

APPENDIX A

PUBLICATION EXTRACTS

Lesson 1: There are no publication extracts for this lesson A-1-1

Lesson 2: DA Pam 600-69 A-2-1

Lesson 3: Extract from MQS II Task Number 01-9001.19-0001
"Take Charge of a Platoon or Equivalent Organization." A-3-1

Lesson 4: Extract from "Officers Call" A-4-1

Lesson 5: GTA 21-3-4..... A-5-1
GTA 21-3-5..... A-5-3
GTA 21-3-6..... A-5-7

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LESSON ONE

There are no extracts for this lesson.

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UNIT CLIMATE PROFILE (UCP)

TO THE SOLDIER:

INSTRUCTIONS FOR COMPLETING

DA FORM 5548-R (UNIT CLIMATE PROFILE QUESTIONNAIRE)

1. In a few minutes you will fill out a UCP questionnaire. Your answers are confidential, so do not write your name on the questionnaire.
2. The UCP questionnaire is for soldiers in ranks private through sergeant (E1 - E5) only. Its purpose is to find out your opinions about the living, working, and training conditions in your unit (company/battery/troop).
3. Your answers will be combined with the answers of the other soldiers in your unit in order to get an overall "picture," or "profile" of the unit. The profile will be useful to your unit commander as a tool for improving living, working, and training conditions in the unit.
4. Each question has five possible answers. Check only one answer for each question. Try to answer all the questions. If you cannot answer a question, leave the answer space blank.
5. There are no right or wrong answers, and only honest answers can help. So tell it like it is!
6. When you finish, please remain quietly seated so others will not be disturbed. You will turn in your questionnaire when you are dismissed.

Thank You

UNIT CLIMATE PROFILE QUESTIONNAIRE

For use of this form, see DA PAM 600-69, the proponent agency is DCSPER

In this questionnaire, the word "unit" means your company, battery, or troop.

[DO NOT BEGIN UNTIL INSTRUCTED TO DO SO]

01. Do the officers in your unit care about the needs of their soldiers?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

02. Do the officers in your unit treat you with respect?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

03. As a leader, how is your unit commander?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

04. As leaders, how are the other officers in your unit?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

05. Do you respect the officers in your unit?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

06. Do the NCOs in your unit care about the needs of their soldiers?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

07. As leaders, how are your unit's NCOs?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

08. Do the NCOs in your unit treat you with respect?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

09. Do you respect the NCOs in your unit?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

10. Does your immediate leader explain things clearly to you?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

11. How well does your immediate leader let you know what is expected of you on the job?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Poorly
- [-2] ___ Very poorly

12. Is your immediate leader willing to discuss your ideas and suggestions about the job?

- [+2] ___ Very willing
- [+1] ___ Willing
- [0] ___ Borderline
- [-1] ___ Unwilling
- [-2] ___ Very unwilling

13. Does your immediate leader do a good job in supervising soldiers?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

14. How does your immediate leader treat you?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Badly
- [-2] ___ Very badly

15. Do you respect your immediate leader?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

16. Is it easy or hard for soldiers in your unit to get to see the senior NCOs to discuss problems?

- [+2] ___ Very easy
- [+1] ___ Easy
- [0] ___ Borderline
- [-1] ___ Hard
- [-2] ___ Very hard

17. How are soldiers in your unit treated when they go to a senior NCO to discuss problems?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Badly
- [-2] ___ Very badly

18. Is it easy or hard for soldiers in your unit to get to see the unit commander to discuss personal problems?

- [+2] ___ Very easy
- [+1] ___ Easy
- [0] ___ Borderline
- [-1] ___ Hard
- [-2] ___ Very hard

19. How are soldiers in your unit treated when they go to the unit commander to discuss personal problems?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Badly
- [-2] ___ Very badly

20. Does getting promoted in your unit depend upon doing a good job?

- [+2] ___ Very much
- [+1] ___ much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

21. Is the promotion policy in your unit fair to ethnic or racial minority soldiers?

- [+2] ___ Very fair
- [+1] ___ Fair
- [0] ___ Borderline
- [-1] ___ Unfair
- [-2] ___ Very unfair

22. Is the promotion policy in your unit fair to non-minority soldiers?

- [+2] ___ Very fair
- [+1] ___ Fair
- [0] ___ Borderline
- [-1] ___ Unfair
- [-2] ___ Very unfair

23. Overall, how do you feel about the promotion policy in your unit?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

24. Do soldiers in your unit who perform well on the job ever receive praise, recognition, or reward?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

25. When a soldier in your unit makes an honest mistake on the job, is that soldier treated fairly?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

26. In your unit are corrections for careless or intentional poor performance made fairly?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

27. How is the physical training in your unit?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

28. How is the MOS training in your unit?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

29. How is the combat training in your unit?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

30. Is training time in your unit ever wasted by your having to wait around with nothing useful to do?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

31. Is it easy or hard to get the tools, equipment, or supplies needed for your job?

- [+2] ___ Very easy
- [+1] ___ Easy
- [0] ___ Borderline
- [-1] ___ Hard
- [-2] ___ Very hard

32. In what condition are the tools, equipment, or supplies you usually work with?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

33. Is the work you do most of the time useful?

- [+2] ___ Very useful
- [+1] ___ Quite useful
- [0] ___ Somewhat useful
- [-1] ___ Slightly useful
- [-2] ___ Not at all useful

34. Is your work interesting?

- [+2] ___ Very Interesting
- [+1] ___ Quite interesting
- [0] ___ Somewhat interesting
- [-1] ___ Slightly interesting
- [-2] ___ Not at all interesting

35. How do other soldiers you know in your unit feel about their work?

- [+2] ___ Like a lot
- [+1] ___ Like
- [0] ___ Bordertine
- [-1] ___ Dislike
- [-2] ___ Dislike a lot

36. How do you feel about your work?

- [+2] ___ Like a lot
- [+1] ___ Like
- [0] ___ Borderline
- [-1] ___ Dislike
- [-2] ___ Dislike a lot

37. How would you rate overall job satisfaction in your unit?

- [+2] ___ Very high
- [+1] ___ High
- [0] ___ Borderline
- [-1] ___ low
- [-2] ___ Very low

38. While on the job, do you feel harassed by higher-ranking personnel?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

39. Does "obeying the rules" ever make it hard to get the job done?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

40. Are you made to work unnecessary extra hours?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

41. Does "pulling details" seriously interfere with your primary job?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

42. While off duty, are soldiers in your unit harassed by "mickey-mouse" ("dumb," or unnecessary) unit rules?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

43. While off duty, do you feel harassed by the higher-ranking personnel in your unit?

- [+2] ___ Very seldom, or never
- [+1] ___ Seldom
- [0] ___ Sometimes
- [-1] ___ Often
- [-2] ___ Very often, or always

44. How well are rules, regulations, and policies enforced in your unit?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Poorly
- [-2] ___ Very poorly

45. How well are the rules, regulations, and policies obeyed by the soldiers in your unit?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Poorly
- [-2] ___ Very poorly

46. How high are the standards of military courtesy in your unit?

- [+2] ___ Very high
- [+1] ___ High
- [0] ___ Borderline
- [-1] ___ Low
- [-2] ___ Very low

47. How do you feel about the standards of military courtesy in your unit?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

48. How high are the standards of discipline in your unit?

- [+2] ___ Very high
- [+1] ___ High
- [0] ___ Borderline
- [-1] ___ Low
- [-2] ___ Very low

49. How do you feel about the standards of discipline in your unit?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

50. Do the officers in your unit treat soldiers fairly without regard to race, ethnic background, or sex?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

51. Do the NCOs in your unit treat soldiers fairly without regard to race, ethnic background, or sex?

- [+2] ___ Very often
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

52. Does your immediate leader treat soldiers fairly without regard to race, ethnic background, or sex?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

53. How are human relations problems handled by the soldiers in your unit?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Poorly
- [-2] ___ Very poorly

54. In general, how are human relations among the soldiers in your unit?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

55. How well do the soldiers in your unit work together?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Poorly
- [-2] ___ Very poorly

56. Do you respect the soldiers you work with?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

57. Do the soldiers in your unit make each other feel like doing a good job?

- [+2] ___ Very much
- [+1] ___ Much
- [0] ___ Somewhat
- [-1] ___ Little
- [-2] ___ Very little, or not at all

58. Do you think the soldiers in your unit would "stick together" during times of combat?

- [+2] ___ Definitely yes
- [+1] ___ Probably yes
- [0] ___ Maybe
- [-1] ___ Probably no
- [-2] ___ Definitely no

59. How many of the soldiers in your unit really want to do their jobs well?

- [+2] ___ Very many, or all
- [+1] ___ Many
- [0] ___ About half
- [-1] ___ Few
- [-2] ___ Very few, or none

60. How many soldiers in your unit do you think are good soldiers?

- [+2] ___ Very many, or all
- [+1] ___ Many
- [0] ___ About half
- [-1] ___ Few
- [-2] ___ Very few, or none

61. How many soldiers in your unit are such poor soldiers that the unit would be better off without them?

- [+2] ___ Very few, or none
- [+1] ___ Few
- [0] ___ About half
- [-1] ___ Many
- [-2] ___ Very many, or all

62. Overall, how well do the soldiers you work with do their jobs?

- [+2] ___ Very well
- [+1] ___ Well
- [0] ___ Borderline
- [-1] ___ Poorly
- [-2] ___ Very poorly

63. How do you feel about the amount of time your unit devotes to sports activities?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

64. How do you feel about the kinds of sports activities in your unit?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

65. How do you feel about the amount of time your unit devotes to social activities?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

66. How do you feel about the kinds of social activities in your unit?

- [+2] ___ Very satisfied
- [+1] ___ Satisfied
- [0] ___ Borderline
- [-1] ___ Dissatisfied
- [-2] ___ Very dissatisfied

67. In your opinion, does your unit have any problems caused by the use of too much alcohol by unit personnel (either officer or enlisted)?

- [+2] ___ Very few, or none
- [+1] ___ Few
- [0] ___ Some
- [-1] ___ Many
- [-2] ___ Very many

68. In your opinion, does your unit have any problems caused by the use of illegal drugs or abuse of other substances by unit personnel (either officer or enlisted)?

- [+2] ___ Very few, or none
- [+1] ___ Few
- [0] ___ Some
- [-1] ___ Many
- [-2] ___ Very many

69. Do you get enough to eat in your dining facility?

- [+2] ___ Very often, or always
- [+1] ___ Often
- [0] ___ Sometimes
- [-1] ___ Seldom
- [-2] ___ Very seldom, or never

70. How good is the food in your dining facility?

- [+2] ___ Very good
- [+1] ___ Good
- [0] ___ Borderline
- [-1] ___ Bad
- [-2] ___ Very bad

71. Do you get enough to eat when you are in the field?

- [+2] Very often, or always
- [+1] Often
- [0] Sometimes
- [-1] Seldom
- [-2] Very seldom, or never

72. How good is the food you get in the field?

- [+2] Very good
- [+1] Good
- [0] Borderline
- [-1] Bad
- [-2] Very bad

73. Overall, how well do you think your unit "gets the job done"?

- [+2] Very well
- [+1] Well
- [0] Borderline
- [-1] Poorly
- [-2] Very poorly

74. Do you think your unit would do a good job during times of combat?

- [+2] Definitely yes
- [+1] Probably yes
- [0] Maybe
- [-1] Probably no
- [-2] Definitely no

75. Overall, how would you rate your unit?

- [+2] Very good
- [+1] Good
- [0] Borderline
- [-1] Bad
- [-2] Very bad

76. If you had a choice, would you rather be in a different unit?

- [+2] Definitely no
- [+1] Probably no
- [0] Maybe
- [-1] Probably yes
- [-2] Definitely yes

77. How has *your* morale been lately?

- [+2] Very high
- [+1] High
- [0] Borderline
- [-1] Low
- [-2] Very low

78. How is the morale of the *other* soldiers in your unit?

- [+2] Very high
- [+1] High
- [0] Borderline
- [-1] Low
- [-2] Very low

79. Overall, how do you feel about Army life?

- [+2] Like a lot
- [+1] Like
- [0] Borderline
- [-1] Dislike
- [-2] Dislike a lot

80. Would you encourage civilian friends to enlist in the Army?

- [+2] Definitely yes
- [+1] Probably yes
- [0] Maybe
- [-1] Probably no
- [-2] Definitely no

81. How do you feel at this time about reenlisting in the Army?

- [+2] Strongly for
- [+1] Somewhat for
- [0] Borderline
- [-1] Somewhat against
- [-2] Strongly against

82. Do you think your unit commander will try to use the information from this survey to improve your unit?

- [+2] Definitely yes
- [+1] Probably yes
- [0] Maybe
- [-1] Probably no
- [-2] Definitely no

UNIT CLIMATE PROFILE (UCP)

For use of this form, see DA FORM 600-69; the proponent agency is DCSPER

SECTION I -- DATA ANALYSIS WORKSHEET

Question # [] Tally	n	X	nX	%	Average
		+2	+		[]
		+1	+		
		0			
		-1	-		
		-2	-		
Subtotals:					

Question # [] Tally	n	X	nX	%	Average
		+2	+		[]
		+1	+		
		0			
		-1	-		
		-2	-		
Subtotals:					

Question # [] Tally	n	X	nX	%	Average
		+2	+		[]
		+1	+		
		0			
		-1	-		
		-2	-		
Subtotals:					

Question # [] Tally	n	X	nX	%	Average
		+2	+		[]
		+1	+		
		0			
		-1	-		
		-2	-		
Subtotals:					

Question # [] Tally	n	X	nX	%	Average
		+2	+		[]
		+1	+		
		0			
		-1	-		
		-2	-		
Subtotals:					

DA FORM 5548-1-R, AUG 86

SECTION II -- PROFILE WORKSHEET

PROFILE AREA	QUESTION NUMBERS	SUM OF AREA AVERAGES	NUMBER OF ITEMS	PROFILE SCORE
1. Officer Leadership	1-5		5	
2. NCO Leadership	6-9		4	
3. Immediate Leaders	10-15		6	
4. Leader Accessibility	16-19		4	
5. Promotion Policy	20-23		4	
6. Rewards & Corrective Actions	24-26		3	
7. Quality of Training	27-30		4	
8. Tools, Equipment, & Supplies	31-32		2	
9. Job Satisfaction	33-37		5	
10. Freedom from Harassment	38-43		6	
11. Military Courtesy & Discipline	44-49		6	
12. Human Relations	50-54		5	
13. Unit Cohesiveness	55-62		8	
14. Sports Activities	63-64		2	
15. Social Activities	65-66		2	
16. Freedom from Substance Abuse	67-68		2	
17. Food	69-72		4	
18. Soldier's Attitude Toward Unit	73-76		4	
19. Morale	77-78		2	
20. Reenlistment Potential	79-81		3	
21. Commander's Use of the UCP	82		1	
		Average Profile Score:		

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SECTION III – PROFILE RECORD

DATE:

PROFILE AREAS	PROFILE SCORES				
	Negative -2	-1	0	+1	Positive +2
1. Officer Leadership
2. NCO Leadership
3. Immediate Leaders
4. Leader Accessibility
5. Promotion Policy
6. Rewards & Corrective Actions
7. Quality of Training
8. Tools, Equipment, & Supplies
9. Job Satisfaction
10. Freedom from Harassment
11. Military Courtesy & Discipline
12. Human Relations
13. Unit Cohesiveness
14. Sports Activities
15. Social Activities
16. Freedom from Substance Abuse
17. Food
18. Soldier's Attitude Toward Unit
19. Morale
20. Reenlistment Potential
21. Commander's Use of the UCP
Average, all areas:				

APPENDIX A

TAKEN FROM THE OFFICER BASIC COURSE LESSON "TAKE CHARGE OF A PLATOON OR EQUIVALENT ORGANIZATION", TSP 01-9001.19-0001

UNIT COHESION

UNIT COHESION

Unit cohesion is defined as the bonding together of soldiers and their leaders in such a way as to develop and sustain their commitment to their unit and their resolve to accomplish the mission. Cohesion is not something you can give to a unit. It cannot be imposed by a unit's leadership. Cohesion is developed within an organization both by the soldiers in the unit and by the unit's leaders. Cohesion involves three specific elements: bonding, commitment, and resolve.

Bonding. Bonding is the development of strong interpersonal relationships among soldiers and between them and their leaders. A key characteristic of a truly cohesive unit is that bonding occurs in two directions, horizontal and vertical. Horizontal bonding is the development of mutual trust and respect between soldiers. Vertical bonding is the development of mutual trust and respect between soldiers and their immediate leaders, and between leaders at the various levels within the organization. Both horizontal and vertical bonding are essential for a unit to be successful. Leaders who demonstrate their proficiency and genuine concern for the soldier and who trust the soldiers to carry out their responsibilities create the conditions in which vertical bonding and cohesion are developed.

Commitment. Commitment is one of the individual values which support the professional Army ethic. It is dedication not only to the unit and what it represents, but to the values and goals of the nation as well. All soldiers must be committed to working as members of the unit and realize that others depend on them. Commitment must exist both vertically and horizontally within the organization. Cohesive units have a common commitment which extends throughout the organization.

Resolve. Resolve is the shared determination and motivation of soldiers and their leaders to work interdependently to accomplish the mission, and to sustain this capability over a long period of time.

SOLDIER TEAM DEVELOPMENT

Cohesive organizations don't just happen. They are the result of leaders making good use of each opportunity to develop cohesive soldier teams. The development of effective soldier teams occurs in 3 specific stages: the formation stage, the development stage, and the sustainment stage.

The formation stage. The formation stage begins with the arrival of a new soldier or group of soldiers to the team. The formation stage involves two steps: reception and orientation.

The reception step normally begins with a welcome letter and establishes a positive first impression of the unit. The orientation step is used to communicate unit standards and values, goals and missions, and should include the unit's history and heritage. The information provided should be reinforced by the unit's members as the new soldier begins to fit into the organization.

The orientation step starts the new soldier out in the right direction. He begins with an understanding of what standards are expected of him and the values of the unit. Shared values are necessary for cohesive teamwork; shared standards become the criteria for team membership.

Unfortunately, we haven't always used these steps as effectively as we could have. During the latter stages of WWII individual replacements were sent to units in combat. Seasoned veterans routinely ignored the newcomers to the unit until they developed the skills necessary to survive on the battlefield. If the newcomer survived, then he was integrated into the team. The effective integration of replacements is dependent on reception and orientation programs--programs leaders are responsible for.

Leader actions which are important in developing a cohesive organization during this stage are:

- Listening.
- Establishing clear lines of authority.
- Developing soldier and unit goals.

The development stage. The development stage is the most interesting stage of team development and presents the leader with some challenges. The development stage is characterized by two steps. The first step is the transition of a new member to an independent member. The second step is the transition of the independent member to an interdependent member of a team.

Unfortunately, there isn't a clean break between the formation stage and the development stage. The leader generally recognizes the transition from new member to independent member when the soldier begins to question and resist if he doesn't like or understand a task he's given. The leader may notice the soldier joining smaller groups which have their own informal leaders. The new soldier begins to feel that he has something to offer and becomes more vocal. Although he is beginning to identify with informal groups he exercises his independence from the squad or platoon.

As time passes and the new soldier begins to prove himself, he becomes a recognized member of the group. He is no longer the outsider. Trust begins to form and team bonding occurs. Good leaders accelerate this stage by capitalizing on every event, from the most exciting to the most boring, to develop cohesive teams. The key to success during this stage is training. Leader Actions During the Development Stage include:

- Train as a unit.
- Train for combat.
- Build pride through accomplishment.
- Develop self-evaluation procedures.

The sustainment stage. The final stage of team development, the sustainment stage, is characterized by accomplishing the mission through teamwork and cohesion. Soldiers feel comfortable about themselves and their leaders. They trust their leaders to be fair in assigning work and in dealing with differences between team members. The team thinks, acts, and works as one rather than as individuals. They recognize the requirements and achieve results quickly and efficiently. The leader's role during this stage is to sustain the cohesiveness of the team. Leader Actions During the Sustainment Stage include:

- Deal with change.
- Reassess goals and priorities.
- Focus on teamwork.
- Focus on training.
- Respond to soldier concerns.
- Conduct unit activities.

THE FACTORS OF UNIT COHESION.

There are 7 factors or areas which can be observed to determine the degree or level of cohesion within the unit. They are:

- Leadership
- Group (unit) characteristics.
- Individuals in the unit.
- Unit socialization.
- Unit and individual goals and objectives.
- Unit activities.
- Unit identification and history.

Leadership. The most critical of all the factors in developing unit cohesion is leadership. Remember that cohesion cannot be created from the top down. It is developed within a unit and involves both the soldiers and the leaders. Leaders create the climate for cohesive growth. To determine the impact of leadership on the cohesiveness of the unit ask the following questions:

- Do the leaders in your unit care about the needs of their soldiers?
- Do the leaders in your unit treat the soldiers and each other with respect?
- Are the leaders competent?
- Do the leaders demonstrate trust in their subordinates or do they micromanage?
- Do the leaders listen to the soldiers and encourage subordinate participation in problem solving?
- Do the leaders clearly communicate standards, expectations and values?
- Have the leaders established clear lines of authority?
- Do the leaders build unit pride through accomplishment?
- Does the unit train as a team for combat?
- Do the leaders develop and use self-evaluation procedures?

Once you have the answers to these questions, you'll have a clearer understanding of the impact of leadership on the cohesion in your unit.

Group (unit) characteristics. Every soldier belongs to several groups. The two groups you are primarily concerned with are the functional team or group, and the task group. However, you must not overlook the fact that your soldiers are members of many other groups such as: family, sports teams, clubs, and churches. It is through interaction with others that individuals satisfy personal interests and needs. Groups are also the means by which social controls are maintained and the customs, traditions, and values are passed to the members of the group. To determine the impact of group or unit characteristics on the cohesiveness of the unit ask the following questions:

-How do the groups in this unit influence the values, attitudes, and standards of behavior in this unit?

-How do the groups influence the way individuals learn and solve problems in the unit?

-How do the groups affect an individual's duty performance in the unit?

-Do the groups raise or lower the levels of individual aspiration and striving?

-Are there cliques within the unit and do they contribute to or detract from mission accomplishment?

-Do the soldiers demonstrate pride in their team (group), and the unit?

-Does the unit, as a group, provide for the satisfaction of member needs?

-Have strong interpersonal relationships developed between the soldiers and their leaders?

-Is there healthy interaction between the groups in the unit (both horizontal and vertical)?

-Is unit membership stable? Do soldiers reenlist to remain in the unit or do they look for opportunities to leave?

-Do your soldiers belong to groups outside your organization?

-Does membership in these groups enhance or detract from unit cohesion?

Individuals in the unit. The leader's attention must be directed toward the development of the unit as a whole and the development of each soldier within the unit. The leader must be aware of and respond to the personal interests and needs of his soldiers. However, when the leader responds to these needs, he must remember that he is responsible for the unit over and above any particular individual, including himself. To determine the impact of the individuals on the cohesiveness of the unit ask the following questions:

-Do the leaders really know their soldiers and do the soldiers really know each other?

-Are special individual abilities used for the good of the unit?

-Can all of the soldiers perform their jobs to standard?

-Do the members of the unit rely upon each other?

-Do disruptive members of the unit sway other members from the accomplishment of the mission?

-Are individuals in the unit afforded opportunities to exert a positive influence on the unit and each other?

Individuals in a unit have a significant impact on the cohesion of an organization. When each member of the unit becomes a valuable, contributing member, unit cohesion is enhanced.

Unit socialization. The individual becomes a unit member through a socialization process. Socialization is the process by which a new soldier acquires the skills, knowledge and attitudes unique to his new unit and is accepted into the new unit. The stages of soldier team development outline this process. However, the leader must recognize that the informal groups within the organization establish socialization processes as well. The leader must remember that the goal of socialization is commitment to the unit and the internalization of the unit's mission. To determine the impact of the unit's socialization process on cohesion, the leader should ask the following questions:

-How does an individual become an accepted member of the group?

-Do unit members hold the values of the professional Army ethic?

-Do members adhere to unit standards?

-Does the unit's system of rewards and punishment recognize acceptable and unacceptable levels of performance and behavior?

-Do the leaders set a good example and make themselves available to the soldiers?

How a soldier becomes a member of the team is very important to the development of a cohesive unit. Many leaders don't realize the effect other soldiers have on the new member. When leaders don't take the lead role in establishing a socialization process, their subordinates will.

Unit and individual goals and objectives. One of the most important factors of unit cohesion is the integration of unit and individual goals. Once soldiers adopt unit goals as individual goals they will have internalized the unit's mission and begun to form the resolve which is critical for success. To determine the impact of unit and individual objectives and goals, the leader should ask the following questions:

-Does the unit have clearly defined goals and objectives?

-Do the soldiers know and understand the goals of the organization?

-Are leaders aware of the personal goals of their individual soldiers?

-Do the leaders attempt to integrate or link unit goals with individual goals?

-Do soldiers participate in establishing unit goals when appropriate?

-When the unit reaches an objective or accomplishes a goal do the soldiers feel they have accomplished something or does it appear that it doesn't matter?

-Are unit goals mission-oriented training goals?. (Remember that the key to developing unit cohesion in the development stage of soldier team development is training, training for combat.)

When soldiers and leaders work together to accomplish unit and individual goals there is a feeling that together, they can accomplish anything.

Unit activities. Design unit activities which are interesting and include all unit members. Unit activities include everything from field training exercises and crew qualification tests to battalion organization days and platoon outings. To determine the impact of unit activities on cohesion, ask the following questions:

- Do unit activities involve all unit members?
- Do unit activities produce shared successful experiences?
- Is unit training challenging and realistic?
- Does the unit choose activities which unite rather than divide the organization?
- Does competition play a positive or negative role in unit activities?
- Does the unit spend a great deal of energy organizing unit activities which most soldiers "could care less about?"

Unit identification and history. A cohesive unit draws some of its strength from the achievements of those who have previously served in the unit and the campaigns they were a part of. To determine the impact of unit identification and history on cohesion, the leader should ask the following questions:

- Does the unit's orientation program include the unit's history, lineage and honors?
- Do the soldiers know the history of the regimental crest?
- Do they know what their unit motto is and why the unit adopted it?
- Has the unit made the effort to distinguish itself from other units?(Some units use T-shirts, caps or belt buckles.)
- Do the soldiers speak with pride that they are part of a unit with a proud tradition?

By making your unit's history known to your soldiers, they will understand that they are part of a prestigious unit. They'll work hard to live up their reputation and in doing so, enhance unit cohesion. Soldiers seldom feel they are a part of history, when they actually are.

SUMMARY.

Remember that the level of cohesion in your unit is always in a state of change. It changes as new soldiers join the unit. It changes as groups go through the process of soldier team development. It changes with the completion of major training exercises or events. As a leader, your task is to create conditions which will enhance unit cohesion and keep cohesion at the highest level possible.

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The pillars of leader development

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Officers' Call

Everyone scurried about the castle in fear and trepidation. The king's order had been explicit. "Get me a leader," he had shouted to those at his court, "or heads will roll."

So the wizard was hard at work. He gathered the necessary ingredients — powdered bat wings, withered toad skin, and a dozen, crushed, black widow spiders.

Mixing the ingredients with water and a couple of secret potions, he slowly uttered the words of an ancient chant. Lightning flashed and smoke filled the air. The castle trembled. Then, ... poof! ... out of thin air emerged a ... a LEADER.

The above scene might work well in fairy tales. It might even go over big on the set of a Hollywood movie. However, it wouldn't work at all in today's Army. That's simply not the way we get leaders in our ranks.

A basic axiom of today's Army is that confident, competent leaders do not just suddenly appear — they are developed.

That's what this issue of Officers' Call is all about — the development of Army leaders. Because that is such a broad and extensive subject, we will focus for the most part on one specific component of leader development. That component is self-development.

To get a clear view of self-development though, it's first necessary to see and

understand the big picture. That's what this article will address — the panorama known as leader development and the three pillars which give it substance.

Definition time

What is leader development? Let's start with a definition. Leader development is "progressive and sequential training, education, and experience that results in technically and tactically competent leaders who have confidence in themselves and the confidence of their subordinates."

Okay, that mouthful is the textbook definition. But what does it really mean? In essence, leaders are developed by planned training, education, and experience that makes them competent in their jobs and instills confidence along the way. They feel and act like leaders, and those who follow them recognize their leadership qualities.

Thus, leader development in the Army is not a haphazard process. Instead, it is a well-planned design that incorporates several different elements which build on each other to reach a final goal. That goal is competent, confident leaders who understand and can exploit the full potential of our present and future military doctrine.

The three pillars

The elements or "pillars" of leader development are three in number, and they stretch

throughout an officer's (or an NCO's or other leader's) career. From precommissioning to separation from service or retirement, these pillars are constants that remain with an officer at every rank and at every duty station.

So what are these pillars? First, there is institutional training — the familiar "schoolhouse" type of training. A second pillar is the operational assignments that every leader receives. And finally, there is self-development (see inset for definition).

Although we will specifically cover self-development in this issue, each of the pillars is equally important in the leader development process. This process, as it unfolds in each of the three pillars, is simply a continuing cycle of education, training, experience, assessment, feedback, and reinforcement.

Each pillar is necessary to produce the very best leaders. Each is interrelated and interdependent upon the other. Throughout the leader

development process, there is a constant building on the past while moving forward in a sequence that encourages greater challenges for leaders.

Institutional training

The pillar of institutional training is really where the process of leader development begins. For an NCO the starting point would be the coursework in the Primary Leader Development Course. For a commissioned officer, it begins with the precommissioning training that takes place at a military academy, ROTC, or OCS. Warrant officers and Army civilians have similar training opportunities.

In this beginning schoolhouse-type training, as well as in later coursework

Leaders are developed by planned training, education, and experience that makes them competent in their jobs and instills confidence along the way.

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The pillars of leader development

within the Army school system, the fundamental skills, knowledge, and attitudes needed by Army leaders are presented. A base is established upon which more and more can be built.

Of course, the individual leader is a key player in this process. But so are others. These include school commandants, functional area managers, and unit commanders. They help especially in assessing training needs, developing appropriate coursework, and selecting those who need various types of institutional training.

Institutional training by itself though would not

provide competent and confident Army leaders. Putting that training to use, and expanding and enhancing it, occurs through operational assignments.

Tested in training

The skills learned in a classroom are put to the test during tough, realistic unit training. Such training may occur at an installation, during special exercises, or at Combat Training Centers. However or wherever it's done, the training received during operational assignments gives the leader a real opportunity to practice and develop necessary skills.

Commanders, at all levels, are especially important in the operational assignment aspect of leader development. The commander must ensure that junior leaders receive a variety of experiences during their operational assignments, and that these experiences work progressively toward building better leaders.

The commander must know his junior leaders well enough to make sure they fully benefit from operational assignments. This means challenging but not overwhelming subordinate leaders, and increasing their responsibilities as they master assignments.

As important as institutional training and operational assignments are, they do not, by themselves, complete the cycle of leader development. There is one more cog in the wheel — self-development. Without this third pillar of leader development, the other two would not be as effective.

The remaining pages of this magazine concentrate on various aspects of self-development. Included are articles on the special responsibility of self-development, how self-development affects you, and how education centers fit in the picture.

Expect quality

In the final analysis, an Army can only be as good as its leaders. Our soldiers, who may someday put their lives on the line during battle, have the right to expect effective leaders of the highest quality. That's why strong leader development is so essential. That's why the topic is so important to every officer.

The Army Chief of Staff, Gen. Carl E. Vuono, has summed up the importance of leader development in the following words:

"Our leader development programs are one of the most important ways we maintain the quality force and are also our greatest legacy because they provide the leaders who will shape the Army of tomorrow."

A formal definition

What exactly is self development? You may have your own ideas, but following is the definition currently used by the Army:

"The planned, progressive, and sequential program followed by leaders to enhance and sustain military competencies. It consists of individual study, research, professional reading, practice, and self-assessment."

Officers' Call

Self-development: a special responsibility

"... officers can never act with confidence until they are masters of their profession."

Gen. Henry Knox
Chief of Artillery
Continental Army

Those words of Gen. Knox ring as true today as they did during the American Revolution. However, the situation for Army officers has changed dramatically since the days of Trenton and Yorktown.

Today's officers have a distinct advantage over their Revolutionary War counterparts in mastering their military profession. That advantage relates to a planned, progressive effort to develop Army leaders of all ranks.

Developing Army leaders, whether a general officer, a new sergeant, or a senior civilian executive, is more than just a matter of meeting present day needs. Rather, it's a legacy to the

future of the Army because the trained young leaders of today will become the senior leaders of tomorrow.

A vital imperative

So as the Total Army prepares for the challenges of the 1990s and beyond, one vital imperative is the continued development of competent and confident leaders. Thus, today's leader development program takes on a high degree of importance for future success.

In the introductory article to this issue, the three pillars of leader development were discussed. Institutional training and operational assignments were two of those pillars. The Army, through its schools and unit commanders, seemingly takes the lead for those areas of leader development.

But what about that third pillar — self-development? Who takes responsibility for that? What is your role as an officer in the self-development process, and do you have any special responsibility?

Initially, the answer to the responsibility question

might seem self-evident. After all, the word "self" says it all doesn't it? It means "you" and you alone.

Therefore, the individual who wants to improve should be responsible for his or her personal development.

Shared responsibility

Well, that initial answer would be right. And it would be wrong. Yes, the individual has a special responsibility to tend to his or her self-development. No, the individual is not the only one with responsibility in this area.

"Self-development, just like the entire leader development process, is a shared responsibility," according to Lt. Col. Mike Anastasio, chief of the Leader Development Office, Center for Army Leadership, Fort Leavenworth, Kan. "Sharing that responsibility are the individual, unit commanders, and the various school commandants."

That's not to say that the individual shares the responsibility equally with the others. In the end, individuals will make the final decisions that affect their own self-development. But they will do so with the guidance of others.

Not a vacuum

"Yes, the individual is ultimately responsible for his or her self-development," stressed Anastasio. "But it's important to realize that the individual doesn't need to act in a vacuum. Unit command-

"Self-development, just like the entire leader development process, is a shared responsibility."

ers and school commandants contribute greatly to the process.

"Self-development is related to, and interdependent on, all the leader training that has come before. It is relevant only as it exists in relation to the other areas of leader development — the institutional training and the operational assignments. Self-development fills in the gaps of the other two."

So what are the special responsibilities everyone has in the self-development process? Let's start with the school commandants.

At each step of leader development, school commandants and branch proponents help determine standards and what leaders need to know to become confident and competent. They define and describe the skills, knowledge, and attitudes that will make good Army leaders.

Beyond the schoolhouse

Of course, these items become a bedrock of the schoolhouse training, and are also wrapped into operational assignments. But they likewise can help form a plan for self-development. When the individual detects gaps in his skills, knowledge, and attitudes, he can develop a course of action to meet specific needs.

The unit commander can also contribute much to the self-development of subordinate leaders. In fact, the commander may just be

the best objective source for detecting the gaps that need to be filled in for an officer's leader development.

"Commanders play a big part in self-development," Anastasio emphasized, "because they have the responsibility to bring out the best in their leaders. They must know how the system works to get their people the right training, and they must constantly evaluate a leader's strengths and weaknesses so self-development can be effective."

Commanders helping

Anastasio emphasizes that commanders can help in self-development in a number of ways. These include getting self-development information down to all subordinates, encouraging leaders to be active in their self-development, and mentoring individuals so they understand how to improve leader skills.

Finally, there are the individuals themselves. They play probably the most essential role in self-development — they must get the job done.

All the mentoring, advising, and suggesting in the world won't make self-de-

velopment work if the individual doesn't work to achieve it. Using the guidance of others, it is the individual's responsibility to set up short, mid, and long-range goals that will enhance personal development as a leader. Simply put, each person needs to develop a self-development plan.

Then, the plan needs to be executed. The professional reading needs to be done, advance schooling attended to, and self-assessments made. Whatever fills in the gaps needs to be accomplished.

Only in that way will the individual fulfill the special responsibility of self-development. And that responsibility is not a short term thing. It lasts as long as an Army career does.

"Self-development is a career-long endeavor," said Anastasio. "It's not something done for a specific assignment or for a few short years. It's a responsibility that leads to one final goal — becoming the very best Army leader you can be." ■

The unit commander can also contribute much to the self-development of subordinate leaders.

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EXTRACT FROM GTA 21-3-4, BATTLE FATIGUE
Normal, Common Signs -- What to do for Self & Buddy

NORMAL, COMMON SIGNS OF BATTLE FATIGUE

Physical Signs

- o Tension: aches, pains; tremble, fidget, fumble things.
- o Jumpiness: startle at sudden sounds or movement.
- o Cold sweat; dry mouth; pale skin; eyes hard to focus.
- o Pounding heart; may feel dizzy or light-headed.
- o Feel out of breath; may breathe too much until fingers and toes start to tingle, cramp and go numb.
- o Upset stomach; may throw up.
- o Diarrhea or constipation; frequent urination.
- o Emptying bowels and bladder at instant of danger.
- o Fatigue: feel tired, drained; takes an effort to move.
- o Distant, haunted ("1000 yard") stare.

Mental & Emotional Signs*

- o Anxiety: keyed up, worrying, expecting the worst.
- o Irritability: swearing, complaining, easily bothered.
- o Difficulty paying attention, remembering details.
- o Difficulty thinking, speaking, communicating.
- o Trouble sleeping; awakened by bad dreams.
- o Grief: tearful, crying for dead or wounded buddies.
- o Feeling badly about mistakes or what had to be done.
- o Anger: feeling let down by leaders or others in unit.
- o Beginning to lose confidence in self and unit.

* Many soldiers have these signs, yet still fight well and do all their essential duties.

WHAT TO DO FOR BATTLE FATIGUE IN YOURSELF OR YOUR BUDDY

- o Make yourself look calm and in control.
- o Focus on the team's immediate mission.
- o Expect to continue duties; focus on a well-learned task or drill; follow the SOP.
- o Think of yourselves succeeding; talk about it.
- o Take a deep breath; shrug shoulders to reduce tension.
- o Remember that battle fatigue is normal and others have it too; it helps to joke about it.
- o Stay in touch with the rest of the team; keep talking.
- o Get the facts; don't jump to conclusions or believe rumors.
- o When the tactical mission and safety permit:
 - Drink plenty and share it (but save any alcohol for when it's really safe.)
 - Prepare food and share it.

- Dry off, cool off or warm up, if necessary.
 - Clean up (wash, shave, change; clean weapons).
 - Use quick relaxation techniques to "unwind".
 - Arrange to sleep (4+ hrs if possible) or catnap.
 - Talk about what happened; put into perspective; clear up misunderstandings and lessons learned.
 - Share grief; talk out personal worries; consider talking with the Chaplain.
 - Keep busy when not resting (do recreational activities, equipment maintenance, etc.)
- o If battle fatigue signs don't begin to get better with good rest, tell your leader or medic.

PROTECT YOURSELF AND YOUR BUDDY FROM BATTLE FATIGUE

- o Welcome new members into your team; get to know them quickly. If you are new, be active in making friends.
- o Be physically fit (strength, endurance and agility).
- o Know and practice life-saving self-aid and buddy-aid.
- o Practice rapid relaxation techniques (see FM 26-2).
- o Help each other out when things are tough at home or in the unit.
- o Keep informed; ask your leader questions; ignore rumors.
- o Work together to give everyone enough food, water, shelter, hygiene and sanitation.
- o Sleep when the mission and safety permit; let everyone get time to sleep:
 - Sleep only in safe places and by SOP.
 - If possible, sleep 6 to 9 hours per day.
 - Try to get at least 4 hours sleep per day.
 - Get good sleep before going on sustained operations.
 - Catnap when you can, but allow time to wake up fully.
 - Catch up on sleep after going without.

RECOVERY FROM BATTLE FATIGUE

- o Even the most fit soldier can get so battle fatigued that they temporarily become a problem to the team.
- o Although this can take different forms, it is still only battle fatigue. It gets better quickly with rest. Sometimes your buddies or you may have to go to the rear or to a medical unit to get that rest.
- o If this happens, let those buddies know that the team counts on them to come back quickly. Welcome them back and expect them to do their full share again.
- o Don't be surprised or worried if some battle fatigue signs (like jumpiness and bad dreams) continue awhile after you come home from combat. That's normal, too.

EXTRACT FROM GTA 21-3-5, BATTLE FATIGUE
More Serious Signs; Leader Actions

CONTROLLING BATTLE FATIGUE IS BASIC GOOD LEADERSHIP

To accomplish your team's mission in combat, in either low or high intensity conflict, you must help your soldiers to withstand the extreme stresses of war. Tough, realistic training will help a lot, but in war, real enemies will be trying to kill you or stress you until you break. Winning may require your team to push continuously, under terrible conditions, to limits far beyond those you've ever reached before. At other times you may face only tension, waiting, loneliness and boredom.

Whether your unit has a combat, combat support or combat service support mission, your soldiers (and you) may still have battle fatigue. This can happen even when not under direct attack. Physical and mental signs of normal, common battle fatigue and how to live with them are outlined in GTA 21-3-4 (see above extract). You, as leader, need to teach that. You also need to know the "more serious" signs and leader actions outlined here.

WHY YOU SHOULD CALL IT "BATTLE FATIGUE"

- o A natural result of heavy mental/emotional work. Handling danger in tough conditions.
Like physical fatigue:
 - It depends on level of fitness, experience, training.
 - It can come on quickly or slowly, depending on pace.
 - It gets better with rest and replenishment.
- o Sleep loss, discomfort, physical wear and fatigue are often also involved, but don't have to be.
- o We need to use a simple, common sense name for this natural, common condition, to remind us that it is not a medical or psychiatric illness.
- o We can use the name "stress fatigue" for the same signs in situations with high stress but no actual combat.

"MORE SERIOUS" BATTLE FATIGUE SIGNS

- o Warning signs which deserve special action, but do NOT necessarily mean a "casualty" who must be evacuated.
- o Even the normal, common signs become "more serious" if:
 - They still disrupt the mission after you take action.
 - They don't improve somewhat after good rest.
 - The soldier is acting very differently from the way he or she usually does.

MORE SERIOUS PHYSICAL SIGNS

- o Can't keep still; constantly moving around.
- o Flinching or ducking at most sudden sounds and movement.
- o Part of body won't work right, with no physical reason:
 - Can't use hand, or arm, or legs.
 - Can't see (or hear, or feel), partially or at all.
- o Freezing under fire, or prolonged, total immobility.
- o Physical exhaustion; slowed down, just stands or sits.
- o Vacant stare, "spaced out"; staggers, sways when stands.

"MORE SERIOUS" MENTAL AND EMOTIONAL SIGNS

- o Rapid talking: constantly making suggestions.
- o Arguing, starting fights; deliberately reckless action.
- o Inattention to self-care, hygiene; indifference to danger.
- o Memory loss:
 - For orders; for military skills; for a bad event.
 - For time, place, what's going on; or for everything.
- o Severe stuttering, mumbling, can't speak at all.
- o Afraid to fall asleep for fear of terror dreams, danger; unable to stay asleep even in a safe area.
- o Seeing or hearing things which aren't really there.
- o Rapid emotional shifts; crying spells; wishing was dead.
- o Social withdrawal; silent or sulking; prolonged sadness.
- o Apathetic; no interest in food or anything else.
- o "Hysterical" outburst, frantic or strange behavior.
- o Panic running under fire.

LEADER ACTIONS FOR COMMON (& MORE SERIOUS) BATTLE FATIGUE

- o Set the example of calmness while feeling normal fear.
- o Know your job well; keep team focused on the mission; get everyone to think and talk about succeeding.
- o Assign an easy task to a soldier showing battle fatigue.
- o Remind tense soldiers to use quick relaxing techniques.
- o Remind everyone that battle fatigue is normal:
 - Others have it too, (even you).
 - Encourage friendly joking about it.
- o Stay in touch with every team member (roll call); keep them talking; stay in contact with leader & other teams.
- o Keep everyone informed:
 - Explain the situation and objectives.
 - Don't hide unpleasant possibilities, but put them in the perspective of how the team will handle them.
 - Tell what supports are expected, but prepare team for the unexpected.
 - Explain reversals and delays in support positively.
 - Control rumors; get true facts from your leaders.

- o Rotate soldiers' jobs, when you can, to share hardship and danger fairly; this may require prior cross-training.
- o Assure best possible buddy/lifesaver/medic aid and rapid evacuation of your wounded (and respect for your dead).
- o When tactical mission and safety permit, have team:
 - Prepare hot or cool drinks.
 - Pass around snacks; prepare food and share it.
 - Dry off, cool down or warm up (if needed).
 - Clean up (wash, shave, change; clean weapons).
 - Use rapid relaxation techniques to "unwind".
 - Stay away from alcohol overuse or drug use.
 - Keep busy (maintenance, recreation) if not resting.
- o Never waste a chance for sleep (all in turn including you)
 - By SOP: safe from accidents, vehicles, enemy attack.
 - 4+ hours if at all possible (6 to 10+ hours ideally).
 - Even 15 to 30 minute catnaps help, but the soldier may be temporarily groggy on awakening.
- o "Debrief" the unit after a hard action to:
 - Have everyone tell what they saw and did.
 - Reconstruct and agree on what really happened.
 - Resolve any misunderstandings and mistrust.
 - Let feelings be expressed and accepted as normal.
 - Focus positively on lessons learned.
- o Get soldier with home front problems to talk them out; watch reactions after mail call & give emotional support.

LEADER ACTIONS FOR "MORE SERIOUS" BATTLE FATIGUE SIGNS

- o If soldier's behavior endangers the mission, self or others, do whatever you must to control him or her.
- o If soldier is upset, calmly try to talk him or her into cooperating; if unsuccessful, use superior numbers.
- o If concerned about soldier's reliability:
 - Unload soldier's weapon.
 - Take weapon only if seriously concerned.
 - Physically restrain soldier only when necessary for safety or transportation.
- o Reassure everyone that the signs are probably just battle fatigue and will get better quickly.

NOTE: Even seemingly very serious battle fatigue signs can improve in minutes if handled correctly on the spot.

- o If "more serious" signs continue:
 - Get soldier to a safer place.
 - Don't leave alone; keep him with someone he knows.
 - Tell your senior NCO or officer.
 - Have soldier examined by medic, especially if there could be a physical cause for the symptoms.

- o If your leader and medic decide the soldier doesn't need to be sent away for rest and medical exam (or can't be):
 - Treat same as for normal, common signs (if possible).
 - Be sure to warm soldier up if weather is cold (or cold and wet), or cool soldier off if overheated.
 - Make sure soldier eats, drinks, sleeps (4 to 12+ hours),
 - Encourage him to talk in team debrief; give support.
 - Assign to group tasks which he or she can do well.
 - Reassign to full duty and responsibility when able.
 - Have leader or medic check again if doesn't improve.

IF YOUR LEADER OR MEDIC DECIDE TO SEND THE SOLDIER FOR REST IN A SUPPORTING UNIT OR TO BE CHECKED BY A PHYSICIAN:

- o Tell soldier you are counting on him or her to get rested and come back quickly.
- o Encourage teammates to express trust and confidence.

LEADER ACTIONS FOR A MODERATELY BATTLE FATIGUED SOLDIER SENT TO YOUR UNIT FOR REST (AS A TEMPORARY ADDITION)

- o Integrate into your unit as a newcomer:
 - Evaluate, give orientation, introduce to everyone.
 - Assign buddies (pick good listeners).
 - Get necessary gear, or share what the team has.
- o Treat same as for common battle fatigue in your team:
 - Reassurance, food, sleep; have soldier clean self up.
 - Expect normal discipline and rank distinctions.
 - Send to sick call with other soldiers, if needed.
 - Assign to work details and include in recreation.
 - Get soldier to talk about his or her experiences.
- o Maintain expectation of return to own unit (if possible).
- o If soldier doesn't improve, or shows more serious signs. tell senior officer or NCO & send for medical evaluation.

LEADER ACTIONS TO ENSURE SUCCESSFUL RETURN TO DUTY

- o Visit the soldier in the rest area, if you can.
- o Welcome the soldier back and put him or her to work:
 - Assign increasingly responsible duties.
 - Talk openly about what happened before.
 - Convey confidence in the soldier and your unit.

OTHER LEADER ACTIONS TO PREVENT BATTLE FATIGUE CASUALTIES

- o Integrate new replacements quickly; assign buddies; get to know each personally (and make sure team does, too).
- o Assure physical fitness (strength, endurance & agility).
- o Lead tough, combat-realistic training; impart unit pride.
- o Your "Leader Actions for Battle Fatigue" reduce losses!

EXTRACT FROM GTA 21-3-6, BATTLE FATIGUE

Company Leader Actions & Prevention

In combat, battle fatigue (BF) is inevitable, but battle fatigue casualties (BFC) are not. In heavy fighting, there has usually been one BFC for every three to five wounded in action (WIA). Company-sized units in battle under high risk conditions have, at times, had one BFC for every one WIA. Combat Service Support units usually have more BFCs relative to their WIA than do Combat Arms units. HQ staff and other troops can become BFCs even when not themselves under fire. However, highly trained and cohesive units have had fewer than one BFC for every ten WIA, even in very heavy fighting.

BFCs can be restored to duty quickly if rested close to their units and treated positively. This requires planning and coordination. If evacuated too far, many BFCs never recover. In continuous AirLand battle, even the short-term loss of such numbers of trained, experienced soldiers could be disastrous. Leadership plays the key role in preventing battle fatigue soldiers from becoming casualties, and also in returning those who do become casualties quickly to duty.

BATTLE FATIGUE IS RATED IN TERMS OF WHERE IT CAN BE MANAGED

The emerging terminology for the classifications is expected to reflect where the soldier will be treated for battle fatigue. Thus, mild will become duty, moderate will become rest, and severe will become hold and refer.

- o MILD Battle Fatigue is any amount or kind of BF symptoms which CAN be rested and restored to duty in the small unit as outlined in GTA 21-3-5. Mild BF includes:
 - Common, normal signs, but the soldier is 100 percent effective.
 - "More serious" signs & may be partially ineffective.
 - "More serious" and completely ineffective, but NOT an unacceptable risk or burden in the tactical situation.

- o MODERATE Battle Fatigue has "more serious signs AND: --The soldier is too much of a risk or burden to stay with own unit at this time, given its tactical mission.
--AND/OR own unit CANNOT provide a sufficiently safe, stable environment for rest and replenishment,
--AND the soldier is NOT too disruptive or potentially dangerous for a unit with a less demanding mission,
--AND soldier does NOT need urgent medical evaluation.
- o SEVERE Battle Fatigue is any "more serious" BF symptoms which need urgent evaluation by a Physician, Physician Assistant, or Mental Health Officer because:

--The soldier IS too burdensome, disruptive, or possibly dangerous to keep in your unit, or in any available nonmedical support unit, at this time, AND/OR
--The soldier's symptoms COULD be due to a physical cause, which may need urgent medical/surgical treatment (for example, head or spine injury, drug abuse).

NOTE: Drug use, malingering, self-wounding, atrocities, AWOL, etc, may be "combat stress reactions," but are not "BF".

LEADER ACTIONS FOR A "MODERATELY" BATTLE FATIGUED SOLDIER

- o Treat until 1SG or NCOIC can take over (see GTA 21-3-5).
- o Or send soldier back to Bn Aid Station (as "moderate" BF).

--They will pass him to the 1SG (or NCOIC) from there.
--Or find him a place to rest in the Bn's Combat Trains.
- o First Sergeant (or NCOIC) finds soldier a temporary place to rest, recover, and work for 1 to 3 days.

--in the Bn HQ Spt co or Field Trains (or wherever the soldier's unit gets rations and supplies), for example in the mess, maintenance, POL or ammunition sections,
--or in another unit in the same battalion which has less dangerous or mobile missions for the next few days.
--or in the Medical Clearing Company which supports the unit, if it is not too busy with patients.
- o 1SG coordinates the temporary placement with the Bn S1.
- o 1SG returns and takes soldier back to unit when better; if not better, get medical exam or reassignment (thru Bn S1).

LEADER ACTIONS FOR SEVERE BATTLE FATIGUE

- o Take the actions for "more serious" signs in GTA 21-3-5.
- o Evacuate to the Battalion Aid Station (or to the Medical Clearing Company or dispensary which support your area):
 - "Severe BF" may still improve in hours, or
 - Soldier may need to be held (or evacuated further) for brief medical or mental health treatment.
 - But he is still likely to recover quickly and fully.
- o 1SG (NCOIC) leader and buddies visit soldier if possible.

BATTLE FATIGUE CASUALTIES DO RETURN TO DUTY

- o 65 to 85 percent return to their original units in 1 to 3 days; 15 to 20 percent more return to own or other units in 1 to 2 weeks.
- o After recovery:
 - A good soldier will be good again.
 - A new soldier deserves another chance.
 - A poor soldier probably won't be made into a good one by treatment for BF, and may need reassignment.

FACTORS WHICH CONTRIBUTE TO BATTLE FATIGUE CASUALTIES

NOTE: Individual personality make-up does NOT predict who may get battle fatigue. Anyone can become a temporary BFC if too many of the following high risk factors occur:

- o Problems and Uncertainties on the "Home Front":
 - Negative ("Dear John") or positive ("Just married").
 - Rapid mobilization and/or family in combat zone.
 - Lack of popular support for the war.
- o New in Unit (hasn't yet established trust, buddies):
 - New replacement with no combat experience.
 - Combat veteran (recovered from wound, or "survivor").
 - New job responsibility (e.g. promoted acting NCO).

- o First Exposure:
 - To combat conditions (noise, confusion, death).
 - To surprise enemy weapon, tactic or attack.
 - To strange, hostile terrain or climate (desert).

- o Casualties in Unit (especially if many, in short time):
 - Maybe lost a trusted leader or buddies (how close?).
 - May feel left alone, or guilt, anger, mistrust.
 - May feel casualties weren't given best practical care.
 - These beliefs shake confidence in own chance of survival.

- o Under Attack and Can't Strike Back (or not trained to):
 - Artillery, Air, Armor (with blast, mass destruction).
 - Hidden snipers, booby traps, civilian partisans.
 - Enemy weapons seen as far better than own.
 - Losses of friendly fire or accident.

- o Lack of Mobility:
 - Pinned down in bunkers, ruins, trenches.
 - Fighting at close quarters, day after day.
 - Inside armor deployed on restrictive terrain.

- o Lack of Information; Failure of Expected Support:
 - Feel isolated, forgotten, tend to fear worst.
 - Lose perspective of the larger mission.

- o High Threat of (or Actual Use of) NBC Weapons:
 - Invisible, pervasive danger; false alarms; rumors.
 - Fear of future, homeland, world survival.

- o Sleep Loss (a major contributor):
 - Makes soldier easily confused, overly suggestible.
 - Can by itself cause misperceptions and hallucinations.

- o Run-down Physical Condition; *Lack of Physical Fitness:

- Not drinking enough water (dehydration).
- Poor diet and hygiene; environmental illnesses.
- Easily become exhausted, demoralized.

* Sudden overuse causes days of aching and stiffness.

TWO COMMON THEMES IN BATTLE FATIGUE

- o THEME 1: Loss of Confidence:
 - In self, training, equipment, comrades, or support.
 - In leader's competence, caring, candor, courage.
 - In the chance of surviving and winning.
 - In whether the Cause is worth suffering and dying for.
- o THEME 2: Conflict Between Motives (a 4-way interaction):
 - 1.Sense of duty; fear of failure.
 - 2.Personal loyalty and friendship for buddies.
 - 3.Ideal self image, ethical/religious upbringing.
 - 4.Self preservation, comfort; love of home, family.
- o Leader actions must raise confidence and help resolve soldier's internal conflict in favor of Sense of Duty.

LEADER ACTIONS TO PREVENT BATTLE FATIGUE CASUALTIES

- o Encourage unit cohesion:
 - Integrate new replacements quickly; assign buddies; give time to adapt to environment before action.
 - Use work details, drills, PT, sports to gain mutual reliance in teams & healthy competition among teams.
 - Bring whole unit together for awards, ceremonies.
 - Encourage unit-centered social activities off duty (but supervise to prevent alcohol) or drug abuse, improper fraternization, or divisive subgroups).
- o Help soldiers stabilize the "home front":
 - Involve soldiers' families in unit social activities; encourage a "support network" and keep them informed.
 - Know each soldier's personal background; chat informally with him or her (keep notes, if helpful).

- Do all you can to get troops their mail, pay, etc.
 - Let soldier talk out home front worries; help to get community support services; make the bureaucracy work.
 - Involve unit Chaplain and Mental Health Team to help.
 - Weigh personal factors along with other factors when assigning tasks and missions, in order to share the load, hardships and risks fairly.
- o Impart unit pride:
 - Educate soldiers in the history and tradition of the small unit, parent unit, branch and Army.
 - Honor historical examples of initiative, endurance and bouncing back, of overcoming heavy odds, and of self-sacrifice, which led to triumph.
 - o Assure physical fitness (endurance, strength & agility).
 - o Conduct tough, realistic training:
 - Hard, continuous operations in unpleasant weather.
 - As much like combat mission & environment as possible (sights, sounds, smells, pace, confusion, feedback).
 - Share discomforts and risks; seek out challenges to increase unit's skills and confidence.
 - Not "learning to suffer", but to accomplish the mission together and suffer as little as possible.
 - Educate soldiers to maintain themselves, each other and the equipment as matters of professional pride and personal caring, not just discipline.
 - Essential that final result is success, not failure!
 - o Through tough, realistic training:
 - Learn each soldier's strengths, weaknesses.
 - Identify key, combat-essential tasks.
 - Identify truly qualified soldiers for those tasks.
 - Cross-train backup soldiers on key tasks.
 - Sustain cross-training in field practice.
 - Talk about possible loss of leaders & comrades.
 - Prepare juniors (and yourself) to take over.
 - Practice unit debriefings; keep information flowing.

- o Practice casualty care and evacuation routinely:
 - Have everyone know lifesaving self aid/buddy aid.
 - Pick best qualified soldiers for "combat lifesavers".
 - Know your medical support personally; include them in planning; ensure they know what your unit does.

- o Plan and practice sleep logistics:
 - Don't allow sleep in unsafe places; SOP specifies sleep areas, ground guides, protection vs attack.
 - If mission permits, allow everyone 6 to 10 hours per 24 (preferably but not necessarily in one block).
 - If that's impossible, try to give everyone a minimum 4 hours per 24 (and those with key tasks 6 hours).
 - "Stockpile sleep" before sustained operations.
 - Everyone catnaps during sustained ops (but plan for slow awakening of those with key mental tasks, especially if nap is between 0000 and 0600 hours).
 - Everyone catches up on sleep after going without.
 - Teach rapid relaxation techniques (and when to use and not use them in combat).

- o In combat, conserve the troops' well-being (with food, water, shelter, hygiene, medical care, etc.):
 - Unlike training, don't deliberately seek hardship.
 - When you must accept hardship (due to circumstances or to better accomplish the mission), explain why.
 - Remind of when you all suffered in training (and accomplished the mission!), just to prepare for this!