

LESSON ONE

TAKE CHARGE OF A COMPANY, STAFF SECTION OR EQUIVALENT ORGANIZATION

Critical Task, 01.9001.19-0002

OVERVIEW

LESSON DESCRIPTION:

In this lesson you will learn the actions necessary to take charge, and the actions required in establishing yourself as the leader of an organization.

TERMINAL LEARNING OBJECTIVE:

- ACTION:** You will identify the actions and procedures for: taking charge of a company of staff section.
- CONDITIONS:** Given the subcourse material and a practice exercise.
- STANDARDS:** Identify the actions you will take prior to taking charge and the actions you will take in establishing yourself as the leader.
- REFERENCES:** The material contained in this lesson was derived from the following publications: FM 22-100, FM 22-102, FM 25-100, STP 21-II-MQS.

TAKE CHARGE OF A COMPANY, STAFF SECTION OR EQUIVALENT ORGANIZATION

Introduction

Under the authority of AR 600-20 you are about to assume command. Command is one of the most rewarding experiences of an Army officer's career. We all want it, compete for it, and spend a great deal of time preparing for it. Many of us have even boasted to our peers that, "I'm ready to command!" However, many officers assume command without a clear plan of how they are going to take charge after signing the assumption of command memorandum. (Figure 1-1).

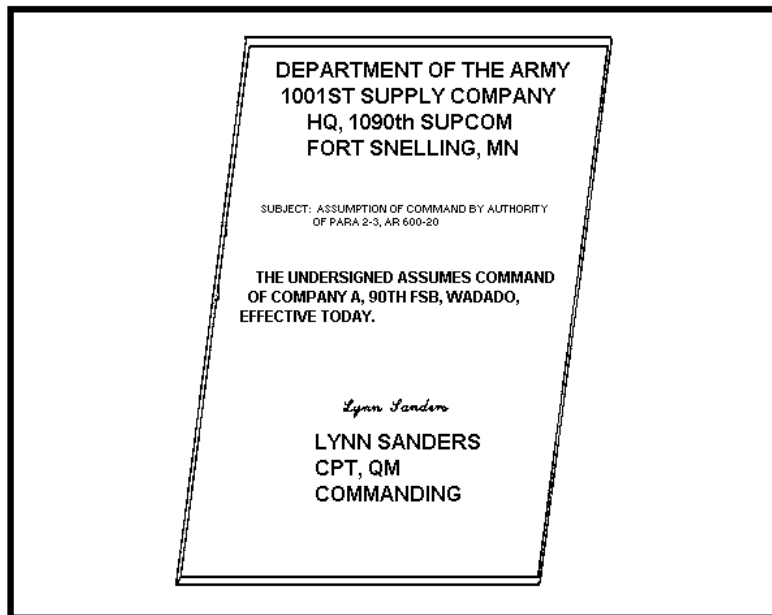


Figure 1-1. Assumption of command orders.

Taking charge of a company or staff section requires you to utilize your skills and knowledge in all of the leadership competencies (Figure 1-2). We will address taking charge of an organization in three specific areas. First, you will see that a military organization is an open system that has identifiable components that should be considered when taking charge. Second, you will identify the actions you can take to prepare for taking charge of an organization. Finally, you will learn the actions you can take to establish yourself as the leader of an organization.

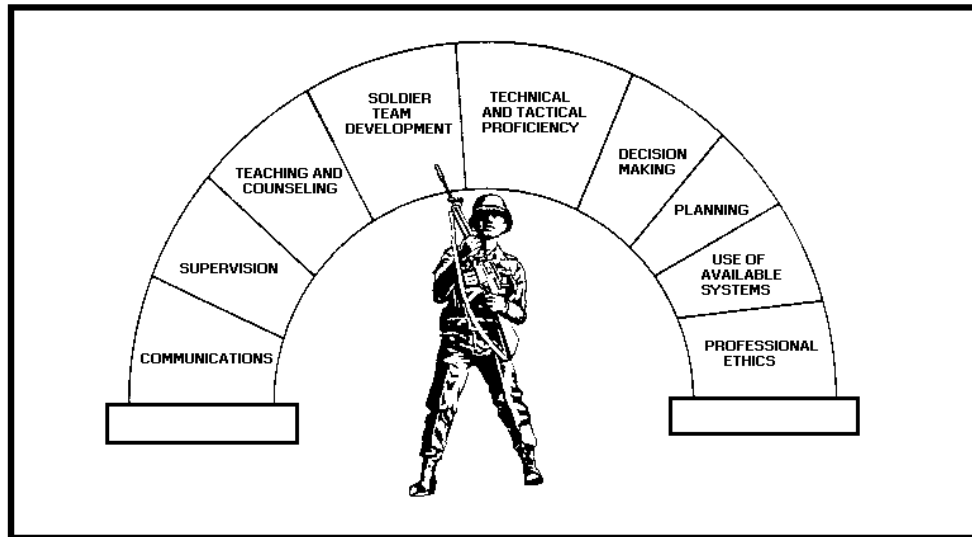


Figure 1-2. Leadership Competencies.

PART A

A SYSTEMS MODEL OF A MILITARY ORGANIZATION

In this part of the lesson, you will learn the components of a systems model of a military organization. Including:

- The external environment
- The mission
- Technology
- Structure
- Personnel
- The leadership

You also will learn how a leader can use a systems model when taking charge to--

- View the organization as an integration of components.
- Focus on specific areas within the organization.

1. How you take charge as a new commander or head of a staff section will be of great interest to your subordinates as well as superiors. They will be interested in your leadership style. They will want to know your goals and standards and how you expect to achieve them. They'll want to know what changes you have in mind before you make them. They'll probably have as many questions about you as you do about them and the organization. You will be tested by some and expected to show improvements within the unit by others. The key is preparation. Before you can really begin to take charge, you should understand the interrelated components that make up an organization.

2. You may find it easier to look at the components of an organization and how they relate to each through the use of a model.

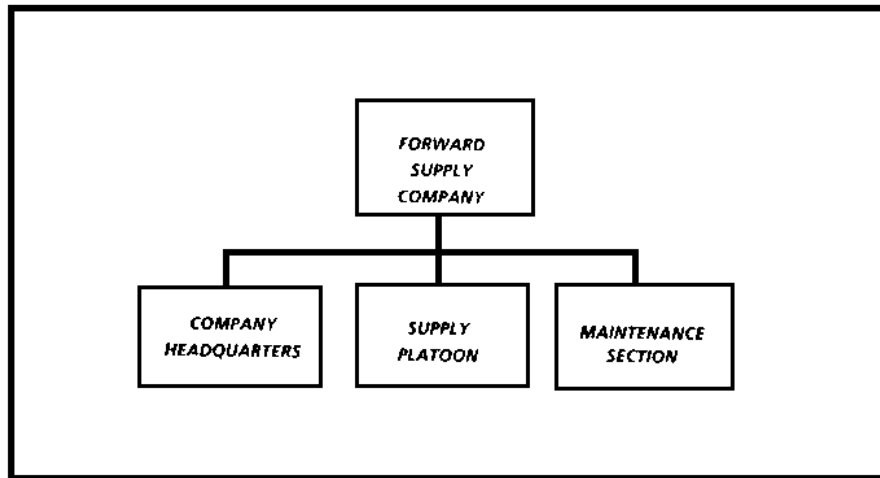


Figure 1-3. Supply Company.

An organizational chart is a simple, one-dimensional model of a unit. In Figure 1-3 we see a supply company depicted using an organizational chart. The model makes it easy to identify the major components of the company and the chain of command linkage, but it doesn't tell you much about how the company operates especially in instances where subordinate platoons are likely to be geographically dispersed. More often than not, if you asked for more information someone would show you something like the organizational chart in Figure 1-4.

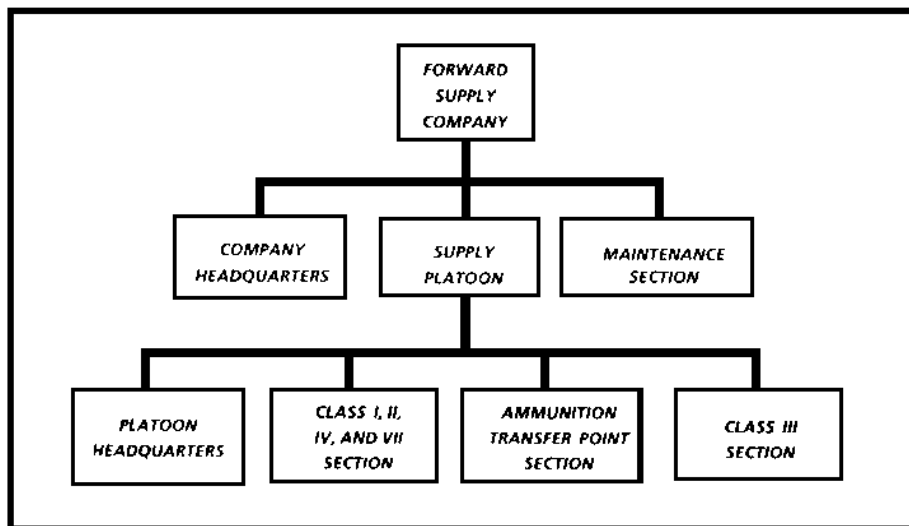


Figure 1-4. Supply Company.

The second organizational chart really doesn't show anything different, just a little more detail than the first model. It still focuses on organizational titles and lines of communication and authority. An organizational chart depicts the components, but it doesn't depict the interrelationships that exist in a military organization. In order to understand the unit or organization you will take charge of, a model like this is of limited value. A more useful model for taking charge of a unit is a "systems model".

3. A system, by definition, is a collection of parts that come together to form a more complex or unitary whole. We all know that the Army is a collection of parts, and we hope that it is a unitary whole. We also know that the Army doesn't operate in a vacuum. The Army receives inputs from our society and yields outputs to the society.

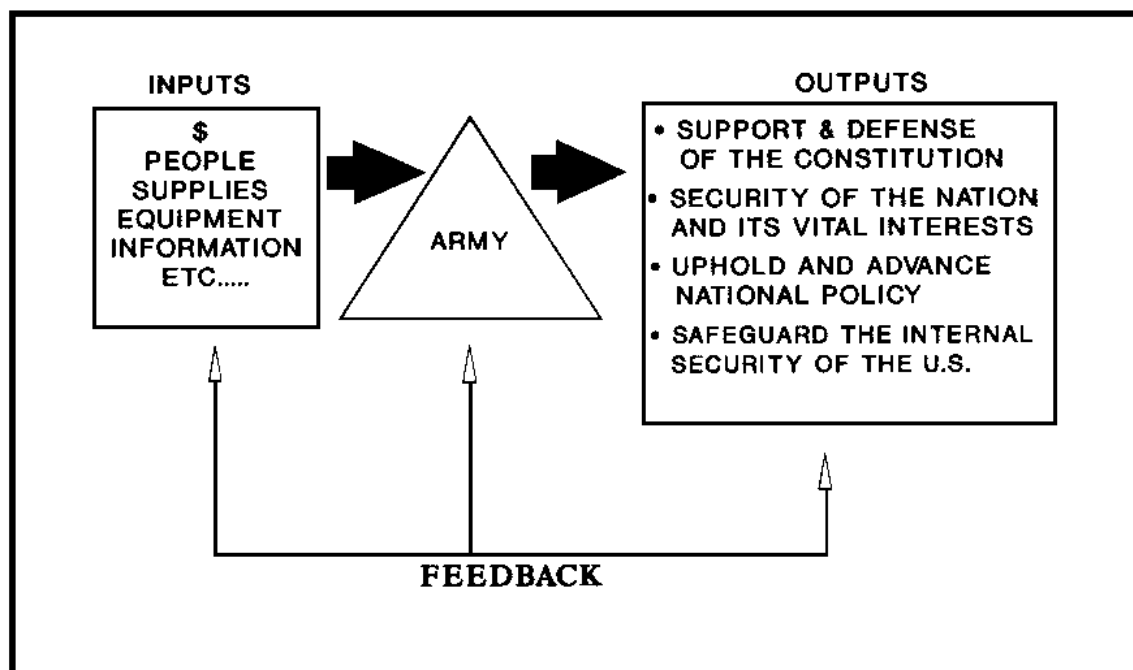


Figure 1-5. The Army as an Organizational System.

Figure 1-5 shows the Army and some of society's inputs to the Army. We also see the outputs of the Army, on a national or strategic scale. The feedback loop indicates a continuing dialogue between the components. Outputs on a smaller scale, such as at unit level, would be similar to "a trained and ready force capable of conducting land based combat operations to defeat the enemy, seize, occupy and defend land area in support of a specific organization." While Figure 1-5 shows the Army as part of a system, it doesn't show the components that you, as future commanders, will have to deal with.

4. The six components of a systems model of an Army organization are:

Environment
Mission
Technology

Personnel
Organizational structure
Leadership

Before you can fully take charge of a unit, you need to understand each of these components and how they relate to or interact within your organization

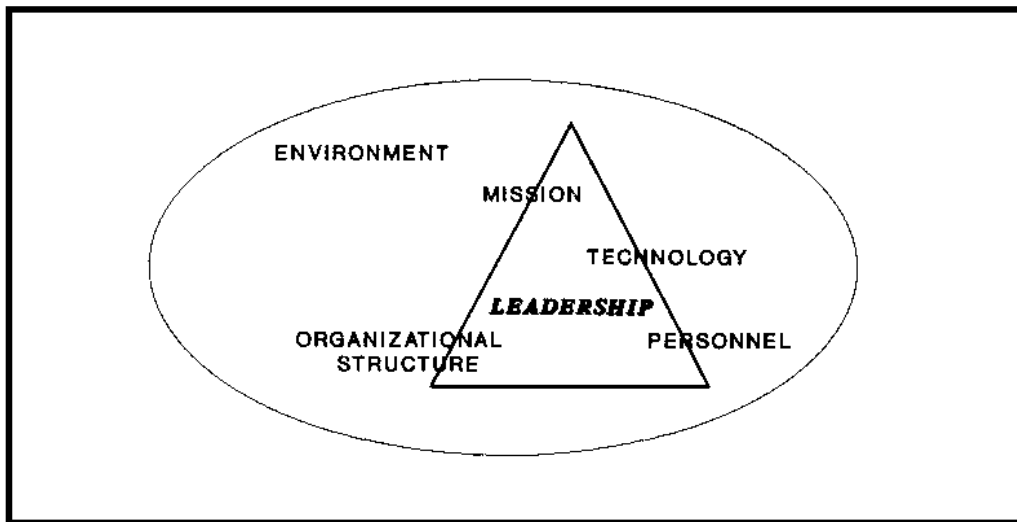


Figure 1-6. Components of an Army System Model.

a. Environment. All organizations exist within an environment. All influences on an organization come through the environment. Examples of some environmental influences on a military unit include:

- Time constraints.
- The local community.
- Active duty training sites.
- The resources available to you.
- Geographical dispersion of units.
- Higher organizations (Bde, Div, Corps).
- The Capstone or roundout status of your unit.
- Sister organizations (Other Bn's or companies).
- The attitudes of society (Pro-or anti-military).
- The regulatory constraints you operate under (Laws).
- Civil and military demands (Disaster assistance, FTX).

Some of these influences have a major impact on Army Reserve and National Guard units. The civil and military demands placed on the Active and Reserve Components represent a significant environmental influence. Some environmental influences have little effect on Army organizations, some have more. For example, local elections (Mayor or City Council) may have little impact but the election of a new state governor may. The closing of a major factory in a community could have a significant impact on your unit. The new commander must look at the total environment of his organization and be prepared to deal with each possible environmental influence.

b. Mission. The mission of the unit involves much more than the mission statement provided in the Table of Organization and Equipment or the unit's ARTEP-MTP. The mission, which is always METL driven and has a wartime focus, includes:

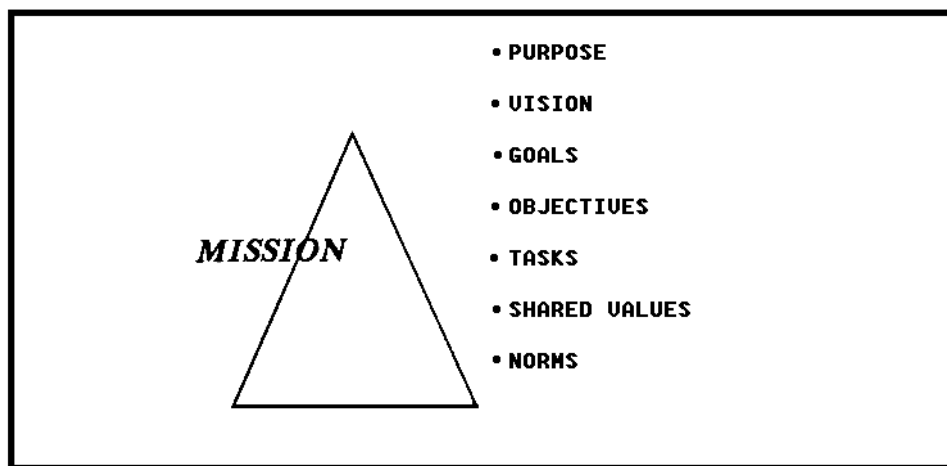


Figure 1-7. The Mission.

Norms are the basic operating principles of the unit. Formal and informal norms form the foundation for the shared values that develop within a unit. Tasks are the activities which individuals or the unit perform to achieve specific objectives. Unit objectives are usually based on the goals that are established by the unit commander. The commander sets goals for the unit based on the requirements he expects in the future. This future state is referred to as vision. Finally, a commander's vision is based on the purpose for which the unit exists. A new commander must look beyond the general mission statement to understand fully what mission means. Both he and his subordinate leaders must understand each component of the mission subsystem.

c. Technology.

(1) People cannot reach organizational goals without having some procedures, tools, and techniques for doing so. Technology consists of the means and methods used to get the mission done. In the narrowest sense it is machinery, the physical things used by the organization. In its fullest sense, the technological subsystem includes:

- | | | | |
|--------------|-----------|------------|----------------------|
| -Equipment | -Machines | -Knowledge | -Physical facilities |
| -Information | -Skills | -Tools | -Training |

There are other areas that also can be viewed as technology. The way messages are routed and handled, institutional procedures, the way a unit goes about getting resources, and the way language is used (jargon and "militarese") in the organization are all elements of the technology of a unit. A new tank company commander who is skilled in the operation of the M1 tank and its associated tools and equipment is likely to be a good tank company commander. However, imagine how much more effective he'd be if he knew how to determine the enemy's disposition and order of battle from the intelligence information available to him. The training skills that you and your subordinate leaders possess have a significant influence on the performance of your unit.

(2) The incoming commander or staff officer should look at everything the organization uses to accomplish its missions. He may not be able to obtain newer or better tools, but he may be able to identify better ways of using the technology already available.

d. Personnel.

(1) Every organization has a psychosocial or people subsystem. Understanding the people who make up an organization is a key element in understanding the total personnel subsystem. The components of the personnel subsystem are shown below.

- | | |
|---|-----------------------------|
| -The informal relationships within the unit | -Individual values |
| -Motivation | -Attitudes and expectations |
| -Rewards | -Individual behavior |
| | -Group dynamics |

(2) You should look at the number of personnel in the unit, their attitudes, their civilian vocations, and their discipline. Look at how your soldiers interact with each other on weekend drills, during annual training, and if possible, in their day-to-day work. Some of the aspects you should explore when focusing on the personnel subsystem are:

- Does cooperation exist?
- Do squads/sections, platoons, and staff sections support and assist each other?
- Are the soldiers and subordinate leaders positively motivated?
- Are rewards and punishments used effectively?
- Do the soldiers demonstrate the values of the professional Army ethic?
- Do individual attitudes and expectations complement or contribute to the unit?
- Do people identify with the unit?
- Do members of the unit feel they are an important part of the organization?
- What is the level of job satisfaction?
- Do the groups that exist in the unit contribute to or detract from the accomplishment of the unit's mission?

Until you understand your personnel, their needs, expectations, and what motivates them you'll never feel like you've really taken charge of your unit.

e. Structure.

(1) The structure component of the model includes both the formal and informal structure of the organization. Organizations such as Army have permanent structures with definite lines of authority and responsibility. The formal structure of the organization is normally set forth in the Table of Organization and Equipment (TO&E) or the Table of Distribution and Allowances (TDA) chain of command. The informal structure consists of individuals exercising general military authority in the day-to-day conduct of the organization's business. These individuals may or may not be in the formal chain of command. The components of the structure subsystem are shown below.

- | | |
|-----------------------|------------|
| -Formal relationships | -Status |
| -Procedures | -Policies |
| -Roles | -Authority |

(2) By looking at the unit's formal structure, the new commander or staff officer can gain an appreciation for how the unit is organized to do its job. You can quickly identify whom you work for and the formal channels of communication. Identifying and understanding the informal structure is not as easy. We gain this information by observing how day-to-day operations of the organization are handled. Does the battalion commander consult with the primary staff or action officers? What are the relationships between the company commanders and the battalion staff? Does one commander or staff officer exercise more influence than the others? Why? Does one NCO exercise more influence than his or her rank would indicate as appropriate? Why? How do policies and procedures influence actions within the organization? Does civilian employment influence actions within the organization? Do off-duty social relationships influence actions within the organization? The informal structure must be identified, not for the purpose of changing the formal organization, but so that the new commander can understand how it functions and use it to enhance the function of the unit.

f. Leadership.

(1) The leadership component or subsystem is the most critical component of the organizational model. Remember the Army's definition of leadership in FM 22-100 states that: "leadership is the process of influencing others to accomplish the mission by providing purpose, direction and motivation." As the leader of your organization you are the focal point of the organization. You are the person who keeps all the subsystems in focus and applies the resources of the organization as needed. In the Army, the leadership subsystem includes all the members of the chain of command. The chain of command forms a critical path for the flow of information between the levels of the organization and between the components of the unit. Leaders relate the organization to its environment and coordinate the interaction of the other components of the unit. The elements of the leadership subsystem are shown below.

- | | |
|---------------------------------|--------------------------|
| -The leader's individual values | -Strategy |
| -Leadership style | -Coordination |
| -Planning | -Information processing |
| -Organizing | -Allocation of resources |
| -Decision making | -Link to the environment |

(2) Many of these elements are functions that a leader performs. Other subcourses or resident courses will deal with these functions individually. Your ability to perform these functions while providing the purpose, direction and motivation to accomplish the total mission will determine your effectiveness as a unit leader.

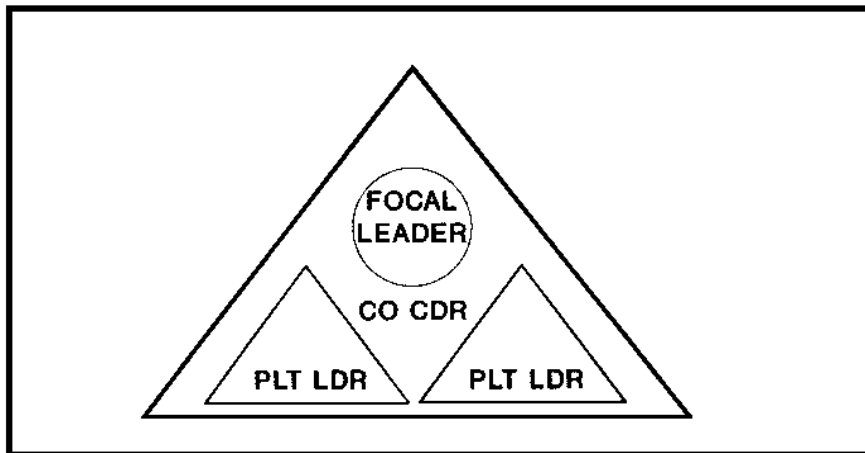


Figure 1-8. Focal Leader.

(3) As a new commander or primary staff officer, "you" become the focal point, the focal leader, of your organization. You are the one individual who has the authority and resources to lead the organization and the ability to influence outside pressures. You also provide the leadership necessary for the unit to operate. Figure 1-8 depicts a company that contains two platoons. The incoming commander relies on the chain of command to assist him as changes occur. The commander translates environmental input into manageable information for his subordinate organizations.

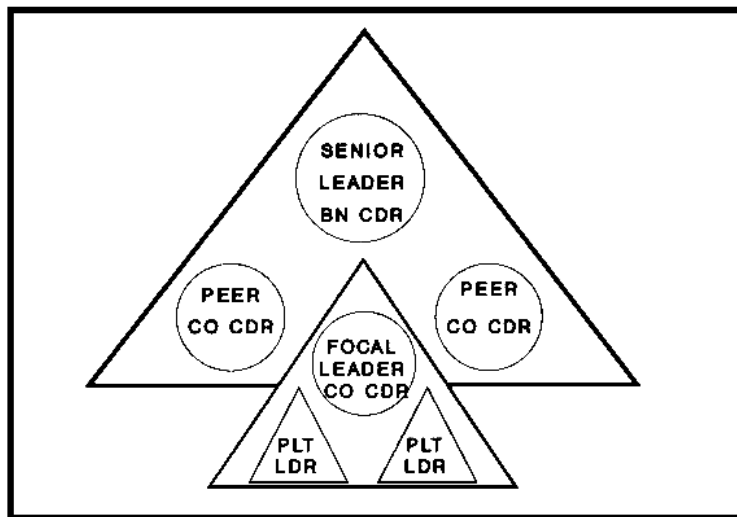


Figure 1-9. A Complex Systems Model of a Military Organization.

(4) Figure 1-9 shows a battalion organization. The battalion commander is the senior focal leader. Like the company commander in Figure 1-8, the battalion commander attempts to control the influence of the components which impact on the battalion. As a company commander or staff officer, you have peers who are also focal leaders and who experience many of the things you experience. When you need assistance or are uncertain about something, consult your unit technician, your active duty advisor, a peer, or the battalion commander.

(a) Everyone in the battalion's organizational system is interdependent. A company commander or staff officer is both a leader and a follower. This dual role is where your superiors and subordinates look toward to determine or assess your leadership ability. While there are certain intangibles that make some leaders better than others, all good leaders understand the components of the organization. They work within the organization to accomplish the mission.

(b) Analyzing a military unit using an open systems model benefits an incoming commander or staff officer in two specific ways:

1ST -it allows the new commander to view his organization as an integration of components.

2ND -it serves as a tool that assists the leader in focusing on specific areas or systems within his organization.

If you analyze an organization as a composition of interrelated components, you will be able to isolate or focus your attention on specific portions of the organization that you might not otherwise consider during the process of taking charge. The model also keys the new commander to look outside his organization. The environmental subsystem allows you to look outward and view the organization as a portion of a larger system. As a result, you can view and analyze the subsystems for which you are responsible in a broader context.

5. Review. The following chart depicts all of the components of the Military Open Systems Model.

THE ORGANIZATIONAL SYSTEM

ENVIRONMENT

Higher Organizations
Sister Organizations
Society
Resources
Demands
Constraints
Installation
Local Community

MISSION

Purpose
Vision
Goals
Objectives
Tasks
Information

TECHNOLOGY

Equipment
Knowledge
Training
Facilities
Tools
Machines

LEADERSHIP

Individual Values
Leadership Style
Planning
Organizing
Decision Making
Strategy
Coordination
Information Processing
Link to Environment
Allocation of Resources

PERSONNEL

Informal Relationships
Motivation
Rewards
Individual Values
Individual Behavior
Group Dynamics

STRUCTURES

Formal Relationships
Procedures
Roles
Status
Policies
Authority
Hierarchy

PART B

ACTIONS PRIOR TO TAKING CHARGE

At this point you may be saying "OK, I understand that in order to successfully take charge of a company or staff section that I must look at the BIG PICTURE, but WHAT is it that I am supposed to DO?" Part B identifies, in a check list fashion, 13 areas that you should address prior to assuming command. The check list is provided as a tool for you to use. In this part of the lesson you will:

1. Determine how much time you will have to go through the change of command process.
2. Determine the organization's mission.
3. Determine what is expected of your unit.
4. Determine what your immediate leader expects of you.
5. Identify the key people outside your organization whose support you need to accomplish the mission.
6. Determine how this mission fits in with the mission of the next higher headquarters.
7. Determine what standards your organization must meet.
8. Determine what resources are available to help the organization accomplish the mission.
9. Determine who reports directly to you.
10. Study documents that pertain to your unit such as: Unit history, lineage and honors, SOPs, policy memoranda and authorization documents.
11. Talk to the outgoing leader, if possible: Listen for indications of the unit's reputation.
12. If taking command, use the change of responsible officer inventory to begin assessing the unit.
13. Ask yourself the following questions:
 - Are communications effective within the unit?
 - How do subordinate leaders interact with soldiers?
 - Does the unit appear to have high standards?
 - Is there a sense of cooperation?
 - What are the long-range and short-range plans of the higher headquarters?

Incoming company commanders normally know something about the unit they are taking charge of because they are selected from within the command. The time between being selected to command and assuming command affords the incoming commander an excellent opportunity to begin the process of taking charge. Make your transition easier by making good use of this time.

Although each command and staff section is unique there are a number of common actions that you can accomplish prior to taking charge. As each action is presented try to identify those that have a direct link to one of the subsystems of the open systems model of a military organization.

Now let's go back to the first item and look at each one in more detail:

1. Determine how much time you will have to go through the change of command process.

-How much time will you have? One weekend? Two weeks? More? Less? Will it require many days of non-drill or no pay status? Work out a schedule that is agreeable to you, the outgoing leader and other people that you will rely on to assist.

2. Determine the organization's mission.

-What is the wartime mission of the unit?

-Commit the mission to memory.

-Are there contingency missions?

-Look beyond the words for the full meaning and impact of the mission on the organization.

-What is the unit's Mission Essential Task List (METL)?

3. Determine what is expected of your unit.

-What is expected on a day-to-day basis is often different from the wartime mission?

-What are the short and long term plans/goals of your organization, your higher headquarters?

-What are the organization's: Plans/Goals? Priorities? Programs? Budgets?

4. Determine what your immediate leader expects of you.

-What are his professional expectations of you?

-What are his personal expectations of you?

-How does he use his staff (XO, S3)?

-Is there a true "green tab" relationship or does the staff provide "command type" guidance?

-How can you use the chain of command?

-Is there an informal chain of command?

5. Identify the key people outside your organization whose support you need to accomplish the mission.

- What organizations, staff offices and individuals should you visit?
- How do they contribute to accomplishing the mission or goals of the unit?
- In what order should you visit them?
- Is once enough or should there be a close liaison relationship?

6. Determine how the unit mission fits in with the mission of the next higher headquarters.

- What is the mission of the higher headquarters?
- What are the goals, plans, and objectives of the higher headquarters?
- How does my organization contribute to the mission of the higher headquarters?
- What contingency missions do you contribute to and in what way?
- Which of your unit's METL tasks are battle tasks of the higher headquarters?

7. Determine what standards your organization must meet.

- What are the established standards for maintenance, operations, and training?
- How are the standards of performance measured?
- Which standards are established by the battalion and which are established by a higher headquarters?
- Are there any standards with "do or die" consequences?
- Are there any standards in place that are not supported by documentation?

8. Determine what resources are available to help the organization accomplish the mission.

- What is the personnel status of the unit?
- Are there any critical equipment or personnel shortages?
- What is your equipment status now and the average for the past quarter, the past 6 months?
- Are there any major logistical problems?
- How is the budget controlled and are there any budget problems?
- What is the condition of the buildings and other facilities for which you are responsible?

9. Determine who reports directly to you.

- Is there anyone outside of your organization who reports to you?
- Are platoons from another battalion ever attached to your company? This may include a cross attached infantry or armor platoon or maintenance personnel from the support battalion.

10. Study documents that pertain to your unit.

- Unit history, lineage and honors, SOPs, policy memorandums, and authorization documents.
- Have all the leaders in the organization reviewed these documents?
- Who is responsible for updating these documents?
- Which of these are the most important?

11. Talk to the outgoing leader, if possible.

- What are the major concerns, issues, problems, and frustrations of the outgoing commander?
- Are there any "skeletons in the closet" that might not be visible to the incoming commander?
- What programs or policies did the outgoing commander initiate that he would like to see remain in effect?
- If he was able to stay in command, what would he like to see change and why?
- What is it that the unit does best?
- What really seems to pull the organization together?
- Listen for indications of the unit's reputation.
 - What is the higher headquarters' perception of the unit?
 - What do the soldiers say?
 - Has the unit won any recent awards or competitive events?
 - What are the current reenlistment rates?
 - Are there any crime or drug related problems or indicators? Don't overlook a visit to the provost marshal's office.

12. If taking command, use the change of responsible officer inventory to begin assessing the unit.

- Ensuring that all organizational property and equipment is accounted for, in serviceable condition, properly stored and secure is extremely important. However, don't overlook the opportunity you have to interact with the members of your new unit while conducting the inventory.

-If possible, conduct the inventory by platoon or section. After you have inventoried the property, take time to record your observations and impressions of the platoon. This data will become valuable as you establish yourself as the leader.

13. After you have completed the change of responsible officer inventory and prior to the actual assumption of duties, ask yourself the following questions:

- Are communications effective within the unit?
- How do subordinate leaders interact with soldiers?
- Does the unit appear to have high standards?
- Is there a sense of cooperation?
- What are the long-range and short-range plans/goals of the higher headquarters?

14. Review. Many of your questions about the unit can be answered in part during the change of responsible officer inventory. If you are able to provide accurate answers for each of these questions, you have developed a basic understanding of the unit. You may not be able to answer all of the questions in detail. That will come in time. You will, however, have completed an initial assessment of the unit, your role and responsibilities, and will be prepared to continue the process of taking charge not as an outsider, but as the commander.

PART C

ESTABLISH YOURSELF AS THE LEADER

In this part of the lesson you will identify the actions that will assist in you establishing yourself as the leader of an organization. They are:

- Hold initial meetings with subordinate leaders.
- Visit each element of your organization.
- Ensure you understand the functions you are responsible for such as: training, maintenance and administration.
- Complete your officer evaluation report support form (DA Form 67-8-1).
- Determine the level of competence, the strengths and the weaknesses of your subordinates.
- Develop a plan to assess your organization.
- As time allows, visit those key people outside your organization who support your unit.

1. Taking charge and establishing yourself as the leader is not something that can be imposed on an organization. It is a shared process, a process that involves the leader, his subordinates, and yes, even his superiors. Taking charge of a unit is often described as winning the trust, confidence, and respect of superiors and subordinates alike. Your assumption of command order will place you in charge on paper. However, it will not be until you demonstrate mastery of the tactical, technical, administrative, and leadership aspects of your job that you will truly establish yourself as the leader.

2. This lesson has discussed a number of actions you can take and questions you can ask to assist you in the process of taking charge. The following is a discussion of some of the common actions which all leaders should take in order to establish themselves as the leaders of their organizations.

- a. Hold initial meetings with subordinate leaders.

-The tone for the initial meeting with your subordinate leaders, to a large extent, is a result of the observations you made as you prepared to assume command. If your unit is in great shape and your predecessor was an excellent leader, it may be worthwhile to continue past policies. Articulate your hope that you will be able to keep the unit's performance and morale at its high level. If, on the other hand, you are following a leader who was harsh, cold or impersonal, but the unit was performing well, you can take the opportunity to improve things by being approachable.

By doing this you should be able to enhance both morale and performance. Finally, if you take over a unit that is performing badly you can take the approach that it is time for everyone in the organization to chart a new course, recognize past performance deficiencies and work together to upgrade performance across the entire organization. When you conduct your initial meeting with your subordinates you should:

- Identify yourself and your background.
- Thank your subordinates for their assistance during the change of responsible officer inventory.
- Share your leadership philosophy with your subordinate leaders.
- Identify your short and long-term goals and priorities.
- Give them an example of the performance standards you expect.
- Identify and explain your concept and standard of integrity.
- Emphasize communication.
- Ask for questions.

Close the initial meeting on a positive note by assuring the unit leaders that you appreciate their hard work. Make sure that they understand that it is not one of your goals to make changes in unit operations or personnel just for the sake of change.

b. Visit each element of your organization.

-As soon as possible after the change of command, visit each staff section and subordinate unit. Schedule the visit. Tell the platoon leader or section sergeant that you want the opportunity to visit the platoon or section area, and meet each soldier. Give them some time to prepare.

-Talk to each of your soldiers, get to know them and give them the opportunity to see you. Ask them to tell you about their job.

-Be professional, ask meaningful questions, such as, "When was your vehicle in maintenance last? What was wrong with it? How long was it in maintenance?" Rather than, "How's your morale?" That type of question will normally result in a response such as, "Great!"

-Do your homework before the visit. If there are issues you're uncertain about, ask. If the platoon has performed well previously recognize their achievements and challenge them to continue at that high level.

c. Ensure you understand the functions you are responsible for such as: training, maintenance and administration.

-When are you required to submit training schedules?

- Who requests training areas for small unit training?
- When are the company and battalion training meetings conducted? Who must be present?
- When are you required to provide input for the Unit Status Report?
- Who is responsible for priority requisitions?
- Who schedules quarterly, semiannual, and annual services?
- What are your administrative suspenses?
- Who is responsible for personnel actions?
- Which functions and responsibilities are "high threat?"

d. Complete your officer evaluation report support form (DA Form 67-8-1).

- Don't just copy your predecessor's support form.
- Use the opportunity to identify clearly in quantifiable terms:

- Personal goals.
- Unit goals.
- Areas of concentration.

- Take it to your commander, allow him time to review the support form and discuss its content with you.
- Reach concurrence with your boss.
- Initiate periodic reviews as needed.

e. Determine the level of competence, the strengths and the weaknesses of your subordinates.

- There are four primary means of gathering data to determine the level of competence, strengths and the weaknesses of your subordinates:

(1) Historical performance data can be obtained by reviewing ARTEP results, command inspection reports, equipment availability reports, readiness reports, previous unit status reports, Annual Training (AT) Evaluations, and training briefing slides.

(2) Surveys also can be used. An excellent example is the Unit Climate Profile survey.

(3) Interviews, either individual or in small groups, are another way of determining strengths, weaknesses and competence. Interviews allow you to ask clarifying questions regarding the information you obtain.

(4) Observation. Don't overlook the simple power of observation. Does the unit perform well as a team? Are missions accomplished correctly, the first time? Do soldiers demonstrate pride in their section, platoon, company?

f. Develop a plan to assess your organization.

- Focus your assessment efforts. Identify the areas you want to assess and why you want to assess the area.
- Make a plan to assess each area separately.
- Observe your unit's performance and record the results.
- Compare the results with established standards.
- Provide performance feedback and, if needed, establish a plan to improve performance.

g. As time allows, visit those key people outside your organization who support your unit. Plan to visit the:

- | | |
|-----------------------------------|-------------------------|
| -Operations and training officer | -Staff judge advocate |
| -Direct support unit shop officer | -Chaplain |
| -Personnel service officer | -Command sergeant major |

3. Review.

a. Actions which a new commander should take to establish himself as the leader include:

- Hold initial meetings with subordinate leaders.
- Visit each element of your organization.
- Ensure you understand the functions you are responsible for such as: training, maintenance and administration.
- Complete your officer evaluation report support form
- Determine the level of competence, the strengths and the weaknesses of your subordinates.
- Develop a plan to assess your organization.
- As time allows, visit those key people outside your organization who support your unit.

b. The Practice Exercise that follows gives you the opportunity to apply these actions as you prepare a plan for taking charge of a company.