sometimes a reprimand will impress a god soldier more efficiently than a penalty. On the other hand, a poor soldier will be made worse by lenient treatment.

c. Commanders should be thoroughly familiar with Article 15 of the Uniform Code of Military Justice, which defines the normal forms of company punishment—restriction, arrest, confinement, and the denial of privileges.

APPENDIX I

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APPENDIX II

COMBAT EXAMPLES OF SMALL UNIT LEADERSHIP

Combat Example No. 1

While the 8th Army was in a static position in Korea, an officer took over a company that was low in combat effectiveness. The battalion commander warned the officer of this and told him that 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 NCO's before making any radical changes in the company routine. However, just to let the company know that it could expect changes in policy, he corrected at once 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 that he had been studying the company situation for the past few days and had found nothing basically wrong, but that he had found several things that had to be done 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 their socks frequently enough to ward off trench foot.

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 every man on his ability to fire and adequately clean his weapon. He further directed that they spend half an hour each day on bayonet training.

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

When his company went in to 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 through and with his subordinates, 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.

Combat Example No. 2

Lieutenant Jeopardy was in command of a combat outpost in Korea. In order to assist the outpost,

Captain Smith, the company commander, assigned a rifle squad and a tank section to guard a road junction, located on the left flank of Jeopardy's platoon. Undoubtedly, Lieutenant Jeopardy would have been pleased had he known that friendly forces were being sent up to guard the dangerous road junction on his left flank. It is regrettable that Captain Smith had told him nothing about what was going to happen. Even more regrettable, the movement was made during the night, and the approaching tanks and riflemen had not been forewarned of the presence of the outpost.

As the tank-infantry team neared the road junction, the men spotted the outpost. Not knowing that the outpost was friendly, they opened fire on their own troops. Lieutenant Jeopardy's platoon returned the fire. Several men were wounded.

Lieutenant Jeopardy decided that the attacking tank-infantry team was a superior force and sent an urgent message to Captain Smith, requesting permission to pull out and rejoin the company.

After both units had established communication with the company and after they had obtained the information that both units should have received beforehand, the firing finally ceased.

ANALYSIS

This story emphasizes the important principle, *keep your men informed.* A unit commander is not only a source of information, but is also a channel for distribution of information as well.

Pass on *all* information. Small unit commanders cannot judge the degree of importance of information.

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Combat Example No. 3

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, whom we shall call Captain Jim Pollard, made his reconnaissance. And during this reconnaissance Jim Pollard discovered that the direction of attack as laid down by his orders had vital disadvantages. Captain Pollard was not a man who disobeyed orders. Nor was he one who, without finding out the reasons for a plan, would follow it blindly.

On the strength of his reconnaissance, Pollard recommended to the battalion commander a different direction 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 that the captain had discovered during his reconnaissance and after listening to Pollard's reasons for selecting a different direction, he consented.

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

After this action was completed, a reconnaissance disclosed some startling facts. Had the company attacked by 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 distressing 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.* He also displayed the trait of *knowledge;* with this trait he was able to evaluate his discoveries made during his reconnaissance and was able to plan an effective maneuver for the attack.

Combat Example No. 4

The first night after the Chinese intervened in the Korean hostilities was a tough one. "E" Company was engaged in a heavy fire fight as part of a task force ordered to delay the enemy. The company repulsed two battalion-size assaults, inflicting heavy casualties on the Chinese. Due to the frozen ground and the time factor, "E" Company 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 ASP.

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 fire fight 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 hand-to-hand. Thirty minutes later the enemy called it off for the night. Company E had fifty-five men still on their feet and twenty-six of these were from the weapons platoon.

ANALYSIS

This platoon leader was outstanding in 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 "Took responsibility for his actions." If he had waited for an order from his company commander he could not have joined the fight on the hill where his assistance meant victory for his company.

Combat Example No. 5

Company L was understrength as a result of months of hard, dirty fighting in Korea. To make matters worse, it was held up on a hill by mortar and machine gun fire. A Chinese machine gun on the company's left flank covered the draw to the

front, and a bunker up the road served as an enemy OP, giving cover to a crew of Chinese who were directing mortar and artillery fire.

Sergeant John Doe commanded a platoon that was then little more than a squad—only twelve men. With this band of twelve and one tank, Doe was assigned the task of taking the hill and 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 worked out their plan of attack point by point. Next, he brought the twelve 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 about 350 yards of the bunker, enemy artillery, mortar, and machine gun fire started coming in. Sergeant Doe 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 mentioned. There Doe found 31 stunned Chinese, all of whom were ready to surrender.

After having all prisoners searched, he selected one of them to go back with him to the bunker. By having the prisoner enter the bunker ahead of him and making him shift all suspicious equipment as he moved through, Doe safeguarded himself against possible booby traps.

After he searched the bunker, the sergeant sent the prisoners back. 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 planned his attack after a careful reconnaissance and after conferring with his tank commander. He *set the example* by leading the attack. He had his troops advance close behind the artillery fire even though he knew that a short round might fall on his men; he took this chance because he knew that without the support of artillery 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 that 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.

Combat Example No. 6.

During the withdrawal of the UN forces in Korea in November 1950, an infantry battalion was moving

south when it encountered an enemy road block, the battalion suffered approximately 45 percent casualties.

The 1st platoon leader, a lieutenant, got his baptism of fire in this action. His platoon, together with the 3d platoon, was given the mission of securing a vital hill mass.

The lieutenant personally led four assaults against stubborn resistance. Each time he was repulsed with heavy loss but, doggedly, he prepared for the fifth try. His platoon was down to 18 men and there was no available fire support; it was going to be a matter of guts and fierce determination.

The lieutenant began "talking it up" to his men. "OK, fellows," he said. "This time we are going all the way. Fix your bayonets—and if those commies are still around when you get to the top of the hill, give 'em the knife. Here's the way we'll tackle it this time.

"I'm going to work my way up over there on the left and throw a couple of grenades at that machine gun that has been holding us up. I'll be under cover until I get past that big boulder. You can watch me from here, and when I reach the boulder I want you to start out. Spread out and keep up your fire as you go. While you attract their attention I'll manage to get close to that machine gun and I guarantee to knock it out before you walk into its field of fire."

The lieutenant's words started a chain of conversation among his men as he moved from group to group to instruct them. Their wisecracks and bantering had a relaxing influence and the act of fixing

bayonets produced a grim encouragement. By the time they were ready for their fifth assault, they were confident that they would succeed.

The lieutenant's final effort worked. He knocked the machine gun out as he had promised; and his men, setting the example for the remaining fragment of the 3d platoon, made their rush with bayonets flashing. As they neared the enemy position they gave a concerted, tonsil-splitting yell that seemed to frighten the enemy from their bunkers.

ANALYSIS

This officer's accomplishment shows the value to a leader of persistent aggressiveness and personal courage, as well as the morale-boosting effect of person-to-person communication in a crisis. Though this officer in one sense violated a principle of command by relinquishing direct control of his platoon, his action is presumed to be justified by the need for courageous personal example.

Combat Example No. 7.

During his early training, the lieutenant had learned well the devastating effects that contaminated water could have on the human body. Now he was in command of the third platoon of one of the first companies to fight in the Korean War.

In the early days of the 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 the halazone.

To guard against the effects of contaminated water, the lieutenant first issued an order that no soldier could fill his own canteen—that all empty canteens were to be turned in at his CP. When enough of these were collected to warrant a trip to the watering point, the lieutenant sent a couple of men to fill the canteens. But they were ordered to return the full canteens to the CP—not to their owners. Upon the return of the full canteens, the lieutenant personally saw to it that in each canteen the required number of halazone tablets were dissolved. Then he waited thirty minutes before issuing the canteens to their owners. It takes that long for the tablets to have their full effect on the deadly microorganisms in the water.

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 or more men with dysentery.

Because of actions like this—some of which at first seemed to be needless—his men soon learned to have a feeling of deep respect for this 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 the unpopular thing in order to maintain an efficient fighting unit. He did not remain unpopular because his actions soon proved to his men that 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 such as atabrine. It is the leader's responsibility to see that all health measures are carried out by each of his men.

Combat Example No. 8

In the battalion sector in Korea, Company C was ordered to attack a hill located about 2,000 yards to the front of the main line of resistance and upon completion of the attack it was to set up an outpost on the hill. Charlie Company successfully attacked and captured the hill in spite of casualties, and reorganized it in a perimeter defense.

Then enemy counterattacks began, and for three days Company C fought off attack after attack. The enemy was well-entrenched on three sides of the hill, and all routes back to friendly forces were covered with enemy automatic weapons, artillery, and mortar fire. Casualties mounted until only 45 men and 1 officer could fight.

Shortly before dusk on the fourth day the enemy set up a terrific artillery barrage and at the same time laid down smoke in rear of the position, further isolating C Company. The artillery lifted finally, and 200 screaming enemy stormed up the left side and front of the hill.

At first, the men stuck to their foxholes and fired at the enemy. Soon, the enemy's overwhelming numbers overran Company C's two forward foxholes. Seeing this, many of the soldiers jumped from their positions and began to flee in disorder toward their own friendly lines.

The one remaining officer (we'll call him Lieutenant Jack Moore) saw with sickening clarity that a complete route was beginning that could end only with the annihilation or capture of all that was left of his company. Without hesitating he took off on a run and intercepted his fleeing men, ordering them to halt. They obeyed. Then he cried, "Follow me, men, let's go."

Just as the men turned to follow, a machine-gun bullet ripped into Jack Moore's shoulder. But that did not stop him. Just after he was hit, he noticed three enemy machine gunners putting their gun into action in a position that would have been deadly to Charlie Company's returning forces. In spite of his wounded shoulder, Jack Moore knelt and fired his carbine, picking off all three of the enemy crew. Then he led a charge to take possession of the gun.

The rest of the company, sobered and inspired by the lieutenant's actions, followed him back to repulse the enemy who had penetrated the position. After a furious but victorious hand-to-hand fight they

drove back the rest of the attacking enemy with accurate small-arms fire.

ANALYSIS

This officer, through his aggressive and courageous leadership, was able to save a vital position—and probably the lives of most of the men in his company. Although wounded, he continued to fight and, by *his example of courage and enthusiasm*, he spurred his men into action. Because of his influence his men were inspired to put forth a great effort that drove the enemy back and saved the position.

Combat Example No. 9

The company was bivouacked in a muddy little orchard with a narrow, slippery road leading out of it. Enemy heavy mortar and artillery fire began falling in the area and began creeping in on the company. It was obvious that the enemy had spotted the bivouac. The company commander told his car commanders to bring their half-tracks out and move about 500 yards to the reverse slope of a hill. Considerable confusion ensued, and the car commanders and drivers began to get panic stricken. The company commander realized the situation and deliberately moved to the road where the vehicles came to it from the orchard. He motioned each vehicle into the road just as if he was directing traffic in his home town. He knew that if one vehicle slipped 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 motor 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.

Combat Example No. 10.

At this stage of fighting in Korea no reserves remained to give relief. The platoon had suffered many 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 that the ridge was held by only a handful of enemy who might be knocked off their positions with no great difficulty.

The platoon attacked, and advanced slowly to a point within 50 yards of the top of the ridge. At this point the enemy were evidently out of all other ammunition and began throwing concussion grenades.

The concussion grenade used by the communists in Korea at the time of this attack was not 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

what cover they could find and stop their advance. 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 tried to re-form these men to make another attack, but his efforts were futile. The men would not budge from the 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 that the situation was not so dangerous as they had thought, the men readily resumed the attack under the command of the assistant 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, his men were enabled to control their fear and to continue the attack.

When men become afraid on the battlefield, the sight of their leader calmly going about his work with no obvious fear will inspire his men to continue their mission.

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