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SOLDIER TEAM DEVELOPMENT

Contents

Preface

Soldier team development is a key task of the small-unit leader. The purpose of this field manual is to assist leaders at company level and below in developing soldier teams to meet the challenges of combat on the air-land battlefield. The reader should be familiar with FM 22-100, the Army's basic leadership field manual.

Chapter 1 describes the *characteristics* of a cohesive, combat-ready team using the BE-KNOW-DO leadership framework of FM 22-100. The remaining chapters describe the stages to reach the goal of a cohesive, combat-ready team. They discuss principles and actions for both peacetime and combat that the small-unit leader can use as he guides unit members through the stages.

Chapter 2 describes the *formation* stage, characterized by soldiers who want to belong—to be accepted and productive members of the team. Chapter 3 describes the *development* stage, characterized by soldiers beginning to feel at home in the unit, questioning, or perhaps resisting, authority as they attempt to find their place in the unit. It shows that strong, caring leadership and quality training which develop soldier and unit competence and unit teamwork are important during the development stage.

Chapter 4 discusses the *sustainment* stage, characterized by a cohesive team—soldiers committed to one another and to mission accomplishment. It describes the leader's responsibility to sustain that level of teamwork by dealing with the continual problems that work to deteriorate group cohesion. It is important that the leader view these three stages as one process with readiness as the goal. Teams that develop cohesion multiply their effectiveness in combat.

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Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

Introduction

The air-land battlefield will be more intense than any we have known before. Units throughout the battlefield will experience the shock of battle, requiring readiness of all soldiers—combat arms, combat support, and combat service support. Combat will be decentralized, with soldiers widely scattered and small teams isolated from higher command. Isolation will be further increased by the disruption of communications and an increased tempo of operations. Highly lethal weapons systems and accompanying high casualty rates may leave sergeants commanding companies and privates leading platoons, sections, squads, and crews early in the battle. Soldiers and leaders throughout the entire battlefield will be subjected to continuous operations with dangers of significant sleep loss and elevated stress.

Strong leadership that develops effective teams is the key to success on the air-land battlefield. The best combat and combat support strategies and the most brilliant application of tactical operations cannot ensure victory unless soldiers in sections, squads, crews, platoons, and companies effectively perform their assigned missions. Ultimate success in the battle will depend largely on the development of cohesive combat-ready teams consisting of well-trained and highly motivated soldiers.

These teams must be able to operate independently of parent units while performing all missions within the overall intent of the commander. Further, teams must not only share a common belief for the cause in which they fight, but mutual respect, trust, and confidence must prevail in every unit. Leaders must care and soldiers must know they care. Additionally, each team member must be prepared to accept and execute leadership responsibilities at a moment's notice.

But the principles put forth in this publication extend beyond the battlefield. They are the key to success for all teams in all missions at all times. It is a leadership responsibility to develop these teams at all levels and this manual is designed to help the leader build them.

CHAPTER 1

Characteristics of Combat-Ready Teams

"**A** conglomerate mass of Americans gathered from all walks of life who had been shaped into a cohesive organization for the purpose of performing certain military tasks, the unit was . . . not simply the place where members lived and worked, ate and slept; the unit was the soldier's family."[1]

This description of the squads, platoons, and companies of the 291st Engineer Combat Battalion in World War II captures the essence of the combat-ready team. Each squad, section, and crew is a tightly knit family where soldiers know one another intimately—their likes and dislikes, their faults and strengths, their beliefs and ideas. These small groups of soldiers determine to a large extent whether wars are won or lost. Each basic group is a part of a larger group which is part of a yet larger group. In the final analysis, the effectiveness of battalions and higher military units depends on the formation of these "families" in the smallest groups. Each soldier's performance in combat will be directly related to his membership on a team whose members think, feel, and act as one. Such successful teams demonstrate certain BE-KNOW-DO characteristics.

BE CHARACTERISTICS

The BE of BE-KNOW-DO deals with inner qualities—the heart of the team and its members. These inner qualities are expressed in soldiers' actions. Successful soldier teams reflect a winning spirit and a professional attitude.

SPIRIT

When we try to determine the probable winner of a sports contest, we weigh the participants' strengths and weaknesses. We add them up and normally choose the strongest as the probable winner. But experience shows that this system does not always work. A team, outnumbered and overpowered, can overcome lack of strength and win when it has a strong desire to do so. That strong desire is called spirit—a most critical element of a combat-ready team. Soldiers in a unit with spirit believe in the cause for which they are fighting, they believe in themselves, and they fight for one another. They have a will to win and believe they are winners. They act as one in accomplishing the units' tasks and missions.

SOLDIERS WITH SPIRIT SUPPORT AND FIGHT FOR ONE ANOTHER

According to Clausewitz, the spirit of the soldier is extremely important:

> An army that maintains its cohesion under the most murderous fire; that cannot be shaken by imaginary fears and resists well-founded ones with all its might; that, proud of its victories, will not lose the strength to obey orders and its respect and trust for its officers even in defeat; whose physical power, like the muscles of an athlete, has been steeled by training in privation and effort; a force that regards such efforts as a means to victory rather than a curse on its cause; that is mindful of all these duties and qualities by virtue of the single powerful idea of the honor of its arms—such an army is imbued with the true military spirit.[2]

Leadership that nurtures and builds this kind of spirit reinforces the pride in service critical for cohesive teams.

PROFESSIONALISM

In effective units prepared for the air-land battlefield, each soldier is a respected professional. Others believe that he can get the job done and can be trusted. Professional soldiers are mature and share the values of their profession and their unit.

Maturity. A mature soldier develops physically, socially, emotionally, and spiritually. Physical fitness and development provide the stamina necessary for sustained action and intense stress. Social maturity provides the willingness to work with others in cohesive teams. Emotional maturity gives stability to deal with the stress of combat. Spiritual maturity gives the soldier hope and purpose to face the dangers and uncertainty of combat. Signs of maturity that are important in combat-ready teams include self-discipline, initiative and judgment, and confidence.

Self-discipline enables clear thinking and reasonable action in the moment of combat with its isolation, high leadership casualties, continuous stress, and need for independent actions. Self-disciplined soldiers realize that success and survival depend on working together, and they are able to undergo extreme hardship to achieve team goals. In peacetime, self-discipline helps the team engage in more difficult training, develop trust more quickly, and handle more tasks with ease.

Initiative and judgment are essential in both peacetime and combat. On the battlefield soldiers need *initiative* to operate within the intent of their commander and to move decisively in accomplishing their mission. This is true whether "combat action" involves firing at the enemy, performing maintenance and repairs on combat equipment, or driving a truck that takes essential food, ammunition, or fuel to the battle. However, initiative does not mean "do something even if it's wrong." It must be tempered by good judgment-the ability to size up a situation quickly and to know what is important and how to accomplish what needs to be done. Soldiers with initiative tempered by good judgment act on their assessments quickly and decisively with little or no supervision. They accept responsibility and take thoughtful action to operate successfully and to execute difficult missions,

Another ingredient of successful teamwork is *confidence.* To remove doubt and anxiety in combat, the soldier must first have confidence in his own professional ability. Then he must be confident that his fellow team members, as well as other supporting soldiers, can do their jobs effectively. For example, when a forward observer calls for "danger close" fires, the soldier needs confidence in the accuracy of the forward observer and of those delivering the fire.

The soldier needs to feel confidence in his leader. The leader earns his soldiers' confidence as he demonstrates his ability to do his job. Soldiers and leaders develop mutual confidence by sharing difficult, challenging, and realistic training, as well as the rigors and dangers of combat. Mutual confidence multiplies combat power as it welds individuals into cohesive teams.

Values. The values of the professional Army ethic—loyalty, duty, selfless service, and integrity–are stated in FM 100-1. These values, based on the Army's relationship to the nation, form the bedrock of the soldier's values and provide guidelines for his behavior. They are time-tested, and they work.

Each soldier has his own set of values developed in his home, place of worship, school, and community. But when an individual leaves civilian life and puts on the Army uniform, he incurs new obligations based on the Army values. Through strengthening individual values of candor, competence, courage, and commitment, these values of the professional Army ethic can be developed as the working values of all soldier teams. The role of the leader is not to change long-held personal values, but to impress upon the soldier the importance of these professional values. If, however, a soldier holds values that significantly conflict with these Army values, the leader must seek some resolution with the soldier.

The Professional Army Ethic.

THE PROFESSIONAL ARMY ETHNIC PROVIDES THE BASIS FOR FORMING COMMITTED, COHESIVE TEAMS

The values of the professional Army ethic are discussed below as they relate to developing effective military teams. when team members share these values, they have the basis for a cohesive team committed to the unit, the Army, and the nation.

Loyalty to the nation, to the Army, and to the unit is inherent in the oath which every soldier takes upon entry into the service of his country. If the leader shows loyalty to his soldiers, he earns their loyalty. He trains his soldiers before battle to ensure they have the best possible chance for survival. He cares for their well-being and for that of their families. He demonstrates genuine concern for their problems. He protects them from ill-conceived and unnecessary tasks from outside elements. In turn, loyal soldiers follow legitimate orders without explanation because they have confidence in their leader. They stand up for their unit and its leadership in discussions with other soldiers.

Duty is obedience and disciplined performance. A sense of duty in each soldier, even in the face of difficulty and change, is indispensable to soldier team development. Soldiers with a sense of duty accomplish tasks given them, seize opportunities for self-improvement, and accept responsibility for their actions. They recognize their place on the team and work to earn and maintain the respect and loyalty of their peers, leaders, and subordinates.

Selfless Service is evident in the cohesive, combat-ready team; soldiers and leaders operate with the view that "we're in this thing together." Soldiers are primarily committed to mission accomplishment rather than to self-interest.

Integrity is the cornerstone of the professional Army ethic. Integrity involves honesty, but more than honesty, it is a way of life. When a soldier has integrity, others know that what he says and what he does are the same and that he is absolutely dependable. In both preparing for, and fighting in, combat, demonstrated integrity is the basis for dependable information, decision making, and delegation of authority.

Trust and loyalty will more likely develop in a unit where integrity is an accepted way of life. Trust allows the leader to give critical tasks to the soldier, confident that he will accomplish them responsibly. The soldier who trusts his leader's integrity follows his orders willingly, even in the heat of battle. He trusts that the leader has good reasons for his actions. Mutual trust leads to mutual loyalty between soldiers and their leaders.

Soldier Values.

The development of four basic values in each soldier can help strengthen the acceptance of the values of the Army ethic. These soldier values are candor, competence, courage, and commitment.

Candor is honesty and faithfulness to the truth. The combat-ready team develops only when its members realize that honesty is absolutely essential. Team members must be able to trust one another and their leaders. Without truthfulness, this will not occur. When soldiers see their leaders or peers lying about status reports, or other unit situations, they wonder if they can be trusted to be truthful in a crisis. The question arises "Will they be honest about the wartime situation?" There is no time for such second-guessing in combat.

Competence is imperative for the combat-ready team. Soldiers accept one another and their leaders when they are satisfied with their leaders' knowledge of the job and ability to apply that knowledge in the working situation. Nothing deteriorates teamwork quicker than the perception that soldiers do not know how to soldier and leaders do not know how to lead. Further, the soldier's competence is the basis for the self-confidence critical to feeling accepted by the team.

Courage, both moral and physical, is displayed by soldiers in cohesive, combat-ready teams. They understand that fear in combat is natural and to be expected. This helps them retain control and accomplish their objectives in spite of the risk. Moral courage helps the combat-ready team to do the right thing in a difficult situation, even when some might strongly feel that the wrong is more attractive. Both physical and moral courage requires that soldiers do their part lest they lose face with their buddies. Courage on the part of one or two soldiers is contagious and becomes a way of life in the cohesive, combat-ready unit.

Commitment to the unit, the Army, and the nation occurs when soldiers accept and demonstrate the values discussed above. When soldiers show that unit accomplishment takes priority over personal inconveniences, when they willingly spend extra time to get the job done for the unit, when they spend time developing their competence to be the best possible soldier to make their unit combat-effective, they are demonstrating commitment to the unit and to the Army.

The values discussed are more than nice-sounding words; they apply in sections, squads, and crews and in platoons and companies. They are important in combat, combat support, and combat service support units. Soldiers may not think of them in terms of the Army or of the nation. Instead they may think of their buddies with whom they eat and sleep and share dangerous situations. These values and the actions they cause set the climate for a team prepared for battle.

KNOW CHARACTERISTICS

What the soldier *knows* about his profession has made the difference between winning and losing since the first two warriors met in the days before recorded history. It is

even more imperative on the complex, fast-moving, and high-technology battlefield of today and tomorrow. Competence is necessary if trust and confidence are to develop in cohesive, combat-ready teams. A soldier or leader new to a unit is not automatically accepted. He earns his way as others become confident that he knows how to do his job. Certain key knowledge is necessary for effective teams.

SOLDIER KNOWLEDGE

All soldiers, regardless of military occupational specialty, must master skills necessary for survival in combat. These skills apply to all soldiers, from the engineer platoon leader to the finance clerk to the infantry squad member. In addition, each soldier is trained to do certain tasks that when combined with tasks of other soldiers accomplish the objectives of the commander. Each soldier is depended on for his expertise. Winning on the modern battlefield depends on harmonizing the skills of many soldiers.

COMPETENCE LEADS TO MUTUAL TRUST AND CONFIDENCE

BATTLEFIELD KNOWLEDGE

For units to be cohesive and combat-ready, soldiers must know what to expect on the battlefield. This knowledge will support them during the shock of the first few days of battle as well as during the sustained stress of continuous operations. In the effective team, soldiers want to know as much as possible about the enemy and the battle environment in order to anticipate the enemy, make decisions quickly, favorably exploit the terrain, and win the battle.

ETHICAL KNOWLEDGE

Soldiers in cohesive, combat-ready units take pride in successfully accomplishing their mission *with honor*. Violating the basic principles of American life and the rules of warfare while defending them leads to tainted victory.

PEOPLE KNOWLEDGE

In cohesive, combat-ready units, soldiers and leaders know one another. Realizing that others have similar fears and needs helps each soldier overcome his own fears and assists unit members in creating the necessary spirit and “oneness.”

DO CHARACTERISTICS

What soldiers and teams DO is the concrete expression of who they ARE and what they KNOW. In every situation, units of excellence display character and knowledge as they successfully accomplish their mission. Following are key actions performed by soldiers and teams in units of excellence.

ASSESS

Teamwork assessment is critical for an effective, combat-ready unit. Most leaders know a great deal about the status of their unit's teamwork and cohesion. They gather impressions by listening, observing, and monitoring soldiers' problems. But even the best leader can be blind to problems; the communication system may fail; the pressure of other work may cause inattention to danger signs; or the actual status of teamwork may be misinterpreted or misrepresented. For these reasons the leader should create a guide to assess teamwork similar to checklists used to determine unit readiness. (Appendix A includes questions keyed to Chapters 2 through 4 that may be used for this purpose. Appendix B provides additional guidance on a unit of excellence.)

The assessment process is continual. Units grow and change, leaders come and go, and the uncertainties of combat impinge on unit teamwork and, consequently, on combat readiness. In each new situation, leaders and soldiers of effective, combat-ready units reassess and correct to retain and enhance teamwork.

COMMUNICATE

Communication is the process of sending and receiving information both verbally and nonverbally. Clear, uncluttered communication is especially critical for teams on the modern battlefield. The complexity of the battlefield, dispersion of soldiers, actions of small teams, and disruption of conventional means of communication demand innovative communications between soldiers in squads, sections, and crews. (FM 22-100 discusses communication in detail.)

To operate within the commander's *intent*, soldiers and leaders in combat-ready teams practice both verbal and nonverbal communication. They practice it in training, in day-to-day activities, and in social activities. When combat comes, they practice it in the heat of battle. Team members know one another well enough to anticipate the actions of the

other. They also develop a set of words—a short cut—that communicates large pieces of information in brief form. In critical situations, they use hand signals or other forms of nonverbal communication. They communicate within their team as well as with surrounding units.

MAKE DECISIONS

Decisions are made at every level of the Army. For example, on the battlefield, a squad member has to decide what he can do to help other team members when he becomes aware of an enemy threat. When the squad member reports to the squad leader, the squad leader then has to make critical decisions and respond to the enemy so that his squad can take the initiative and make the enemy fight on his terms. Once the squad leader notifies the platoon leader of the situation, the platoon leader has to make decisions about taking the initiative on a larger scale. At each higher level, the problems become more complex. The use of the chain of command allows these decisions to take place at the proper place and time. Leaders in cohesive units use the initiative and creative efforts of team members by giving them planning and decision-making responsibilities. When this is done, soldiers know the operation and learn to do the right thing within the commander's intent when necessary.

LEADERS IN COHESIVE UNITS GIVE THEIR SUBORDINATES PLANNING AND DECISION-MAKING RESPONSIBILITIES

TRAIN

The teamwork necessary for cohesive, combat-ready teams requires training. It involves mastering set procedures, such as battle drills or map reading. It also requires training in the processes of doing things, such as communicating or thinking on one's feet. Teams will more likely react without hesitation in combat when they have practiced what to do in realistic training. All training should be accomplished without unnecessarily risking the safety of soldiers or equipment. Careless accidents can significantly harm unit cohesion and teamwork.

TEAM CHARACTERISTICS

Effective teams possess most of the BE-KNOW-DO characteristics described above. Of course teams vary from crew to crew, section to section, and squad to squad. Each has its own character and unique ways of doing things. Each finds itself in different situations with different people.

Cohesive teams that are already effective receive new soldiers and leaders from time to time. When this happens, the teams have to regroup and spend time integrating the new members. Occasionally, groups of people are together for some time but never form an effective team. Other situations involve COHORT units in which an already-formed team of soldiers joins an already-formed leadership team. When this happens, time must be spent in joining these two teams into one effective combat-ready team. Appendix C contains one soldier's view of the process that a COHORT unit goes through. (It is also a good description of what goes on in the development of any team.)

Regardless of how the unit is formed, it is important to remember that all units go through a fairly well-defined process of development. The stages of this process are *formation, development,* and *sustainment.* While these stages follow in sequence, they have flexible boundaries, and many things can cause a unit to move back and forth from one stage to another. For example, third squad, first platoon, has been together for some time and functions as an effective combat-ready team. The team members are used to, and trust, one another, and their squad is a source of pride to them.

The squad leader's job is to sustain the squad's high performance level. This squad is in the sustainment stage. As frequently happens, two of the squad members are transferred, one leaves active duty, and three new soldiers arrive to take their places. Now the team is faced with breaking in three new team members. It will take time for each of the new soldiers to feel at home and to be accepted. Each must learn the way the team operates. Each must demonstrate the ability to contribute to the team before he is accepted. It will take time to trust and be trusted. Gradually, as the team shares experiences, the new members will begin to share its values and goals. Such shared experiences are necessary for soldier integration. In short, it will be some time before the team is in the sustainment stage again.

The following chart describes the three stages of team development in terms of challenges for the soldier and actions required of the leader and the unit.

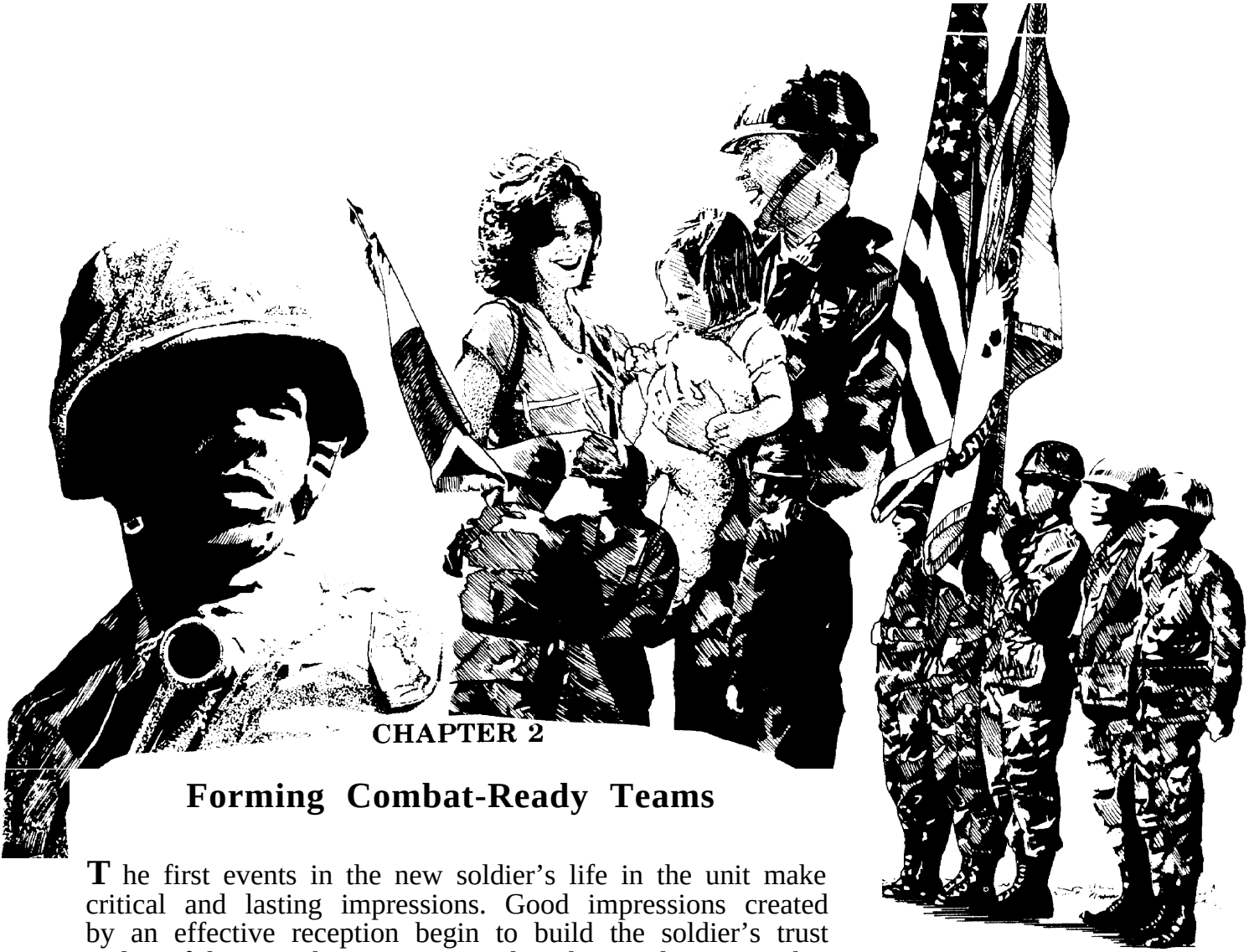
STAGES OF TEAM DEVELOPMENT

		Soldier Challenges	Leader and Unit Actions
FORMATION STAGE	GENERAL	• Belonging and Acceptance • Settling Personal and Family Concerns • Learning About Leaders and Other Soldiers	• Listen to and Care for Soldiers • Reward Positive Contributions • Set Professional Example • Develop Reception and Orientation for Soldiers and Families • Communicate Unit Values, Mission, and Heritage
	COMBAT CRITICAL	• Facing the Uncertainty of War • Coping with Fear of Unknown, Injury, and Death • Adjusting to Sights and Sounds of War • Adjusting to Separation from Home and Family	• Reassure with Calm Presence • Provide Stable Unit Situation • Talk with Each Soldier • Assist Soldiers to Deal with Immediate Problems • Communicate Survival/Safety Tips • Establish Buddy System
DEVELOPMENT STAGE	GENERAL	• Trusting Leaders and Other Soldiers • Finding Close Friends • Deciding Who is in Charge • Accepting the Way Things are Done • Adjusting to Feelings About How Things Ought to be Done • Overcoming Family vs Unit Conflict	• Trust and Encourage Trust • Allow Growth While Keeping Control • Identify and Channel Emerging Leaders • Establish Clear Lines of Authority • Develop Soldiers and Unit Goals • Train as a Unit for Combat • Build Pride through Accomplishment • Develop Self-Evaluation Habits • Be Fair and Give Responsibility
	COMBAT CRITICAL	• Surviving • Demonstrating Competence • Becoming a Team Member Quickly • Learning about the Enemy • Learning about the Battlefield • Avoiding Life-Threatening Mistakes	• Demonstrate Competence • Know the Soldiers • Pace Soldier Battlefield Integration • Provide Stable Unit Climate • Develop Safety Awareness for Improved Readiness
SUSTAINMENT STAGE	GENERAL	• Trusting Others • Sharing Ideas and Feelings Freely • Assisting Other Team Members • Sustaining Trust and Confidence • Sharing Mission and Values • Experiencing Feelings of Pride in Unit • Assisting New Members • Coping with Personal and Family Problems	• Demonstrate Trust • Focus on Teamwork, Training, and Maintaining • Respond to Soldier Problems • Develop More Challenging Training • Build Pride and Spirit Through Unit Military, Sports, Social, and Spiritual Activities
	COMBAT CRITICAL	• Adjusting to Continuous Operations • Coping with Casualties • Adjusting to Enemy Actions • Overcoming Boredom • Avoiding Rumors • Controlling Fear, Anger, Despair, and Panic	• Observe Sleep Discipline • Sustain Safety Awareness • Inform Soldiers • Know and Deal with Soldier Perceptions • Keep Soldiers Productively Busy • Use After Action Reviews • Act Decisively in Face of Panic

The leader must realize that developing into a team is not an easy or a rapid process for people who are basically strangers. His primary role is to encourage acceptance, open communication, develop team members' reliance on one another, and promote team acceptance of shared standards and values. Further, he must become involved in bonding between team members and bonding of team members to himself as the leader. He must set and enforce standards and set the example in the development of closer relationships.

SUMMARY

This chapter has presented a picture of what the cohesive, combat-ready team must BE-KNOW-DO and the stages through which it must pass to become such a team. When soldiers join a unit, they deserve the best the Army has to offer. They join a profession that demands certain values and standards in return for a chance to serve their country. Developing soldiers to the best possible level prepares them for the demands of combat. Excellence in training that develops their competence cannot be short cut. Their survival and the accomplishment of the mission depend on the ability of their unit to become a cohesive fighting team. The following pages will discuss how these cohesive teams can be formed, developed, and sustained.



CHAPTER 2

Forming Combat-Ready Teams

The first events in the new soldier's life in the unit make critical and lasting impressions. Good impressions created by an effective reception begin to build the soldier's trust and confidence in his new team. This chapter discusses what the leader can expect during the formation of a combat-ready team, what actions the leader can take to guide this process, how combat changes the process, and what the leader can do in combat to form a combat-ready team.

THE FORMATION STAGE

Initially, the new soldier is concerned about fitting in and *belonging*. He wants a place on the team, but he is not sure how others will accept him. Any person who moves into a new community with new schools and new friends experiences these growing pains. Every soldier experiences this adjustment when he enters the Army and learns to live with many different types of people. He goes through a process of checking out other soldiers and his leaders. The more he gets to know them, the more he realizes how much they have in common and the more comfortable he feels with them. He reexperiences the same feelings and uncertainty every time he moves into a new unit.

Each soldier adjusts to this new experience differently. Some soldiers "come on strong, " bragging about past exploits or telling "war stories" from past Army experiences. Others adjust by withdrawing and watching quietly until they begin to trust others in the unit. As trust develops, they participate more actively. Others achieve a balance somewhere between. Some adjust quickly while others fit in more slowly. A few need considerable help from the leader; occasionally, a soldier is not able to adjust to the team at all. But all soldiers go through some concern about whether or not they belong in the unit.

LEADER ACTIONS

The leader assists a new soldier's entry into a team by realizing that the soldier is searching for answers to some basic questions concerning the team's activities. What are the goals of this group? To be the best in the field? To have the lowest deadline rate? To be the best in post softball? Where do I fit in? What is going to be required of me by my friends and by my leaders? How much effort am I going to have to put in to accomplish my daily duties?

The leader also understands the soldier's concerns as he attempts to become a team member. With these questions in mind, the leader develops a systematic reception and orientation program designed to ease the new soldier's transition into the team.

Work Concerns. For the leader, it is not enough to simply give each new soldier a quick in-briefing and assign him to a sponsor and a duty position. The leader takes the time and effort necessary to coordinate the reception of the new member into the team. This concern for the processing of the soldier takes place from the fire team or section level on up and requires that the leader speak to the new soldier daily to see if he is doing the assigned tasks as energetically as required.

The leader spends time talking to the new soldier in a systematic manner for weeks after the initial reception to ensure he is developing the appropriate goals and understands how his actions contribute to the overall performance of the team. This may require that the leader sit down with the soldier after duty hours or during lunch breaks to ask him questions about the standards of the team. The soldier

may have questions or suggestions concerning the operation of the team. They may discuss the new soldier's responsibilities and how they fit into the overall goals of the team. This exchange of information ensures that the new soldier understands what the team is trying to accomplish.

Further, the leader checks on the new soldier to see if there is a problem with fitting in or abiding by formal and informal rules, such as meeting appearance standards, yelling unit mottos when saluting, or joining the unit's athletic teams. Time spent by the leader on these activities helps the soldier become a functioning member of the team. It also allows the leader to check on the team to see if the group is maintaining its motivation to be the best and to accomplish the organization's goals.

Personal Concerns. Leaders recognize that most soldiers have an initial desire to contribute to the team, to be part of the team effort. They build on this personal motivation by realizing that each soldier is different. Each has different abilities, and each learns things in different ways at different speeds. Some soldiers are challenged by progressively more difficult, yet achievable, goals. As they become more competent and reliable, leaders reward their achievements and give them more responsibility.

GOOD LEADERS DEVELOP INDIVIDUAL SOLDIER STRENGTH INTO TEAM STRENGTHS

The leader who looks for positive contributions and gives praise, who takes the position that every soldier is a good soldier until proven otherwise, and who understands that each soldier has strengths that can fit in with the strengths of others to form a strong team, establishes a climate for success.

The new soldier is concerned with whether the leader really "cares about me and my situation." If seemingly uncaring things are done during the soldier's first days in the unit (being left out of major training events, brushed off by supposedly "busy" leaders, left waiting for days to be unprocessed), they will be remembered and could harm the soldier's integration into the team. When it is said that the "leader cares for his soldiers," it means that he is *genuinely* concerned about the problems that the soldier faces from day one. He cares "bone deep" not just "skin deep."

If the soldier has personal problems, caring means that the leader strives to assist him in dealing with them, whether they are uncovered during his reception or occur

during his stay in the unit. FM 22-101 helps leaders develop the necessary skills to assist soldiers in their development and to help them solve their problems. Assisting soldiers in dealing with their feelings and concerns not only reflects caring leadership, it also enhances their effectiveness.

TEAM FORMATION ACTIVITIES

Whether the group has been together for some time or is concerned with inducting new members, the above principles apply. Leaders at every level must take the time necessary to properly receive and orient the members of the team toward the agreed upon goals while balancing individual needs of team members. Well-developed reception and orientation activities make the leader's team building efforts more efficient.

Reception. A well-planned reception is an important first step in creating a cohesive team. Although often thought of as primarily a family program, the reception should address the needs of *all* soldiers. It is true that the presence of family members adds to the complexity of "getting settled," but the single soldier who lives in the barracks has questions, problems, and concerns that are equally important. Units must reinforce soldier confidence so that no matter what happens, soldiers feel they can always depend on their leaders for assistance for themselves and, if appropriate, their families. If they trust the leader, confidence begins to build immediately.

Personnel and administrative problems associated with moving into a new unit are handled promptly and successfully by assigning sponsors to assist new members. Effective leaders recognize that sponsors do more than ensure that the personal needs of soldiers are met. Sponsors also model for new soldiers what the team leader expects of members of the team. The team leader selects and briefs the sponsor in such a manner that he realizes the importance of the assignment. The leader tells the sponsor exactly what is to be done and that being chosen as a sponsor means he represents what members of the team should look and act like. Anything less than proper behavior is unacceptable.

A successful reception includes being sure that the soldier's pay is accurately processed in a timely manner; that his personnel, medical, and other records are in their proper

place; that he has all his personal equipment; that he has an adequate place to sleep; that he knows where key places such as the dining facility, hospital, chapel, and recreational facilities are located; and that he is shown the kind of caring essential for developing his loyalty to the team.

The Army family is linked to the unit not only by the soldier but also by the opportunities it has to participate in unit activities. The unit leader should strive to develop bonds between the families in the unit to enhance each family's identification with the unit.

It is important that family members understand the service member's duties and the unit's specific mission. They should have the chance to learn about the uniqueness of life in the military, to include information about the unit and its history and about available services and benefits. Such activities as family day programs or organization days allow the family to visit the unit and learn firsthand about soldier and unit activities. A well-informed family is usually more willing to make the personal sacrifices required to adequately support the soldier and his unit. An uninformed family is likely to see itself as an unwilling victim of military life. An informed family is more likely to view itself as contributing to the service member's career and the unit's mission.

A family's attitude toward the Army is often based on perceptions of how the leader treats the soldier and his family. Therefore, the unit leader develops and conveys to the soldier and his family an attitude that clearly recognizes the importance and legitimacy of family needs. This begins with the leader's appreciation of the impact of unit and mission requirements on family life. It also includes his awareness of how family needs affect the soldier and the unit.

The Army family can expect to make sacrifices in support of the soldier's career and even of the unit's mission. But the unit and family relationship is a partnership, and the leader takes every opportunity to promote family well-being, This is more than saying the right words or expressing good intentions. Actions which clearly express the leader's commitment to family well-being must be implemented. The more welcomed family members feel and the more informed they are about the unit, the more likely the soldier will commit himself to the unit's goals and missions.

Orientation. Early in his time in the unit, after accomplishing most of the administrative and family details, the soldier goes through an orientation process. During orientation he receives information that is common knowledge among the soldiers already in the unit. Orientation varies from unit to unit, depending on the time, leadership, and situation. But no matter how it is done, this is a time for the unit to tell the soldier about life in the unit and explain the rules.

Orientation may be done in a group or individually. If a leader uses a group method, it is important that he also spend time in face-to-face conversation with the soldier. Getting to know each soldier begins to build the trust necessary for team membership. Also, information communicated by the leadership team is reinforced by unit members as the new soldier begins to fit into the unit. Some important areas to cover in the orientation include—

- Unit values and *standards*.
- Unit mission and goals.
- Unit standing operating procedures.
- Unit heritage.

The leader begins to communicate the *values and standards* of the unit during the orientation process and reinforces them often during the soldier's stay in the unit.

Values such as courage, candor, competence, and commitment are communicated to the soldier directly or indirectly during initial entry training. Research has shown that during IET, values that enhance teamwork become more important while values that reflect individual accomplishment become less important. IET begins to instill team values, and the process continues as the soldier moves from unit to unit. It is a process of leadership.

Teaching such values is not an attempt to drastically change the soldier, but to instill in him values that history has proven necessary for developing cohesive, combat-ready teams. They work! For example, honesty is the basis for trust, and trust is necessary for the kind of teamwork needed on the battlefield. Such trust increases the chances of survival and winning in squads, sections, crews, and platoons. If soldiers think that their leader or fellow soldier cannot be trusted to tell the truth in a critical situation, they will

only take care of themselves when a crisis occurs. If soldiers are going to become productive team members, they must begin to share the values that enhance team performance.

How does the leader transmit these values? Generally speaking, he does it by example. But the leader can choose two or three critically important values and clearly communicate them to the soldier during the orientation process. For instance, he can transmit the importance of competence, honesty, and teamwork by simply telling the soldier that he is expected to learn his job, tell the truth, and work closely with other soldiers. However, this is only a beginning. The leader must then set the example by doing these things himself, organize and run the unit so that the values are reinforced, and reward those soldiers who show that they share the values.

SHARED VALUES ARE NECESSARY FOR COHESIVE TEAMWORK

These values will become the *standards* of the unit. Standards are those principles or rules by which behaviors and tasks are measured as successfully accomplished. If honesty is practiced by soldiers and leaders alike, all in the unit will begin to expect it. Soldiers will measure other soldiers by it. It gradually becomes a *criterion* for acceptance into the team.

Other standards of behavior to which soldiers are held are saluting, promptness, proper haircuts, and proper wear of the uniform. These standards support the value of discipline. They are important for cohesive teamwork because they encourage self-discipline in the soldier. When he takes pride in his appearance as a soldier and feels like a soldier, he will act like a soldier. When members of a squad, section, or platoon share these values and adhere to the standards that flow from them, they are a more cohesive team.

The leader clearly states the standards of the unit to the new soldier. He ensures that the standards are simple, easy to understand, attainable, and support the goal of combat readiness.

Once soldiers know the standards, the leader is responsible to enforce them fairly through both rewards and punishment. Soldiers who develop discipline and live up to high unit standards deserve reward. Often, oral recognition is enough to let soldiers know that they are appreciated for sharing the values and standards of the unit. Soldiers who

do not uphold unit standards and values need counseling, or punishment. The goal of both rewards and punishments is to enhance teamwork and thus combat readiness.

SHARED UNIT STANDARDS BECOME A CRITERION OF TEAM MEMBERSHIP

As the unit develops into a cohesive team, members themselves require unit values and standards for acceptance into the team. Both the appointed leader and the informal leaders set examples that influence new members to adopt the standards of the unit. By leaders sharing in the unit's day-to-day experiences, always available to their soldiers, they communicate their example as quality leaders and soldiers to all unit members.

It is important to remember that unit values and standards are not developed in a vacuum. They need to conform to those of the parent unit and other units with whom the soldiers work. If soldiers perceive differences in the way standards are applied in different units, morale and teamwork suffer. Rather than lower unit standards, the leader needs to explain the importance of high standards so that soldiers can take pride in meeting them.

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

TEAMWORK REQUIRES COMMITMENT TO THE UNIT MISSION AND GOALS

The soldier's contribution to mission accomplishment is learning, practicing, and becoming proficient in his job. When he joins the unit, the soldier wants to know what his assignment is. He wants to know exactly what is expected of him and what the standards are by which he can measure his accomplishment. These questions are best answered during orientation in a personal conversation with his immediate leader. In discussing job expectations, the leader can highlight aspects of the job that will help the soldier meet his own professional military goals. In every case, duty expectations should be related to team accomplishments. This allows the soldier to begin thinking as a team member and reinforces the leader's commitment to team development.

Another area the leader must explain during orientation is the unit's *standing operating procedure*— the way the unit operates. The company has a written SOP that each soldier reads when he first enters the unit. It describes how the unit conducts day-to-day business. Beyond that, the platoon and squad have added requirements that help accomplish the mission. These are communicated directly by the platoon sergeant and the squad leader. This process is important because it shortens the time needed to become a working member of the team. If the leader communicates clearly in the beginning, fewer problems will arise later. The more routine knowledge the soldier has in the beginning, the quicker he feels comfortable in accomplishing the task at hand—preparing for combat.

Instilling *unit heritage* can begin during the orientation process. This heritage, which includes the unit's symbols and history, is the heart of its spirit and identity. It develops morale and *esprit* and it builds pride and loyalty.

Traditionally, *unit symbols* such as unit insignia, mottos, colors, and guidons serve two purposes. First, they identify the soldier as a member of an exclusive group. Second, and more important, they instill a "we" feeling among members and help instill within each team member a commitment to a unit with its own unique identity. In short, symbols instill and maintain unit cohesion.

In the Army, the leader's task is to lead each new member to identify with and become a contributing part of the unit. It is not enough for a soldier merely to do a job for the unit; he must want to *join* the unit. At each level, these symbols assist units in developing a sense of being different from all other units with whom they come into contact.

Knowledge of *unit history* is also important to the soldier's membership in the unit. The more positive things the soldier knows about his unit, the easier it is for him to identify with it, but these need not focus only on easy success. To sustain soldiers in the crisis of combat, it helps to include examples of "when things went wrong." Such examples can emphasize how predecessors did not give up and showed

remarkable endurance, flexibility, and, when necessary, self-sacrifice to gain the ultimate victory. Discussions, pictures, award rooms, pamphlets, classes, and ceremonies are appropriate ways to "get the word out." The following information is important for inclusion in unit histories:

- Origin of the unit.
- Participation in battles and significant results.
- Major accomplishments.
- Heroes and their *achievements.*
- Development of customs and traditions.

Some companies can trace their heritage through several wars. Smaller units (platoon, section, squad, or team level) that do not have established histories, customs, and traditions can identify with units at higher levels, such as regiments or battalions, that have illustrious histories. Identifying with the exploits of a type of unit such as infantry in the Battle of the Bulge, transportation in the Red Ball Express, or the "Damned Engineers" of the 291st Engineer Battalion of World War II can also be helpful. In addition, a smaller unit that has a distinguished soldier such as Eisenhower or Patton as a former member has a valuable resource for developing pride and commitment to unit goals.

While older history is important, more recent history should not be overlooked. There may be times in the recent past when the unit or an individual soldier excelled in mission accomplishment, performed an heroic act, or led the unit to overcome great difficulty and hardship to achieve outstanding performance in a critical training exercise.

Communicating unit heritage causes members to appreciate the units' significant history and symbolism. A soldier who appreciates his unit's symbols and its past deeds and heroes will want to live up to its excellence and maintain the proud traditions. He will not want to let those past heroes down.

TEAM FORMATION IN COMBAT

Combat presents unique challenges to team formation. While the formation process remains basically the same, combat alters the way it is accomplished. Variations because of type of unit, type of battlefield, and combat situation make exact predictions difficult. But the goal of the process

remains the same—to help the soldier become a member of the team as quickly as possible. This benefits both the team and the soldier. S.L.A. Marshall, eminent military historian, records the importance of these first few hours in the combat situation:

> It has happened too frequently in our Army that a line company was careless about the manner in which it received a new replacement. The stranger was *not* introduced to his superiors nor was there time for him to feel the friendly interest of his immediate associates before he was ordered forward with the attack. The result was the man's total failure in battle and his return to the rear as a mental cases.[3]

To preclude such a disastrous situation, the leader must consider the different dimensions that combat introduces. First, the time that the unit has to receive the new soldier is compressed. That which occurs in hours and days in peacetime is shortened to minutes and hours in combat.

Next, the space in which things happen is altered. For instance, in peacetime the formal orientation process takes place close to the soldier's company. In combat, the place of his first orientation to the theater of operations may be far removed from his company. Furthermore, the soldier feels more restricted in his movement in combat than in peacetime.

The soldier's concerns and feelings are also different. In peacetime, he is concerned with getting physically settled in his home, be it in the barracks or in an apartment with his family. In combat, although he remains concerned about things back home, his focus shifts to the fear and uncertainty of war. He fears the unknown as well as death in a strange place among strange people. Getting himself emotionally settled with friendly faces in his new unit is very important.

Further, the environment is different. Death and injury are commonplace on the battlefield. The real noises and confusion of war and isolation from friendly faces are not easily simulated in peacetime.

Finally, the level at which important information is transmitted is different. In peacetime, information important to the soldier is transmitted at post, division, battalion, and

company levels. In combat, however, this may not necessarily be the case. As the new soldier processes through the theater, division, brigade, battalion, and company levels, leaders need to be actively involved in the orientation process to ensure that the soldier is provided with the most important information—what he needs to know to be effective in the combat zone. This will make the jobs of the company commander, platoon leader, squad leader, and team leader easier. These leaders will ultimately be the ones who ensure the success of the soldier's orientation.

RECEPTION AND ORIENTATION

Let us now discuss what might be covered at the various levels of command as the soldier passes through the integration process. The soldier will probably begin at the theater level once he enters the overall combat area. The information the soldier receives here will be very general, covering the mission, overall situation, and theater policies such as leave and hospitalization procedures. As the soldier moves from theater to corps to division and on down, the information will become more specific. A key point, however, is that the messages presented should be *positive* and show concern for the *soldier's well-being.* Commanders, staff officers, and leaders must also check with each other to make sure that the information they present at the various levels is not contradictory.

When the new soldier joins his company in combat, he comes with a variety of questions. He is thinking of such things as "What will the people be like? Will the leaders and other soldiers be people whom I can trust and depend on? Will they take care of me? Will they accept me? What will my job be like?" There may not be a great deal of time available before the unit faces combat, so a quick, positive welcome from the entire chain of command is crucial. A positive reception and welcome to the unit will help the soldier feel secure.

The company commander should greet the new soldier personally if at all possible. He should welcome the soldier and cover several topics with him. For example, it might be useful for the company commander to discuss the current tactical situation, the company's recent activities, and the upcoming events. He should reassure each soldier that he will be taken care of in all areas, including mail and proper

medical care and evacuation in case he should be wounded. The first sergeant could assist the company commander by explaining various company SOPs to the soldier.

The company commander or first sergeant then assigns the soldier to his platoon and hands the soldier off to his platoon leader and platoon sergeant. The platoon leader covers platoon SOPs and basic information the soldier needs to know to work and survive in the platoon. Of course, at platoon level and below, the leader will get right down to the basic information the soldier needs to know to stay alive. The squad leader will cover the numerous details the soldier needs to know to operate in the squad.

THE SQUAD LEADER IS THE KEY TO SUCCESSFUL ORIENTATION

The squad leader is the key individual involved in successfully orienting the new soldier, for he probably has more direct influence on the soldier than anyone in the unit. The squad leader must present a calm, unhurried, and confident presence that will help calm the soldier down and make him feel at ease in this new situation. The squad leader must also be alert to the many thoughts and feelings that are probably churning inside the new team member. The squad leader should encourage the soldier to talk about his concerns; he should *listen* to the soldier and reassure him. Further, the squad leader needs to give the soldier *specific* guidance about how the squad operates SOPs and safety tips on how to minimize his chances of being killed or wounded. The squad leader needs to stress that the squad works *together* and that he must do his job well in order to protect other squad and team members.

The squad leader can use other experienced, positive soldiers in the squad to work the soldier into the unit. It is critical that the members of the squad *personally* welcome the new soldier and help him "learn the ropes." They must understand that everyone's safety is at stake. The soldier must be quickly brought "on board" to develop the teamwork necessary for combat survival.

THE BUDDY SYSTEM

The squad leader will probably be extremely busy in the midst of combat operations. To help with the integration of the new soldier, he can use a "buddy system" approach. He must be careful to place the soldier with a buddy team who will be *positive* role models. They should be experienced

combat soldiers who will teach the new soldier the right things to do to stay alive. They should be soldiers who wholeheartedly support the chain of command. This buddy team should also teach the soldier how to work as part of the overall team. These experienced soldiers are actually serving as mentors to the new soldier.

When the soldier is ready to pull his weight, he and another soldier will become a buddy team. They will assist one another in many ways on the battlefield. In the NBC environment, for example, they will assist one another in putting on protective equipment and in conducting decontamination activities. Administering first aid in case of injury and sharing security duties during periods of rest, eating, and personal hygiene are other examples.

Soldiers will work with their buddies and, at the same time, actively function as part of the larger squad team. They will go to others in the squad for support based on each soldier's unique skills and strengths. As time passes, both the pairs and the squad will develop more cohesive teamwork.

Buddies will intimately know each other and pick up cues from one another just by watching. When a soldier on patrol moves a certain way, his buddy will know what it means and react accordingly with no words being said. This is just as true if the buddies are working together to repair a burned-out transmission on a tank or using forklifts to load supplies from the depot onto a truck. Buddies will know the other's strengths and weaknesses and will complement one another, the strengths of both enhancing combat power and team effectiveness. They can exchange data to make accurate judgments quickly. They will cross train each other in their specialized skills, each expecting the other to pick up and use those skills if one is disabled.

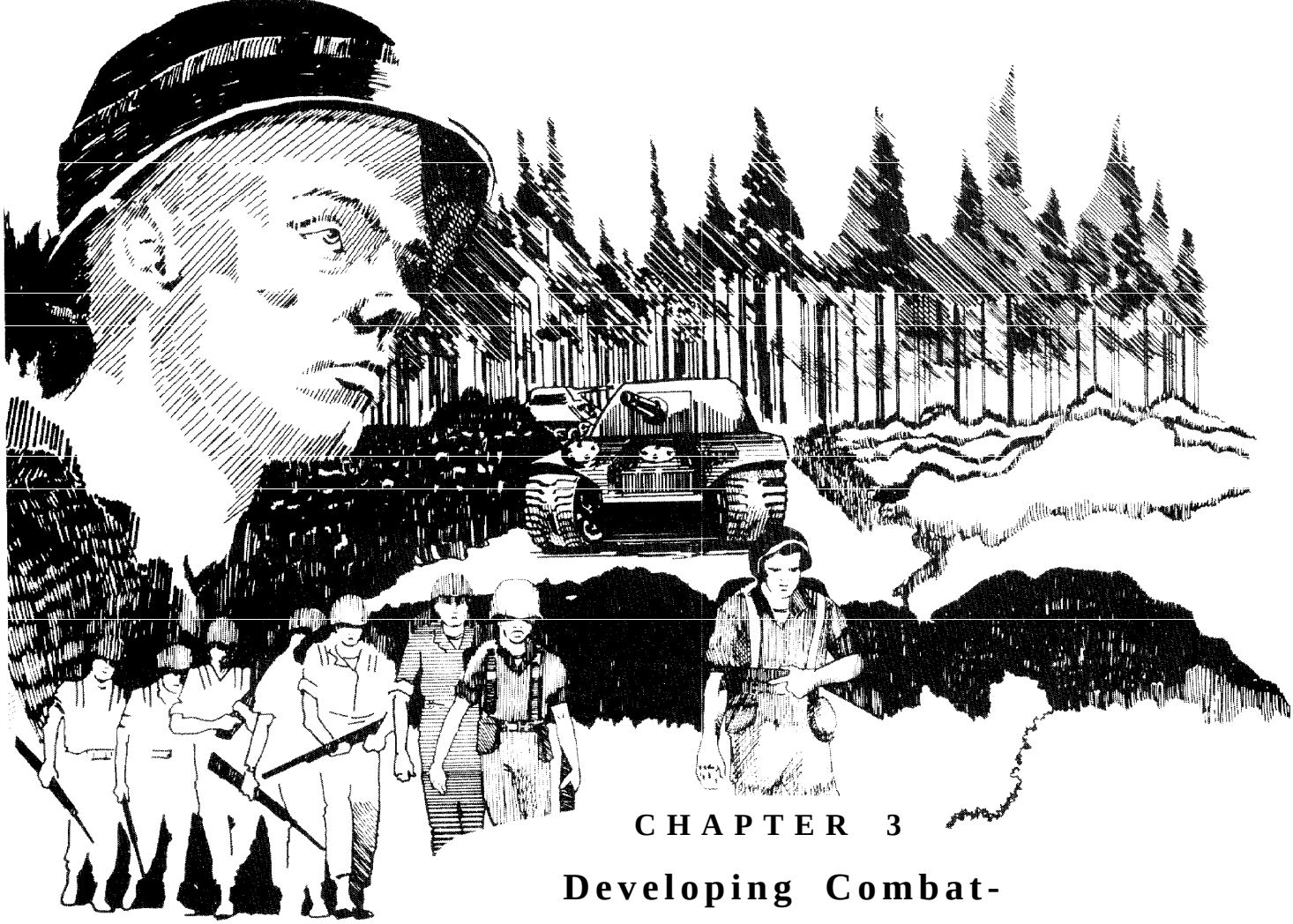
A properly selected buddy team causes several positive things to happen. First, the new soldier begins to develop close ties of loyalty and friendship to the buddy and other squad members and sees how he and his buddy are part of the team effort at fire team and squad levels. He develops a strong sense of commitment to his unit from the bottom

up: buddy team, fire team, squad, section, and platoon. If the chain of command has done this right, the new soldier will rapidly become "combat smart," committed to his fellow soldiers and his unit. In the long run, this should greatly improve his effectiveness in combat.

Leaders in combat *support* and *combat service support* units should also practice these principles. They are key to ensuring successful integration of *all* soldiers into combat situations.

SUMMARY

This chapter has discussed the formation stage of soldier team development. Through understanding the needs of the soldiers, the leader can act to ensure they achieve the sense of belonging necessary for a combat-ready team. This formation process involves two important steps, reception and orientation. Although the context and some aspects of these two steps change from peacetime to combat, the importance of the process remains. In fact, because of the changes in combat, the process becomes even more critical. The buddy system is important to the formation process in combat. The foundation for teamwork developed during this process guides the soldier through the first critical days in the unit and prepares the unit for the important tasks that lie ahead, When the soldier and unit emerge from this formation stage, they are ready to further develop into a cohesive, combat-ready team.



CHAPTER 3

Developing Combat-Ready Teams

The leader must be ready to use the new soldiers as soon as possible after reception and orientation. Although proper integration requires ample time for rececption and orientation activities, boredom will set in if soldiers are not put into productive training and work quickly. Therefore, the leader must take the initiative and get the soldiers involved in the team's day-to-day activities as soon as possible.

The soldier's first day in the routine activities of the unit is important. The relationships begun that day set the tone for the remainder of the time a soldier works within the team. It is best for both the soldier and the unit that his integration proceed smoothly. The leader needs to guide the soldier's progress both through training for combat and in combat. To assist the leader, this chapter discusses the development stage of soldier teams. It discusses important leader actions and unit training. Further, it discusses the changes demanded by the combat situation and actions the leader can take in combat to develop his soldier team.

THE DEVELOPMENT STAGE

Team leaders share responsibility for both soldier and team development. After the soldier goes through reception and orientation, he begins to establish relationships of trust with his leaders and fellow soldiers. He begins the journey from outsider to team member. There is no clean break between the formation and development stages. The amount of time required for the process varies, based on such factors as leadership, nature of the group's task, member personalities and abilities, and goals of the team.

The development stage is characterized by questioning and sometimes by resistance. Some have called this the "storming" stage. The soldier exerts his independence during this critical stage, trying to determine just what he can expect from the unit and the leader as well as from the members of the team. His attempt to resolve these issues may take many forms. He may ask "Who's in charge?" As he becomes more comfortable with his surroundings, he also feels more at home challenging and questioning those around him, including the leadership. He may openly criticize leaders and other team members to his trusted associates.

The leader can see this stage occurring when he feels resistance to his leadership. He may notice smaller groups with their own informal leaders forming apart from the leadership team. Team members may disrupt meetings by arguing over minor or unrelated subjects. If soldiers do not like the task they are given, if they do not feel that their needs are met, if they do not understand why they are training the way they are, or if they do not understand the mission they are given, they question, criticize, or resist in some way.

The issues involved in this stage of development will not be restricted to the work place or to dealings between team members. As the soldier becomes more involved in the life of the unit, tensions may arise between his family and the unit. These tensions will cause stress for the soldier who, on the one hand, tries his best to fit into the unit and, on the other, wants to take care of his family.

As time passes and the unit works together more effectively, trust begins to develop and team bonding occurs. The process takes time and happens in predictable steps. First,

the soldier accepts himself as a new member with a new role and set of responsibilities. He then gradually develops trust for the other soldiers and the leader based on their willingness to accept and trust him. The soldier's fear and distrust of other team members disappear as he realizes their competence, worth, and concern.

As members share their thoughts and feelings about the unit and about each other, the initial caution and stiff formal communication turn into more relaxed conversation. The soldier feels freer to express his feelings and ideas. Within the team, individuals begin to pass information more rapidly and accurately to help one another adjust to new situations and requirements.

TRUST AND COHESION INCREASE AS INDIVIDUAL GOALS AND NEEDS ARE MET WITHIN THE TEAM

As the soldier sees his goals and needs being met within the team, he begins to depend on other team members, and they on him, thus increasing the level of trust. As members of the team begin to depend on one another, cohesion develops. This process makes relationships become more predictable and motivates soldiers to accept team goals and to contribute to mission accomplishment.

LEADER ACTIONS

As the leader detects signs of team growth in his unit, it is important to exert wise leadership as he guides the developing team. He must retain unquestionable control without alienating soldiers. Firmness of direction and respect for his soldiers will help the leader direct the entire unit toward mission accomplishment. The following leader actions are important during this stage:

- Listen.
- Estabish clear lines of authority.
- Develop soldier and unit goals.

Listen. The leader must listen and respond fairly to criticisms or questions while retaining a firm grasp of the situation. When team members question authority or form into smaller groups, conflict *is* likely to occur within the team. Overreaction to these developments will likely harm more than help. The leader must listen and interfere only when the conflicts become disruptive or when the small groups threaten to destroy the cohesion of the team. By listening, the leader can discover the soldier's individual needs and can attempt to guide him into accepting team goals.

During this phase, the leader has an opportunity to identify and channel potential leaders in ways productive to the entire team. As he observes and listens, the leader can increase his knowledge about the strengths of individual soldiers—what they like to do and what they do well. He can then place them in the jobs they do best.

Establish Clear Lines of Authority. TO deal with possible conflicts over team members' responsibilities and goals, the leader needs to establish clear policies about who has what authority and under what conditions each team member can exercise authority or make decisions for the team. The leader should clearly establish these lines of authority with new soldiers immediately and constantly monitor the situation to ensure that they are being adhered to.

The leader should explain that as the new soldiers gain knowledge and experience on the team, their responsibilities and authority will likely increase. In preparing for combat, all team members must know who is responsible to take over if the leader becomes a casualty. Practicing this in training—simulating leader casualties and forcing the new leadership to work effectively—will pay dividends in combat.

Develop Soldier and Unit Goals. Soldiers look to their leadership to establish goals for the unit. They want a positive direction that will challenge them and provide a chance for reaching their potential. The leader also has the responsibility to accomplish the mission and directives given to the team by the senior leader. He must attempt to show the soldiers of the team how their own goals and needs can be satisfied as a direct result of working toward team goals.

To do this, the leader needs to sit down with each soldier and find out what he expects from the team both personally and professionally. The leader must also get the same information from his boss. The team's goals must effectively integrate the goals of the organization and the needs of the individuals, to include the leader. If soldier and team expectations differ, this is the time to find out. If the soldier perceives that his needs are not important to the leader, the process of developing a cohesive team will seriously bog down and may never advance to more productive stages of development.

A personal discussion between the leader and the soldiers serves five important purposes:

- It establishes communication between the leader and the members of the team.
- It lets the soldiers know what goals can realistically be achieved through membership as an active team member.
- It helps the leader know more about the soldiers and their needs.
- It establishes clear goals throughout the chain of command that are achievable and support the goals of the higher headquarters.
- It assures the soldiers that their individual thoughts and feelings are at least being considered by the team and its leadership.

Periodically, the leader needs to get the soldiers together as a team to check on progress. This allows them to share with others what their goals are. As they begin to understand that they share common goals for themselves and their unit, a cohesive team begins to develop. They will establish personal ownership of the unit goals. More and more, they will feel like a family and will think and act as one. This process is important before combat because it lays a foundation for teamwork that will be indispensable when the unit deploys.

TRAINING PRINCIPLES

Training is the heart of soldier team development, and all unit tasks and missions are training opportunities. The good leader capitalizes on every event, from the most exciting to the most boring, in combat and in peacetime. Cohesive teamwork is developed through training activities that motivate and challenge team members. In planning these activities, the leader needs to think constantly of developing each of his soldiers and his unit. Safety awareness should become a "sixth sense" as the soldiers execute this realistic training.

Training is one of the most significant ways the leader can show that he cares. By being concerned enough for the soldier's safety and survival in combat to provide tough and

challenging training, the leader wins the soldier's respect and admiration. Following are important principles of training that aid in developing cohesive units:

- Train as a unit.
- Train for combat.
- Build pride in accomplishment,
- Develop self-evaluation habits.

QUALITY TRAINING THAT DEVELOPS TEAMWORK MULTIPLIES COMBAT POWER

Train as a Unit. The only way to develop teamwork is for team members to do things *together*. This applies to training. When a training mission is assigned to a unit as a team, soldiers are given the opportunity to work together; the chain of command is strengthened; and the team is given an opportunity to experience accomplishment and growth. When the team works together to accomplish the mission, soldiers experience a deepening sense of unit identity. As training standards are met, unit pride develops.

Involving the total group in a unit activity means that the activity must in some way benefit each part of the unit and ultimately each soldier. Sometimes the benefit may occur in the future, something that the soldiers can anticipate, such as victory in combat. More often the benefit is closer at hand, such as completing the field exercise successfully. Some benefits are intangible, such as the feeling of pride that a soldier has in a job well done. Other benefits may be quite tangible, such as praise from the commander or time off for a job well done.

For leaders and soldiers to learn their part in unit operations, both must be present for training. This means that during training exercises, participation must be first priority for *all* soldiers.

The most tangible benefit of training is the realization by all soldiers that the unit is either combat ready or close to that goal. Combat readiness is best achieved by training exercises that approximate combat, lead to achieving higher standards, and involve all unit members in coordinated actions. When this training is handled well, leaders and team members become more involved in the effort, become more aware of the strengths and competence of one another, and learn more about the particular needs, concerns, and interests of each soldier.

In training, small teams should be given as much responsibility as possible. Combat requires both coordinated action and individual responsibility from the smaller teams that make up the unit. When such training occurs, small-unit leaders develop needed skills to ensure proper action in the absence of instructions from seniors in the combat situation. This kind of training also reinforces the development of the noncommissioned officers, increasing the respect their soldiers have for them. It is primarily in this way that leaders become respected and valued by their sections, crews, teams, and squads.

TRAIN TOGETHER! FIGHT TOGETHER! WIN TOGETHER!

To achieve maximum cohesion, training goals and objectives must be defined as unit goals and objectives. The pronoun "our" should be used instead of "my." To achieve "our" objective, "we" have to move through this area and secure this high ground, while protecting "our" flanks from the reported enemy in this area. Or, "we" have to get these five vehicles ready tonight so that "our" unit can move the ammunition to the soldiers who need it. "Our" unit should emerge from the training with the feeling that "we" did this well and "we" have to work on this. Unit members share both the praise and criticism as one.

Train for Combat. Training must prepare the unit for combat. Self-confidence during stressful times, ability to control fear, communication in combat, and initiative in the absence of orders need to be integral parts of the training environment.

EVERY GALLON OF SWEAT IN TRAINING SAVES A PINT OF BLOOD IN COMBAT

One thing that leaders have at their constant disposal is the opportunity for *challenging and realistic training.* The training needs to be hard yet safe. Specific training activities that strengthen teamwork and soldier confidence include obstacle and confidence courses and military skills competition. Other team activities are patrolling; independent squad missions; and survival, evasion, resistance, and escape training. These activities are of special value to combat service support units because they help reinforce the fact that they are soldiers as well as mechanics, clerks, and technicians. On the battlefield, every soldier needs the confidence that he, others on the team, and team leaders have the physical strength and the combat skills to defend each other and the unit.

Challenging and worthwhile training both creates and reflects unit cohesion. The soldier gains confidence in himself, his fellow soldiers, and his leaders, as well as personal competence and confidence in his weapons and equipment, through successful completion of challenging training. Such training results in shared experiences among unit members that directly contribute to increased unit and personal pride. Soldiers need to know that they can depend on their buddies and other units and that together they can achieve objectives and accomplish the mission. Soldiers need to know that as a cohesive team they can carry the fight to the enemy and win.

More experienced leaders may not feel the same sense of excitement and adventure that younger team members feel. However, the experienced leader should never forget the lessons of his own youth and work hard to provide the excitement that can shape younger soldiers into a cohesive team.

UNITS WHICH CONSTRUCTIVELY DEAL WITH FEAR MULTIPLY COMBAT POWER

An important aspect of training for combat is to help the soldier learn how to deal *with fear.* The leader can first teach the soldier about the physical effects of fear. Each soldier must consciously think about what happens to him when he is afraid so that when he feels fear in combat, he will know what to expect. He must be trained to recognize fear as a normal reaction that prepares the body to respond to a threatening situation.

Second, when planning training, the leader can develop training tasks that require moral and physical courage. The soldier should face situations in training that generate fear and anxiety so that he can learn to deal with them.

Third, the leader should tell the soldier that extreme fear occurs in combat and he must prepare for it in advance; that fear is greatest just before the action; that fear is greater when in defense, when under artillery attack, when under bombing attack, when attacking at night, when helpless to retaliate, or when uninformed about the situation. Knowing what the symptoms of fear are and when to expect fear makes the soldier's situation more predictable. He can determine in advance how to cope with it. All men feel fear in combat; it is a normal human response.

Soldiers should also practice in training the type of *communications* required in combat. Person-to-person communication is perhaps the first familiar element of the training environment that is lost in the combat situation. In the midst of deafening noise, the voices of other soldiers are extremely difficult to hear. The new, inexperienced soldier may find himself alone in a hostile and dangerous environment, out of contact with those who directed his movements in training. Such loss of contact can only be practiced in training, but it needs to be done. The soldier must be aware that loss of communication may occur, taught what to do when it occurs, and given a chance to react to it in field exercises.

During training, the leader needs to *assign increased responsibility* to soldiers who will take it. On the battlefield of the future, the successful accomplishment of a mission may very well hinge on the actions of isolated teams led by new leaders. Leaders must be soldiers who have shown a willingness to assume responsibility in training. Training gives the leader the opportunity to identify potential leaders.

The soldier who gives his best on the battlefield does so, in part, because he feels responsible for the success of his unit. To the extent that soldiers feel such responsibility for winning, they actually feel that the danger is less—and it is! A crucial task of the leader is to instill and develop pride and spirit in the unit by building personal responsibility through assigning responsibility and holding the soldiers accountable for their actions.

Build Pride in Accomplishment. Pride comes from respect for the unit's ability. Being part of a team that performs well in challenging training instills confidence and pride like no other experience short of combat. Thus training must be *unit* training that all soldiers can be proud of.

Performance must be rewarded on a unit basis. When it is good, the unit should be rewarded as a unit. When performance is not good, the unit should work together as a unit to improve. The leader must instill the belief that it is important for all soldiers who are performing well to help those who are having difficulty so that the team, as a unit, can perform better. The leader must further instill the belief that all soldiers have the responsibility to *accept* assistance if it helps the unit do better.

The measurement of successful training should be meeting an attainable, realistic standard rather than just completing a block of training hours. Even if a unit must stay on the range or in the woods for an extra half day to achieve a training goal, the unit pride that results is well worth the disrupted schedule. Or better yet, if the unit accomplishes all training objectives before the planned time, the soldiers can come home early.

Finally, for the soldier to respect the unit, he must feel that the unit respects him. A soldier who lacks pride in himself and his own performance feels no pride in his unit or his leaders. Thus, it is imperative that the leader show respect for each soldier to encourage self-esteem and pride so that the soldier can have a sense of pride in his unit.

UNIT PRIDE COMES FROM RESPECT FOR THE UNIT'S ABILITY

Develop Self-Evaluation Habits. In training, the unit works toward specific performance standards. Unit self-evaluation that focuses on these standards is a must. Cohesion can be enhanced if the unit conducts its own after action review with individual soldiers participating in problem-solving situations. After action reviews conducted on a unit basis, especially those in which team members discuss their own performances, help develop the feeling that improvement is important to leaders and soldiers alike.

TEAM DEVELOPMENT IN COMBAT

Combat adds new and complex dimensions to team development. S.L.A. Marshall counsels soldiers to keep their eye on the critical place of the team in successful combat execution:

> The emphasis should be kept eternally on the main point: *His* [the soldier's] *first duty is to join his force to others!* Squad unity comes to full cooperation between each man and his neighbor.[4]

DIFFERENCES IN COMBAT

The dimensions of time and space, the feelings of soldiers, the level of critical information, and the environment affect the development stage in combat. In terms of time and space, the team literally develops under fire. In peacetime, the unit has time to practice training missions. In combat, the time available to practice for an actual

mission is greatly diminished or even nonexistent. The leader must use any available time to sharpen basic combat skills. Rarely, if ever, will the team be far enough from the combat zone for concentrated training and practice.

In peacetime training, the soldier learns technical and tactical skills and has time to apply them to unit operations. In wartime, he brings these skills when he joins the unit, but he has to learn their application in the specific unit and battle environment. The soldier will have to learn what the realistic threat is, how the enemy thinks and operates, and how to react in the real situation in response to enemy movement and activity. Training in combat usually involves conducting actual operations. The quicker the soldier learns specific techniques, the quicker he will be accepted as a team member.

The soldier will find it difficult at times to be accepted. The more experienced soldiers have shared difficult and dangerous times that have created a bond between them. The *new* soldier will gradually be accepted as he also shares experiences in the unit and proves his competence.

There is a sense of urgency about the battlefield. Time is critical; soldiers' lives are at stake. One fear of the soldier is that he will somehow cause serious injury or death to other soldiers. He also fears being wounded or killed himself.

All the dynamics of this new situation cause stress on the soldier. The leader and other soldiers can help him find ways to cope with this stress. Normal outlets for tension and stress may not be available to him, thereby requiring stress reduction efforts on his part. Some soldiers will become hardened to the situation. Others will talk about their fears and concerns to a buddy or a leader. Yet others will try to put these fears and problems out of their minds. The key is that they deal with the stress in some manner. (FM 26-2 provides information on dealing with stress.)

LEADER ACTIONS

The leader plays a key role throughout the development stage. By attentiveness to the team and individual soldiers, he can make a significant difference. The leader actions that

were discussed earlier for the "storming" stage of development in peacetime apply in combat as well. The major differences are that the focus of the soldier's needs changes in combat; the time span for team development is highly constricted; and the increased rate of personnel turnover places a larger burden on the orientation and reception process as well as on the fire team, crew, or section leader.

The realities of combat suggest several leader actions that will assist the leader in developing effective fighting and supporting teams in combat. The easy way out would be to say that team building cannot be done in the confusion of combat. The most effective leaders will realize that team building can be, and must be, made to work in any environment if the leader follows some basic principles.

DEMONSTRATED COMPETENCE INSPIRES CONFIDENCE

Know the Job. The primary concern of most soldiers is the leader's competence—"Does he know what he is doing?" It is the responsibility of the leader to know the tasks required of his level of rank and experience as well as the tasks of his subordinates. When he can demonstrate such competence in combat, he gains the confidence and respect of his soldiers.

Know the Soldiers. As the leader gets to know the soldiers, he determines their reliability. He discovers those he can turn to in a crisis. He gives them responsibility where possible to develop them as potential leaders. He identifies those soldiers who may need more intensive training to increase their competence and self-confidence. He also encourages those few soldiers who do not seem to fit in by pointing out that being effective team members is important to their survival and to the survival of the unit in critical war situations.

THE SOLDIER WILL BE ACCEPTED AS HE LEARNS HIS JOB WELL AND PROVES TRUSTWORTHY

Develop the Soldier. In combat, the soldier's job expectations will be strongly influenced by his need to survive. The leader needs to establish a phased program that gradually works the soldier into his combat role without endangering his life or the lives of those around him. On the basis of his own experience, the leader considers the time it takes to get used to the combat environment and gives the soldier time lines within which to develop. He paces the integration process based on the soldier's progress. It is critical that the leader get feedback from soldiers with whom the new member is placed as well as that he personally observe the

soldier's progress. Continual feedback to the soldier from both the leader and the team members is also essential during this process to ensure orderly integration into the team. Guiding this progress is the responsibility of the leader.

Structure the Situation for the Soldier. When in contact with the enemy, the soldier's greatest need is the feeling of structure that his team members and leaders provide. This group solidarity and coordinated team action are possible only if the soldier knows where his buddies are, what they are doing, and what the leader wants each soldier to do.

The leader structures the situation by ensuring that soldiers are adequately informed. The soldier wants to know all he can about his situation. As time permits, the leader needs to tell the soldier as much as he can about the *what* and *why* of his situation to counteract the fear and uncertainty of the unknown. There will be enough inaccuracies and inadequate information on the battlefield. It is no place for poor transmission and reception of information because of lack of aggressiveness in communicating.

The leader must use every possible means to structure the situation. He must make his presence known by moving among his soldiers, issuing verbal instructions, using arm and hand signals, using flares, or simply standing up and leading his soldiers when appropriate. Soldiers feel structure when they know that all share the dangers and burdens equally. Dangerous jobs must be rotated among all the men. And it must be evident that leaders share the dangers too. After any disorganization occurs, no matter how slight, the leader must restructure the situation as quickly as possible.

Finally, the leader can structure the situation by realistically minimizing the perceived threat. The soldier must be calmly and convincingly reminded not to overdramatize critical situations. The leader cultivates calmness in the soldiers by personal example. He can use existing feelings of pride in accomplishments under fire to build unit confidence. The leader and the men must be constantly aware that suppressing fearful behavior during combat is critical because it can spread from soldier to soldier and paralyze an entire unit.

Charles B. MacDonald tells the story of Lieutenant James V. Christy whose decisive action regained his soldiers' focus on their mission. Lieutenant Christy found himself in command of an infantry platoon reconstituted with support troops after days of battle. Sergeant Stanislaus Wieszcyk, a former mess sergeant, was his platoon sergeant.

Supported by two Sherman tanks, Christy's platoon was making a night move in order to engage the enemy in battle in the village of Fouhren the next day. The men were tired and hungry. The casualties taken during the day's fighting weighed heavily on their minds. Christy knew that his soldiers were uneasy. With battle noises in the distance, the column led by the two tanks ground to a halt.

Arriving at the head of the column, Christy was told by the lead tank commander that he could move no further without infantry out front to protect against antitank rockets. When the lieutenant ordered Sergeant Wieszcyk to deploy a squad out front to lead the tanks, the sergeant told him that the guys wouldn't go, that they had had enough that day.

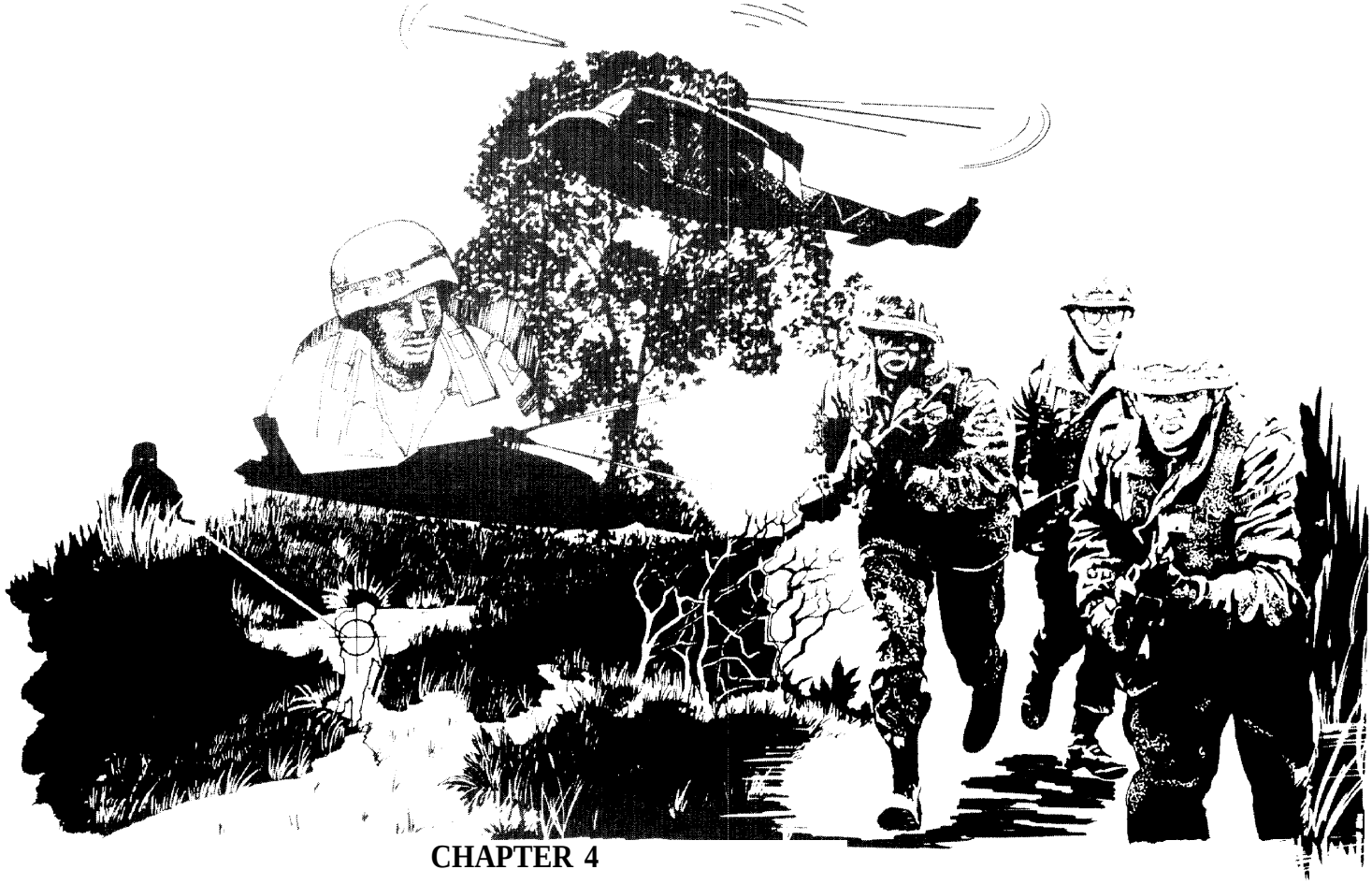
Although faced with this challenge to his leadership, Christy realized. the importance of moving out. MacDonald writes:

> The young lieutenant gulped, but he quickly turned to the commander of the tank. "How many men do you want in front of this tank to move it?" The tank commander said one good soldier would do. "You've got him!" said Christy, "Follow me."
>
> With pounding heart, Lieutenant Christy stepped out in front of the Sherman and started walking into the darkness. He had gone only a short way and the tanks had scarcely began to rumble forward behind him when Christy made out a figure on his left. It was Wieszcyk. "OK, Lieutenant," said Wieszcyk, "You made your point." Close behind him was the entire First Squad.[5]

Lieutenant Christy set the example by his bravery and by his insight into his troops. He gave structure to a critical situation and saved the day for his team.

SUMMARY

This chapter has described the development stage in which team members gradually move through a questioning phase to trust and effective teamwork. During this stage, the leader must listen, establish clear lines of authority, and lead in developing soldier and unit goals. Unit training is the most important asset that the leader has to develop teamwork. Through training he develops the unit into a team, prepares the team for combat, builds the unit pride necessary for cohesion, and establishes self-evaluation habits. Finally, the chapter turns to the changes in the development stage that occur in combat. It discusses the process the leader uses to guide the new soldier as he becomes a team member in combat and the importance of the leader providing structure to the combat situation.



CHAPTER 4

Sustaining Combat-Ready Teams

This chapter discusses the leader's responsibility to sustain team spirit and effectiveness once a cohesive team develops. It tells what the leader can expect in the sustainment stage and what actions he can take to sustain the team. It concludes with the process of sustaining teams in combat.

THE SUSTAINMENT STAGE

The sustainment stage is characterized by accomplishing the mission through teamwork and cohesion. It begins when soldiers and leaders emerge from the questioning and challenging stage and begin to work together as a *team*. Soldiers now feel more comfortable about themselves and their leaders. They trust leaders to be fair in assigning work and in dealing with differences between team members. During this stage, the team, rather than individuals, accomplishes tasks and missions. The team, thinking, acting, and working as one, knows the requirements and gets better results more quickly and efficiently.

As soldiers share common goals, interests, and experiences, they feel pride in shared experiences and begin to develop a *sense of comradeship.* Comradeship describes the bonding process necessary for total trust in and acceptance by fellow team members and the leader. While comradeship develops slowly, it is necessary for high cohesion and effectiveness. It is enhanced as the team works together and succeeds in achieving high standards.

Comradeship occurs as team members realize that they share the same goals and are committed to the mission. It is important that team members orient on mission accomplishment because comradeship can also form around influences that harm team loyalty. One combat expression of comradeship is the buddy team. The leader's challenge is to focus individual soldiers, buddy teams, and fire teams on total unit teamwork. With this focus, comradeship will be realized through cooperative accomplishment of team goals.

TEAM EFFECTIVENESS CHANGES AS TEAM COMPOSITION CHANGES

In peacetime and in combat, the team experiences personnel turbulence. With each change, the leader also observes a change in team effectiveness. For example, when a squad receives one or more new soldiers, the automatic way it accomplishes complex team tasks is degraded. The shortcuts that the team has established by members working together have to be established with the new soldiers. Soldiers feel less secure in the effectiveness of the team and focus on relationships with more established team members rather than with new soldiers.

Soldiers continually encounter problems that range from financial hardships to professional differences to severe family crisis. They are distressed from time to time about disturbing news from home and frustrated when they cannot handle things from a distance. Such situations deteriorate teamwork and move the team black to an earlier stage of development. The result can be a minor decrease in efficiency when performing a previously routine task, or an outbreak of minor petty arguments which keep the team from performing up to an agreed upon standard. The leader must be aware that this can happen, alert to the signs, and prepared to smoothly ease the team back to the sustainment stage of development.

LEADER ACTIONS

Leadership is the key to sustaining cohesive teamwork. The leader must understand and respond to problems that affect quality teamwork over a long period. Certain leader actions associated with the sustaining process become necessary as well as some unit activities that support the process,

Deal with Change. As the leader responds to situations that threaten sustained teamwork, he needs to realize that team growth and stability will be uneven at best. The unit will reach a peak of teamwork and then seem to slump; then it will build to a new peak of performance. This natural process will continue throughout the life of the unit. The successful leader guides his unit to peak performance when it faces critical tasks or combat action.

As new soldiers gain knowledge and experience, the need for leader control decreases. Using team members to establish objectives and procedures bonds members to one another and to the leader. They become more committed to the team and its operations, resulting in a more cohesive team.

Reassess Goals and Priorities. A vital part of the sustaining process occurs when the leader rechecks the progress of each soldier in satisfying personal and professional goals. The soldier should now see that his goals and the goals of other members in the unit are compatible. Team members now *use team expectations and standards* as the measurement by which they accept new soldiers into the team.

When new members join the team, or a new team leader is designated, the leader reviews the short-term goals of the team, the responsibilities and expectations of the team members, and the procedures and rules by which they operate. Similarly, as the leader is given new taskings, or as situations change, he ensures that each team member understands clearly what must be done, what is expected of him, and how well he is expected to do it. At the same time, the leader identifies long-term goals and the time needed for the team to perform them to standard. If several things need to be completed in the same time period, he sets priorities and allocates time to complete each task. Additionally, the leader coordinates these plans with his superior to ensure that they agree with the priorities set by the higher unit.

Focus on Teamwork. Sustaining cohesive teams requires that the leader focus continually on teamwork and on those things which he and his soldiers have in common, rather than on their differences. To do this, the leader must listen to what the soldier says, how it is said, and what the soldier does not say. He must continually evaluate the communication channels within the team to ensure that they are open. Even in a well-run team, soldiers have legitimate concerns, complaints, safety considerations, and recommendations for better ways to do things. Listening and then acting to improve the situation are powerful means of gaining trust and developing cohesion. The good leader is always alert to suggestions, complaints, and input from soldiers. The attitude that plans and procedures always need to be defended can separate the leader from the rest of his team and harm team readiness.

SUCCESS IN TRAINING INCREASES TEAM CONFIDENCE AND MUTUAL RESPECT

Focus on Training. As soldiers develop their personal skills and blend them into team training, they become more and more proficient as a team. Unit movements and activities become second nature, and the danger of boredom arises. Boredom challenges the leader to reinforce the basics while providing increasingly complex and demanding training. Realistic training can be conducted as the leader analyzes the risks involved and integrates safety considerations into the training scenario. The leader needs imagination and innovation, particularly in garrison situations, where the inevitable details and duties can undermine the morale of a high-performing unit.

Besides relieving boredom and developing teamwork, demanding team training enables soldiers and leaders to feel more competent to do their job in combat. This competence increases mutual respect among all team members. As the leader shows his ability to use his team effectively in realistic training or in combat, soldiers and leaders become one in accomplishing team missions.

Focus on Maintaining. While maintenance of personal and organizational equipment seems far afield to soldier team development, nothing could be further from the truth. It is essential to sustaining the fighting spirit of combat-ready teams. In such teams, soldiers develop special relationships with their weapons and equipment. At times they even give them names.

The leader should develop good maintenance habits as part of the unit training routine. The loss of firepower because of dirty weapons or the loss of mobility because of vehicle failure can seriously demoralize a tightly-knit team. If the unit goes into combat, there will be no time to stand down for maintenance. It will have to be done as routinely as other critical tasks necessary for day-to-day survival. Properly accomplished, maintenance builds confidence of soldiers in their equipment, thus enhancing teamwork.

Ensure Timely Supply. The leader must also do all in his power to ensure timely delivery of supplies to his team. If soldiers expect resupply of critical items such as ammunition or food at a certain time, delay can cause serious repercussions. The leader who ensures timely resupply of his team, or who takes time to explain the problem if resupply is delayed, develops the trust of his soldiers in his leadership and in the units responsible for resupply. This also reduces the fear of isolation that soldiers might feel.

Respond to Soldier Concerns. To sustain his team, the leader must demonstrate caring leadership through his entire time in the unit. Significant to caring leadership is the way the leader responds to the legitimate concerns of his soldier. One only has to assess the impact of an unexpected financial hardship, a troubled relationship with a loved one, or an illness or a death in his own family to understand how another soldier might feel in such a case. If the leader is insensitive to crisis events in the soldier's life, or takes the stance that the immediate Army "necessity" is more important than the soldier's concern, he can harm the soldier's morale and damage unit teamwork. If military necessity does dictate some hardship for the soldier, the leader first needs to show an understanding attitude and then communicate precisely why the soldier cannot be allowed to do all that he might want to do to alleviate his personal concern.

UNIT ACTIVITIES

Unit activities are events that involve all the soldiers and, in most cases, their families. When challenging and positive, they are vital to sustaining cohesive teams by encouraging mutual acceptance. They can take place during duty or nonduty hours. In the company, their purpose is to develop relationships among the participants. Regardless of

size, unit activities provide a focus around which members come together and create an atmosphere for emerging relationships and unit cohesion.

Care must be taken, however, to avoid overemphasizing unit activities. Overemphasis can be damaging if it takes the focus of the unit away from mission accomplishment. When done successfully, military ceremonies, sports activities, social activities, and spiritual activities enhance pride and spirit in the unit.

Military Ceremonies. Participation in military ceremonies, such as retreat formations, parades, and battalion and company awards ceremonies, fosters pride and spirit in the unit and in the Army. Such unit spirit is essential in building cohesive teamwork. Likewise, when a death occurs in the unit, it is equally important to give soldiers an opportunity to express their feelings at a memorial ceremony or funeral. Such ceremonies help unit members deal with their feelings and contribute significantly to unit cohesion. This is especially important in combat. Such unit spirit is essential in building cohesive teamwork.

Recognizing soldiers and their families during unit formations provides formal and public recognition of their valued membership in the unit. For example, a new soldier, along with his family if appropriate, can be recognized as a new team member during such a ceremony. Departing team members and their families can also be recognized for their contribution to the unit. Such ceremonies show all soldiers that the unit appreciates a job well done.

The unit formation also provides the opportunity to reinforce the history of the unit and the Army. A short reading from the unit's history, or the soldier's creed, might be used to instill pride in the unit and its heritage.

Sports Activities. A unit sports program can give *all* the soldiers a sense of membership in the unit. While only a few soldiers can actively participate in sports teams, the excitement and pride in competition and the prestige of a winning team can be shared by all the soldiers. Soldiers begin to refer to the company team as "our" softball, volleyball, or touch football team. When they do so, they identify with their unit. These activities should be organized at company level to reinforce cohesion and a sense of identity

among the smaller teams that make up the company. Soldiers recall and talk about highlights of competition, reinforcing mutual feelings and building cohesion. Participation in several sports should produce enough winners to avoid a loser image that could be harmful.

Social Activities. The variety of social activities is limited only by time, imagination of the planner, and good taste. The unit party, at any level and in any appropriate form, provides a relaxed atmosphere for soldiers to develop positive relationships among themselves and with their leaders. It also provides an opportunity for families to meet families and enhances family belonging to and involvement in the unit.

Spiritual Activities. Encouraging soldiers to develop their spiritual lives is another way in which the leader can influence the cohesion of his unit. Because of our rich American religious heritage, soldiers have many and varied religious backgrounds. Each faith provides for its member soldier the strength to cope with difficult situations in combat. Through encouraging his soldiers to practice and develop their faith, the leader shows another facet of his concern for their well-being. The unit chaplain can assist in answering any question the leader may have in this area. The Unit Ministry Team provides religious services, rites, and activities for unit members and is a valuable resource for all leaders.

The soldier's heart, the soldier's spirit, the soldier's soul are everything. Unless a soldier's soul sustains him, he cannot be relied on and will fail himself and his commander, and his country in the end.

George C. Marshall

TEAM SUSTAINMENT IN COMBAT

Keeping unit spirit and teamwork at a high level during combat operations depends in part on the tide of battle, but it also requires work on the part of the leader and the team. Combat affects soldiers as individuals and the unit as a team. It is critical that the leader overcome conditions that deteriorate teamwork and, consequently, combat effectiveness.

DEAL WITH THE SITUATION

Conditions in combat exert pressure on the leader's efforts to sustain his team. The leader must know how to deal with each situation if his team is to successfully accomplish combat operations. Conditions that undermine teamwork are—

- Continuous operations.
- Enemy actions.
- Casualties.
- Boredom.
- Rumors.

Continuous Operations. The continuous operations anticipated on the modern battlefield cause effects such as decreased vigilance, reduced attention, slowed perception, inability to concentrate, mood changes, communication difficulties, and inability to accomplish manual tasks. Over time, these effects can lead to apathy in both leaders and their soldiers. If left unchecked, they can deteriorate the most cohesive teams and damage their will to fight.

Proper sleep and rest are necessary to keep soldiers functioning at their best. The leader needs to develop sleep discipline routines for his soldiers and particularly for himself. His soldiers cannot operate efficiently without proper sleep and he needs to be fresh to make necessary decisions. The battlefield is no place for the leader who stays awake for long periods because he feels that the unit cannot operate without him. (FM 22-9 provides valuable information to assist the leader during continuous operations.)

Enemy Actions. The movement of the enemy and the necessary countermoves of the friendly force can be confusing and frightening. The appearance of the enemy in force, or fire from an enemy that cannot be seen, can affect the soldier's performance as a team member. Discussion of real situations, along with battle drills practiced until they are automatic, can prepare the soldier for quick reaction to the situations that he will face. The more he knows about what to expect and how to react, the more confident he will be in the moment of crisis.

During breaks in combat, the team should spend time discussing recent combat actions, their performance, and ways they can improve. These after action reviews will increase the confidence of the soldier and help him develop a sense of responsibility for his own performance. They will also help eliminate the feeling that he is alone and allow him to vent possible feelings of anger, fear, and despair.

Casualties. Casualties create personnel turbulence and have a psychological effect on the soldier. They are a serious and continuous threat to sustained teamwork and cohesion. Proper safety precautions can assist in minimizing unnecessary casualties and their psychological impact on the soldier. But even with sound leadership, and by the leader doing

all that he can do to reduce casualties, the team will still sustain casualties in combat. Soldiers must have no doubt that if they are injured they will not be deserted because of hostile fire.

Further, when a casualty occurs, the leader must also counsel the casualty's buddies as promptly as the situation allows. Talk relieves tension and they may be feeling anger and fear. It is the leader's task to reassure the remaining men that their whole supporting unit structure is not collapsing. The quicker the unit can adjust to these casualties, the less damage to unit teamwork. More experienced soldiers can be invaluable in helping new soldiers to deal with the injury and death around them and in reassuring them. On a personal level, the Unit Ministry Team, consisting of chaplain and chaplain's assistant, can assist leaders, soldiers, and the team in coping with feelings caused by casualties.

The loss of a leader because of injury or death will even more seriously affect teamwork, Soldiers look to the leader as a stabilizing force in a chaotic situation. When the leader is hurt or killed, the spirit and teamwork of the unit can be severely degraded.

S.L.A. Marshall tells the story of Lieutenant William McCann. McCann had already served one tour in Vietnam as an enlisted man and was on his second tour, this time as a platoon leader in the First Cavalry Division. A very popular leader, he had "completely won his platoon."[6] His platoon sergeant said of him, "The man's a charmer. He wants nothing but the best. So, we're all for the best. "[7] He had a real sense of his men and what they were going through.

After a series of successful operations in central South Vietnam, McCann's platoon had just finished some mop-up operations and moved into an area for pickup by helicopter. Lieutenant McCann sensed a threat to his men when he noticed signs of possible enemy troops in the vicinity of the LZ. Followed by several of his soldiers, he entered the elephant grass to confirm his suspicions. He was mortally wounded by enemy fire. The immediate effect of McCann's being wounded was stunning. Staff Sergeant Belfield, his platoon sergeant, stood transfixed. The shock of seeing McCann on the ground mortally wounded was too much for

him. Lieutenant McCann died minutes later as he was being lifted onto a MEDEVAC helicopter. Marshall describes the feeling of the team:

> Behind him he left a sorely stricken outfit. One hour earlier, as these men had approached the LZ for their lift-out, they had been buoyant with the knowledge that they had not only survived but had made a high score and they had congratulated one another on a job well done. Now a sense of leaden futility weighed on their spirits. In some measure they were blaming themselves, and they felt resentful of a life that must express its values in terms of movement, action, and violence.[8]

When an event such as this occurs, the remaining leaders in the unit need to rally the unit and provide continuing structure and support to the soldiers. When a new leader is appointed, other leaders need to back and support him. Even if he has combat experience, he still has to fit into the new unit. His successful integration requires close supervision by the next higher leader and an intensive on-the-job training program that develops his tactical and technical competence. Each new leader has to depend on the soldiers and on other leaders to assist him in adapting his training and peacetime experience to combat.

BOREDOM ERODES COMBAT EFFECTIVENESS

Boredom. Combat activity will vary from periods of intense and violent conflict to times of boredom. Dealing with boredom is essential for combat effectiveness. In Vietnam some units spent days in the jungles and rice paddies without enemy contact. The only diversion was their constant alertness for booby traps. After a while, in its boredom, the unit would let its guard down and become careless. The unit then lacked combat sharpness when attacked, even failing to detect booby traps. Effective leaders found ways to occupy their units while they spent those days in the jungle. They focused on security, resupply, personal hygiene, patrol activities, equipment maintenance, and mission-related training activities such as cross training and radio procedures. Such activities helped develop and maintain unit cohesion and combat effectiveness.

Rumors. Rumors are bits of information that are not based on definite knowledge. They can spread quickly throughout the unit, increasing uncertainty and destroying confidence.

To sustain teamwork, the leader must constantly use truth to deal with rumors and put them to rest. Following are ways that help control rumors:

- Stress honesty. When soldiers discover that their leaders have lied to them once, they stop believing. Soldiers must be absolutely convinced that all information coming from their leader is true to the best of his knowledge. Honesty is a prerequisite for mutual confidence.
- Inform. The leader must start an effective information program and pass out as much information. as possible. Soldiers must be confident that they are getting the whole story, the good and the bad.
- Identify and counsel those who spread rumors. The way rumors are communicated, however, makes identifying the source extremely difficult. Leaders should be careful to avoid wrongly accusing team members of starting rumors as this creates distrust.

DEAL WITH SOLDIER'S FEELINGS

When a soldier is threatened, he may feel anger, despair, or fear. When a soldier is angry, the anger may indicate a high confidence level. In this case, the leader's problem is how to direct the soldier's anger in the right direction. When a soldier is apathetic or despairing, it usually indicates he has an extremely low confidence level. The leader's problem with the apathetic soldier is how to keep him alive until the battle is over and he can get appropriate treatment. If a soldier is afraid, the fear is neither a good nor a bad sign in itself. It simply indicates that the soldier may, or may not, take action to eliminate the threat. It may depend on whether the soldier has learned to deal with fear or how skillful the leader is in controlling the undesirable effect of fear on himself and his soldiers.

Fear can come from many directions in combat. The sights and sounds of the battlefield frighten many. Others fear the unexpected or the unknown. Still others are afraid of dying or of being crippled or disfigured for life. And some fear being a coward or failing as a soldier. Whatever the source, these fears can immobilize soldiers, destroy a team's will to fight, and even lead to despair and panic.

If the leader can reduce fear levels, he can inspire effective action. In controlling fear in combat, the leader must emphasize that these fears are very normal. An open discussion of fear can best be conducted by either the team leader, or a combat veteran, who admits to fear in combat. Further, he can tell how he coped with it and went on to do his job in spite of it. The unit's chaplain and chaplain's assistant can assist in this effort.

Finally, leaders must use fear-control techniques. A powerful method for controlling fear in combat is to concentrate on each step of the task at hand. The soldiers must be trained to concentrate on specific aspects of the job, not the danger. A soldier who is concentrating on firing his weapon and on selecting his next firing position is not concentrating on fear. Once the soldier takes action to alleviate his situation, his fear usually subsides. Fear control is a central function of combat leadership.

DEAL WITH PANIC

In combat, many situations cause despairing behavior in individuals. The well-prepared leader can cope with such behavior as it occurs. A much more difficult and complicated leadership problem arises, however, when individual despairing behavior leads to *group* despairing behavior, or panic. Soldiers in panic have intense fear, are easily spooked, and tend to flee the battlefield.

Two battlefield conditions that are primary causes of panic are—

- Belief by the group that all escape routes are rapidly closing.
- Group feelings of helplessness and anxiety caused by an unclear situation or by what the group perceives as an immediate threat.

When these conditions exist, a "trigger" incident can cause soldiers to panic. A trigger incident confirms the belief of soldiers that the situation is out of control, causing them to give in to their worst fears and suspicions. Examples of trigger incidents are a soldier fleeing to the rear, fire coming from an exposed flank, or a respected leader or soldier being killed,

Also, combat troops tend to relate all previous and subsequent information to the trigger incident. If the trigger incident was an exceptionally heavy artillery barrage in the

friendly rear area, soldiers may interpret the lack of an ammunition resupply as evidence that all ammunition has been destroyed. The trigger incident, and other reinforcing evidence, lead to uncontrollable fear that, in turn, can lead to hysterical behavior on the part of one or more soldiers. If a soldier turns and runs, others may follow and the action may snowball until the entire unit is in flight.

KEEPING SOLDIERS WELL INFORMED HELPS PREVENT PANIC

To prevent panic, the leader must focus on and control what the soldiers believe to be true. If soldiers believe that their escape routes are rapidly closing, if they believe that uncertain situations lead to uncontrollable events, or if they believe in their most pessimistic appraisals of the situation, then the seeds of panic are firmly planted. It is what the soldiers think is true that counts, not what is actually true.

Soldiers in combat are regularly exposed to death and battle wounds. They are subject to all the fears that lead to panic. Experienced soldiers who are well trained, organized, and led seldom give way to panic because they are confident in their ability to cope with difficult situations.

The reverse is true for the inexperienced, inadequately trained, poorly led soldiers. In either case, the leader must constantly evaluate the confidence level of his team, strive to increase soldier confidence, eliminate the conditions that lead to panic, and decrease troop despair.

A leader should be on the alert for incidents that soldiers may interpret as critical. When trigger incidents occur, the leader must follow with prompt and calm action. He can—

- Keep the soldiers busy with routine tasks that are simple and repetitive but meaningful. If the troops are concentrating intently on a routine task such as firing their weapons, they will pay less attention to their own fears.
- Move from position to position, reassuring the soldiers that the situation is not critical. When the leader does this, he not only reassures the men but also adds structure to the situation.
- Slow the soldiers down so that they can act instead of react. This is especially important if they are showing early hysterical behaviors such as extreme agitation or confusion.
- Set a personal example of fearlessness, even though he feels fear, and insist that all on the leadership team do the same.

- Explain the reasons for withdrawals and delaying actions.
- Stress the unit's ability, as a unit, to cope with all battlefield situations.
- Assure the unit that it is in command of the situation and not in an inescapable situation.
- Assure the unit that its flanks, rear, and supplies are secure, if this is the case.

If panic develops in spite of all the leader's efforts, he must take firm and decisive action to stop it as soon as possible. Remember, panic is contagious! The leader can often restore unity of action by standing with a few volunteers in the path of fleeing soldiers, ordering them to return to their positions. These volunteers must be ready to take firm action, manhandling or restraining those men who come within reach, or threatening the others. The overriding consideration is to stop the panic. Once panic is stopped, the leader must immediately restructure the situation and give the panicked soldiers something constructive to do as part of the larger unit. The work will distract them from their fears, and the stability of the unit will restore their confidence.

RESTRUCTURE THE SITUATION

The leader must work constantly to restructure the situation and keep the unit organized, together, and working. His main concern is that the unit does not disintegrate. When the unit is disrupted, members are preoccupied with individual physical survival and the attraction to remain a member of the team is minimized. Following are actions the leader can take to help restructure:

- Use the chain of command wherever possible to avoid conflicting orders and to prevent rumors.
- Manage time efficiently to prevent prolonged waits.
- Avoid false alarms.
- Train subordinate leaders to take command immediately in the event of the death or incapacitation of their leader.
- Prevent surprise by stressing security.
- Keep the soldiers informed on all matters, especially on their own location and that of the enemy.

- Never express dissension in the presence of the soldiers.
- Forcefully correct those soldiers who are increasing fear by irresponsible talk. A soldier who is inflating the accuracy and lethality of enemy weapons or exaggerating the strength of the enemy increases soldier despair. He must be warned about his irresponsible behavior.

SUMMARY

As the unit becomes an effective, combat-ready team, unit members will take responsibility for sustaining the team. The leader guides this process and takes necessary action to cement relationships that develop over time. He assists new members as they integrate into the team and prepares the team to receive them. He acts to overcome detrimental effects of combat, such as conditions that lead to fear and panic, to ensure the sustainment of high-level team operations.

APPENDIX A

Teamwork Assessment

This appendix contains questions for teamwork assessment. If the answer to any of the questions indicates that your unit needs to develop in a certain area, the question can be related to pertinent text in Chapters 2 through 4.

TEAM FORMATION

KIND OF LEADER

1. As a leader, are you sensitive to the personal problems of your soldiers? Do the soldiers feel that you care?

2. Do you know your soldiers? The way the soldier reacts and thinks? Personal data? Strengths and weaknesses? Reliability?

3. Are you fair in the assignment and treatment of all soldiers regardless of race, sex, or religious belief?

4. Are your soldiers confident that you know what you are doing?

5. Do you know enough about the job of your subordinates to teach and guide them as they develop?

RECEPTION

1. Does your soldier reception address the needs of both single and married soldiers?

2. Are sponsors carefully selected to ensure they are good role models for new soldiers?

3. Are your soldiers given adequate time to deal with administrative and personal details involved in moving into the unit?

4. Are you taking action to make the family feel welcomed into the unit?

ORIENTATION

Values and Standards

1. Do you know and live by Army ethical values?

2. Do you know how to communicate appropriate Army and unit values to the soldier? Do you do it?

3. Do you communicate standards of conduct clearly to the soldier during orientation?

4. Do you recognize and reward soldiers for exemplifying unit values and standards?

5. Does your team accept the values and standards of the unit?

6. Do your team members require acceptance of the unit values and standards as a condition for acceptance in the unit?

Mission and Goals

1. Do you communicate unit mission and goals to your soldiers during the orientation period?

2. Do you spend personal time with each of your soldiers to tell him what is expected and to find out what he expects?

Standing Operating Procedure

1. Does your unit have a simple, clear SOP that soldiers are required to read? Do leaders at all levels ensure that the soldier reads it?

2. Do you communicate the more informal SOP—the way the squad, section, and platoon do business?

Unit Heritage

1. Do you utilize unit patches, colors, crests, and mottoes to develop pride and spirit in the soldier?

2. Do you teach the unique history of the unit as a source of pride and identification for the soldiers?

3. Are your soldiers required to learn important facts about unit heritage? Are questions about these subjects included on soldier of the month boards, promotion boards, guard mounts, and other prominent places?

4. Do your soldiers talk with pride about successful accomplishments of the recent past?

TEAM FORMATION IN COMBAT

1. Do you take care in combat to reassure the new soldier and receive him as a welcome addition to the unit?

2. Are you and your team members prepared to orient the soldier in unit combat procedures and guidance for survival?

3. Does your unit have a working buddy system to assist the new soldier as he adjusts to the uncertainties of combat?

TEAM DEVELOPMENT

LEADER ACTIONS

1. Are your soldiers allowed time to get their personal affairs and their families settled before they are put to work?

2. Do you use the new soldier in productive activity as soon as he finishes his initial inprocessing and orientation?

3. Do you take time to listen to your soldiers?

4. Do you retain control and respect of your soldiers as you allow them to express their questions and concerns?

5. Do team members know who is next in line for leadership in case of leader casualties?

6. Are all team members involved in the unit goal-setting process?

7. Do you periodically spend time with each soldier to help clarify his expectations of you and the team and to help him understand your expectations of him?

8. Do soldiers trust one another, you, and other leaders?

9. Do your policies and practices communicate trust to the soldier?

10. Do your actions and words encourage acceptance?

11. Do you make every attempt to protect your unit from overtasking, or taskings beyond available resources?

12. Are you concerned about each soldier's development so that the soldier is best equipped to become a productive team member?

TRAINING

1. Does unit training challenge the soldier? Is he actively involved, or does he spend time sitting around and waiting?

2. Do you productively use lulls in the training scenario?

3. What benefits do your soldiers feel they get from training experiences?

4. When you give missions or tasks, are they unit missions? Does the squad do things together or are they fragmented to do different tasks?

5. Do you reward your unit for *team* accomplishments in training?

6. Does your unit keep training detractors to a minimum?

7. When team members talk about a training experience, do they view it as "we" and "our" rather than "I" and "my"?

8. Do you continually upgrade the training situation to ensure that the soldier is challenged?

9. Do you emphasize safety awareness for all training activities?

10. Are you present for training events?

11. Does your unit realistically train for combat?

12. Do you train your soldiers to cope with fear through training? Is their confidence stronger as a result of training events?

13. Do you give leadership responsibilities to soldiers during training?

14. Does your unit utilize and reinforce the chain of command in all training exercises? Are NCOs respected as competent leaders by team members?

15. Do your soldiers develop pride in their training accomplishments?

16. Do you reward your soldiers for *unit* accomplishment in training events?

17. Do your soldiers criticize themselves and seek better ways of doing things?

DEVELOPMENT IN COMBAT

1. Do you demonstrate competence that wins the respect of your soldiers?

2. Do you know your soldiers? Do you continuously assess them for leadership potential?

3. Do you have a plan to pace the new soldier's integration into combat activity?

4. Are your soldiers prepared to receive and assist new soldiers who enter the unit?

5. Do you do things in combat to ensure that the team retains its focus as a team?

6. Do you keep the soldiers informed?

7. Do you make your presence known to your soldiers during combat?

8. Do your soldiers have a realistic picture of the enemy, or do they tend to overestimate his capability?

TEAM SUSTAINMENT

LEADER ACTIONS

1. Are you aware of the effects of change on teamwork? Do you actively work to minimize its impact?

2. Do you periodically check on the progress of each soldier to ensure that personal goals and team goals are compatible?

3. Do your team members use team expectations and standards as a measurement by which they accept new soldiers into the team?

4. Do your team members share a commitment to the team mission?

5. Do you reassess team goals often to ensure timely adjustment to the changing situation of combat?

6. Do you listen for suggestions, concerns, or complaints of soldiers that can assist in maintaining a high level of team work?

7. Do you assess your training program to challenge your soldiers and minimize boredom?

8. Is maintenance a day-to-day routine with your soldiers? Do they see its value?

9. Are you continually sensitive to soldiers' personal concerns?

UNIT ACTIVITIES

1. Does your unit plan and utilize activities that build unit spirit and identity?

2. Do you use military ceremonies to build and reinforce soldier spirit, identification, and pride?

3. Do your sports teams reinforce the identity and teamwork of the unit? Do your soldiers view their unit teams as "our team"?

4. Does your unit sponsor social events for your soldiers and their families that build identification of the soldier and his family with the unit?

5. Do you encourage the spiritual development of your soldiers and their families?

SUSTAINMENT IN COMBAT

1. Do your soldiers observe and learn from actual experiences in combat?

2. Does your unit have a realistic plan for sleep discipline in continuous combat operations?

3. Are your soldiers prepared to react to enemy movement in conjunction with other team members?

4. Do your soldiers spend time talking about immediately prior combat action in order to adjust to and overcome enemy actions?

5. Do team members know what to do in case of a casualty?

6. Are you prepared for team member reactions to injury or death of a team member?

7. Are you prepared to counteract boredom during lulls in combat activity?

8. Are your soldiers aware of stress-reduction techniques?

9. Do you take decisive steps to deal with rumors?

10. Do you discuss aspects of combat, such as fear and panic, with your soldiers?

11. Are your soldiers prepared to deal with fear as a normal reaction to the dangers of combat?

12. Are you alert to critical incidents that might trigger panic among your soldiers?

13. Do you take decisive action to prevent or to cope with despair and panic among your soldiers?

14. Are you alert to disruptions in your unit that might cause teamwork to suffer? Do you take decisive action to restructure the unit situation?

APPENDIX B

A Unit of Excellence

THE SOLDIERS OF THE UNIT

1. A new soldier, of whatever rank, is not just automatically accepted. Military competence will determine where he stands.

2. The value of the task is in the doing of it.

3. They will attempt to "arrange the environment" before they do something. They will check out timing and sequencing, again and again.

4. During periods of peak/prolonged stress, unsuspected talents and abilities will emerge.

5. They will exhibit almost spontaneous reflex actions—"they know they had to do it''—and it worked.

RELATIONSHIP BETWEEN THE SOLDIERS AND THEIR GEAR

1. Maintenance of their gear will be co-mingled with performance.

2. They will add to and elaborate (ad lib) upon their gear.

3. They will often ascribe human characteristics to their gear.

4. There will be a personal relationship between them and their equipment.

5. In times of extreme stress/demand, they will call forth seemingly impossible performance from gear that they know personally.

THINGS ABOUT THE UNIT ITSELF

1. There will be a great deal of experimentation and rehearsal.

2. There will be considerable shifting around of manual and mental activities. There will always be a "better way" to do anything.

3. The unit will exhibit an obvious "rhythm" of operation characterized by smoothness and everything "clicking."

From "An Army of Excellence" by D.M. Malone.

4. The unit will have a clear "on/off' character not readily discernible to an outside observer.

5. There will be a lot of unobservable activity within the unit, and externally, only the most prominent actions will be evident.

RELATIONSHIPS BETWEEN THE SOLDIERS AND THE UNIT

1. Soldiers "live, eat, sleep, breathe, and fight" about the unit.

2. The passage of time will be measured by unit activities and performance.

3. Soldiers will talk about and develop desirable states for the unit.

4. When unit performance declines, the soldiers will become greatly agitated and upset.

5. Performance breakthroughs will occur in unplanned ways and virtually "all of a sudden. "

6. There will seldom, if ever, be anything in the unit that the soldiers would call "boredom."

7. Social and operational activities will tend to be combined frequently.

8. Soldiers will show a strong consciousness of the history, tradition, and lore of the unit.

"US" ATTITUDE

1. The spirit of "us" and "we" will transcend feelings for "me" and "I" to the extent that soldiers may say "we" when they mean "I."

2. Outside influence will be neither solicited nor welcome. The unit will tend to be very "private" and protective of soldiers and prerogatives.

3. There will always be discrepancies between "what the book says" and what the unit actually does.

4. External controls of the unit's operations will be viewed at best as irrelevant, and at worst, as impediments of performance.

5. Efforts to dictate particular kinds and qualities of output will tend to depress motivation and "rhythm."

6. The criteria used by soldiers to seek relief from stress\ pressure will be determined by unit members themselves.

7. A "private" language and set of symbols will arise—jargon—jive.

8. Soldiers will develop a set of unit-specific indicators of performance, expressed in the "private" language.

9. Hours and intensity of work will be determined far more by the imperatives of unit operations than by higher headquarters.

10. A set of explicit values about what the unit does and why will arise.

11. Replies to outsiders about how and why the unit operates as it does will tend to be answered by trite generalities, or by showing.

If the unit you are observing exhibits a majority of these characteristics, you may assume that it is a high-performing unit *on that day and in that place.*

APPENDIX C

One Soldier's View of His COHORT Unit

PROLOGUE

The people I work with . . . we all knew we were going into a COHORT unit . . . and we knew that the people we would be living, working, and sleeping with during the difficult conditions at basic training were the people we would be with for the next three years. That started cementing our relationships right away. Basic training is stressful, and because everybody pays for one person's mistake, we got real close. Very close. And that carried us through just about everything we did. We all really wanted to do well and do well as a unit. We had a lot of heart-to-heart talks at night. We were always trying to help each other. We were like family . . . a special relationship that I haven't shared with anyone else.

Because of our experiences in basic training, we expected that our new leaders would be able to do everything better than we could. And we were expecting a lot of charisma.

THE MEETING ENGAGEMENT . . . CULTURE SHOCK

When we got to Fort Oral, we were very much looking forward to getting on with the job that we had joined to do. We met our NCOs for the first time. It was one group meeting another, and it was pretty much "us-them." They had none of the shared experience we had, and of course we already knew each other. We knew nothing about "them." But we could look at ourselves, especially within platoons, and we could tell you everything about each guy . . . hometown, mother's maiden name, problems, strengths, and weaknesses.

But these new squad leaders, platoon sergeants, and platoon leaders made us uncomfortable . . . because of their rank. In those days, we held rank in awe. Now, we understand it. Our unit leaders weren't out of the same mold as

our drill sergeants and officers at Fort Benning. They were much older than we were accustomed to, and less charismatic. We had come from a place with very high standards, and we pushed ourselves real hard. We wouldn't accept anything less than perfection from our leaders.

That may have been unrealistic. No one sat us down and explained that our leaders were going to be human.

At first, they didn't want to relate to us on a soldier-to-soldier basis . . . and that's how we were working. . . .

Sometimes, we'd catch them in contradictions . . . and that doesn't breed trust. They were little contradictions . . . something as small as a standard not being adhered to by all . . . like relaxed standards for officers and NCOs. Or, the mindless series of changes that seem to be standard in our Army. It takes twenty changes to get something accomplished. To a young soldier, that kind of contradiction and indecisiveness translates to incompetence, whether actual or perceived. They had to keep coming back and talking to us . . . information had to start flowing in both directions.

And here in our unit, the pace of life is much less hurried, less structured. It was like culture shock when we got here . . . a completely different environment. We were given very high standards to meet . . . barracks maintenance, personal appearance, decorum . . . all these things that help build discipline. But that's not what we were looking for . . . not then . . . we wanted sincere caring, because that is what we felt for each other. They only cared about the mission . . . we cared about the mission and each other.

We wanted to learn a lot, and do a lot. We had a lot of misperceptions about what our battalion was going to be like. We had been told a lot of things. A lot of times, authority figures have to bear the effects of those rumors. We heard all kinds of things, and the leaders picked up a lot of the psychological blame and some undeserved mistrust because of that. Plus, they were already outside our group.

The first time it became apparent that some of our standards and their standards weren't the same was our first PT run. We ran our NCOs into the dirt. We thought that if that was the way it was going to be, it was going to be easy. At the time we were looking at them and saying

to ourselves that the NCOs couldn't do what we were doing. So, they were losing our respect during the very time they were trying to build us. Lack of self-confidence causes lack of candor.

It wasn't lack of competency . . . it was a lack of physical ability. There's a difference. Their knowledge and skills were at least as good as ours, if not superior. In fact they were miles above us. But, on a physical level, which is the standard we had equated everything to up to that point, we were stronger. Everyone we had followed up to that point physically did everything we did . . . and did it better. The first thing we found when we got here was a flaw. They couldn't best us physically, and yet they were trying to lead us.

And "they" also found out that mass punishment doesn't work on a COHORT unit . . . the troops just turn off to the leaders.

So in the initial months, the gap between the COHORT soldiers and the leaders didn't begin to close. It got bigger.

Then our leaders began to challenge us, once they had found out what our level was. That was the best thing they could have done. And they got help . . . from an unexpected source.

THINGS GOT WORSE BEFORE THEY GOT BETTER

After we had been here for about six months, things had changed . . . we were no longer two distinct groups . . . our unit was actually three separate groups . . . the COHORT soldiers, the NCOs and officers, and the newly promoted corporals selected from our ranks. We were effectively functioning, but as a result of soldiers' pride and the fact that we are duty bound. We joined the Army realizing that we have a duty to our country and that everything we do is mission-oriented. And we try to accomplish every mission, regardless of the complaining and moaning, But, it still took a long time for the gap to begin to close.

The newly promoted NCOs had the worst job you could ever hand to a man in his life. Most did remarkably well . . . the others are coming along. They will all turn out to be good NCOs. They had it really tough, and that's when

things were really at their worst. We had morale problems, but we kept it in the ranks . . . we've got our pride. We wouldn't let our frustration out and adversely affect our unit.

The gap will never close . . . not because of anything that has or has not happened. Officers are officers, NCOs are NCOs, and troops are troops. You can join them all together, but you can never turn them all into one great big group.

BRIDGING THE GAP

The young corporals . . . the ones our leaders had made from nothing . . . . were the catalyst to bonding us together. Though they were pretty much just like us, they began to go out and look for more to know. They went to schools and started reading on their own. They started asking questions of our leaders and getting together to work with each other. They were getting a lot of pressure from the ranks and from above. They were catching it from all sides.

But they weren't going to hand those stripes back. No way.

From the very start, the new corporals were welcomed into the NCO fold and treated every bit as an NCO, not an "acting jack." Steps were taken to ensure that their role was separate and well defined. That took some very far sighted thinking by the old man.

Then there was the competition among themselves . . . not to be a dud, especially as a corporal. They became like a fraternity and relied on each other. They had the support and commitment of the senior NCOs too.

They started earning our respect when they knew their job and ours, too. They began to learn how to lead. Our senior leaders were teaching them daily how to be leaders . . . about leadership characteristics and attributes . . . and they backed the corporals. If we screwed with a corporal, we got it with both barrels from the senior leaders.

So, our resistance to the young leaders dropped as they exceeded our standards for competency, applied those competencies, and began to lead by example. When the corporals got confidence in themselves, we got confidence in them, too.

And today we have shared enough experiences with our senior leaders . . . enough that we have learned their strengths and weaknesses and can fit them into our group.

Now, we have confidence in them, too. They are more candid with us today. Once our confidence in them developed as a result of demonstrated competence, candor developed. If we listened to them, nine out of ten times we come off looking good. They know the right way to train and do things.

We discovered that they were competent, and we began to accept them and to listen to them. In about the eighth or tenth month, we began to think of them as *our* leaders, because they had committed themselves to us.

No, the gap will never close, But it's been bridged. The three groups have disappeared. That's why we're as effective as we are today.

TODAY

Our concern has become "Let's get this thing done and not get anyone hurt." We won't quit. When everyone else depends on each other, performance rises way above what you thought you could do. Now, we'll do anything for each other . . . not for God or country . . . but for the guys that we have shared experiences with . . . troops and leaders alike.

Our leaders have learned to balance mission and soldiers. Some didn't like it at first. The young NCOs have helped create that because they had a lot in common with the troops and now they have a lot in common with the senior leaders. All the leaders understand that if we are going to accomplish our mission, us soldiers have got to be there.

Candor is 100 percent. The young leaders can talk to the old leaders and be heard. We can be heard.

The leaders were encircled and accepted into our group. They've come around to our way of thinking. We're beginning to realize some of the potential in COHORT soldiers.

Notes

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Glossary

ACRONYMS AND ABBREVIATIONS

attn—attention
COHORT—cohesion for operational readiness and training
co—company
DA—Department of the Army
ed—editor
FM—field manual
HQ—headquarters
IET—initial entry training
LZ—landing zone
MEDEVAC—medical evacuation
NBC—nuclear, biological, chemical
NCOs—noncommissioned officers
p—page
PT—physical training
SOP—standing operating procedure
trans—translator
TRADOC—Training and Doctrine Command
US—United States

References

REQUIRED PUBLICATIONS

Required publications are sources that users must read in order to understand or to comply with this publication.

FIELD MANUAL (FM)

22-100 Military Leadership

RELATED PUBLICATIONS

Related publications are sources of additional information. They are not required in order 10 understand this publication.

FIELD MANUALS (FMs)

22-9 Soldier Performance in Continuous Operations
22-101 Leadership Counseling
25-1 Training
25-3 Training in Units
26-2 Management of Stress in Army Operations
100-1 The Army

SOLDIER TRAINING PUBLICATION (STP)

21-1 Soldier's Manual of Common Tasks

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JOHN A. WICKHAM, JR.
General, United States Army
Chief of Staff

Official:

R. L. DILWORTH
Brigadier General, United States Army
The Adjutant General

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