



**LEADERSHIP**

**HOW TO....**

**JANUARY 1989**

**FORSCOM Pamphlet 600-7**

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"...we've got the enemy on our right flank, our left flank, in front of us and behind us. They won't get away this time."  
PULLER

\*\*\*\*\*

"There is no limit to what can be accomplished if it doesn't matter who gets the credit."  
EMERSON

\*\*\*\*\*

"The badge of rank (leaders wear)...is a symbol of servitude--servitude to (soldiers)."  
TAYLOR

\*\*\*\*\*

"It's all teamwork. Each person has a certain job to do and he has to do it in a split second. You know how each person works and that makes it even better."  
HUNTER

\*\*\*\*\*

"If anything goes bad, then I did it. If anything goes semi-good, then we did it. If anything goes real good, then you did it."  
BRYANT

\*\*\*\*\*

"When we assumed the soldier, we did not lay aside the citizen."  
WASHINGTON

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"To be prepared for war is one of the most effectual means of preserving peace."  
WASHINGTON

\*\*\*\*\*

"Wars may be fought by weapons, but they are won by men. It is the spirit of the men who follow and the man who leads that gains victory."  
PATTON

\*\*\*\*\*

"If you treat a man as he is, he will remain as he is. If you treat him as if he were what he could be and should be, he will become what he could be and should be."  
GOETHE

\*\*\*\*\*

"Never tell people HOW to do things. Tell them WHAT to do and they will surprise you with their ingenuity."  
PATTON

PROPERTY U.S. ARMY  
FORT HOOD, TEXAS



Department of the Army  
Headquarters, Forces Command  
Fort McPherson, Georgia 30330-6000  
January 1989

FORSCOM Pamphlet 600-7

LEADERSHIP

HOW TO

Impact on the New Manning System. This pamphlet does not contain information that affects the New Manning System.

Suggested Improvements. The proponent of this pamphlet is the Director of Personnel, J1, HQ FORSCOM. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Cdr, FORSCOM, ATTN: FCII-NTP, Fort McPherson, GA 30330-6000.

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DEPARTMENT OF THE ARMY  
HEADQUARTERS FORCES COMMAND  
FORT MONROE, VIRGINIA 22060-5000



MEMO TO  
ATTENTION OF



7 January 1989

FOCM

MEMORANDUM FOR: First Line Leaders

SUBJECT: Leadership How-To (FORSCOM Pamphlet 600-7)

1. LEADERSHIP, according to FM 100-5, Operations, is the most essential element of combat power. Leadership historically has been identified in combat as the common denominator in a unit or organization's ability to accomplish the mission, even under the most demanding and challenging situations. Leadership...positive, effective, competent, caring and concerned leadership is readily seen as the distinguishing factor between high morale, motivated, mission-capable units and those units struggling for identity.
2. The first line leader, the leader in direct contact and closest to the individual soldier, is the most important leader in our army's units. The first line leader is expected to know his soldiers: their expectations, limitations, and abilities. Most importantly, the first line leader must be able to lead by example in order to accomplish the mission. The job of a first line leader may be the toughest in the army but is equally as rewarding. The ability of a first line leader, regardless of MOS, type of unit or component, may make the difference between success and failure on the battlefield.
3. FORSCOM has prepared this leadership publication to provide you with some leadership tools to help you do your job. I wish you continued success in your most important job, taking care of and leading soldiers.

*George L. Bolveth*  
George L. Bolveth  
Command Sergeant Major

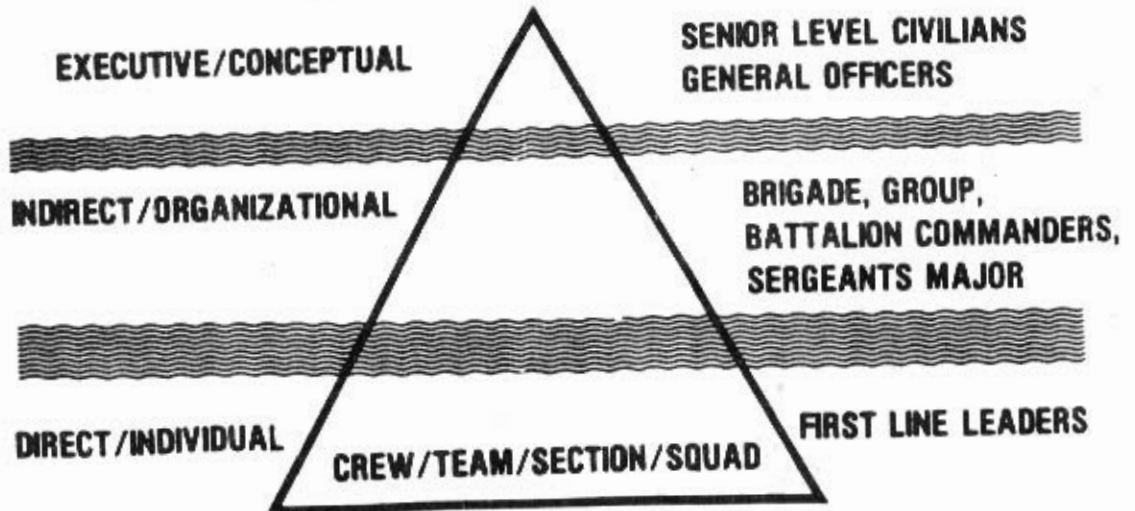
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Leadership how to...  
(FORSCOM PAM 600-7)

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FORT HOOD, TEXAS

# LEADERSHIP



## I. WHAT IS LEADERSHIP?

Simply put, leadership is what gets things done in an organization -- but there is more to it. The nature of work is different as one progresses through an organization. The leadership triad depicted above helps us understand the differences required in leadership skills.

At the base of the triad shown above, leadership is individual or direct. We're talking about leading one or more soldiers in a direct, face-to-face manner. First line leaders primarily lead in this way.

As a leader's responsibilities increase and he progresses to the middle of our triad, leadership skills must expand. Commanders at company level and higher have to lead indirectly THROUGH other leaders. A battalion commander, for example, does not have the same type of direct influence on individual soldiers that a platoon, section, or squad leader has.

At the very highest levels of the leadership triad, generals have additional leadership responsibilities. These leaders aim the organization in the right direction by the establishment of goals, objectives, and priorities. These leaders must create a vision of what they want the organization to be.

This publication is focused on the skills necessary for the first line leader to lead individual soldiers.





## II PRINCIPLES OF LEADERSHIP

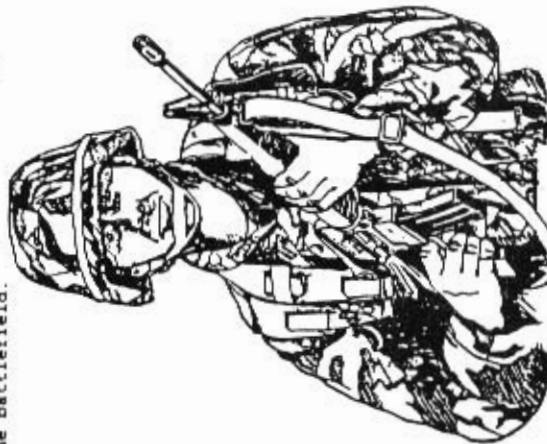
1. KNOW YOURSELF AND SEEK IMPROVEMENT - honestly ask yourself what you could do better, then figure out ways to get better. Use peers, superiors, and subordinates to seek self improvement.
2. BE TECHNICALLY AND TACTICALLY PROFICIENT - learn everything you can about your job and the jobs of those you supervise.
3. SEEK RESPONSIBILITY AND TAKE RESPONSIBILITY FOR YOUR ACTIONS - look for ways to improve your piece of the Army, and be accountable for your actions.
4. MAKE SOUND AND TIMELY DECISIONS - use available time to consider alternatives, but make timely decisions. A good decision now is better than the best decision made too late.
5. SET THE EXAMPLE - there is no principle of leadership more important than this one. Set the standard in everything you expect your soldiers to do.
6. KNOW YOUR SOLDIERS AND LOOK OUT FOR THEIR WELFARE - leaders must know what motivates their soldiers and what doesn't motivate their soldiers. Every soldier has individual needs; good leaders know and try to meet those needs.
7. KEEP YOUR SOLDIERS INFORMED - Americans have a cultural need to understand why they have to do something. There's always time to tell your soldiers why they have to do something, even if it's after the fact. Leaders who keep their soldiers informed gain their soldiers' commitment.
8. DEVELOP A SENSE OF RESPONSIBILITY IN YOUR SUBORDINATES - develop subordinates in accordance with ability and potential. Stretch your soldiers a little more each time.
9. ENSURE THAT THE TASK IS UNDERSTOOD, SUPERVISED, AND ACCOMPLISHED - leaders must explain a task in sufficient detail to ensure it's understood. Leaders must then follow up to ensure the task is done to standard and instruct positively on those tasks that are not.
10. TRAIN YOUR SOLDIERS AS A TEAM - in everything you do, think teamwork. Even police call and duty rosters give the opportunity to develop teams.
11. EMPLOY YOUR UNIT IN ACCORDANCE WITH ITS CAPABILITIES - set realistic standards for your unit. Make your unit stretch to accomplish goals, but don't make them so difficult that they're unattainable.

Mission First, Soldier Always:----

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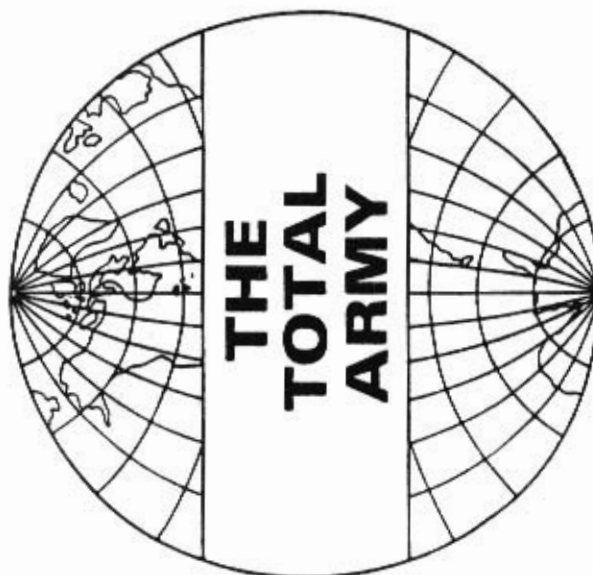
## III. THE HEART OF OUR ARMY--INDIVIDUAL VALUES

- \* CANDOR - Honesty plus openness...plus simplicity. The prime rule governing communications on the battlefield. Candor develops and supports the trust upon which commitment is built.
- \* COMMITMENT - A dedication to something bigger than self...to fellow soldiers, to the team or section or squad...to the larger units and the nation. The ultimate in commitment is giving one's life in the service of others.
- \* COURAGE - The willingness to take a risk even when the choice not to do so is open. Courage is the catalyst of the battle; it grows in a unit from individual acts which generate trust and support commitment.
- \* COMPETENCE - Highly developed skills that are the basis of confidence, trust, and commitment. Competence is the battlefield's oldest value. Competence plus commitment, courage, and candor means winning on the battlefield.



#### IV. LEADERSHIP HOW-TO'S

This section addresses specific skills used by leaders at all levels. Each of the leadership how-to's on pages 6-23 is excerpted with permission from SMALL UNIT LEADERSHIP by Dandridge M. Malone, copyright 1983, Presidio Press, 31 Pamaron Way, Novato CA 94947. Additional leadership how-to's can be found in Chapter 7, "Leadership Skills", SMALL UNIT LEADERSHIP.



## HOW TO LISTEN

THE MOST EFFECTIVE KIND OF LISTENING IS CALLED "ACTIVE LISTENING." It's called that because the listener has to WORK HARD at listening. When soldiers are listened to carefully, they will talk more carefully and will try to make clear exactly what they are feeling and thinking. The best way to get soldiers to listen carefully to you is to SET THE EXAMPLE; listen carefully to THEM.

When to Do It

- Whenever someone else is talking to you.

How To Do It

- Listen for total meaning--both the content of the message and any emotion associated with the message (e.g., anger, fear, happiness). Listen for both WHAT a person says and HOW he says it.
- If it looks as though someone is so emotional that he is having trouble communicating with you, then tell him about it (e.g., "Calm down, soldier--you aren't making sense").
- Test your understanding of the message. For example, while you're listening, ask yourself every now and then, "Could I repeat or restate what he just said?"
- Listen to YOURSELF while you're listening. If you're getting angry or excited INSIDE, chances are you're not hearing the other man very accurately.

How to Know When It's Done Right

- You begin to see your soldiers listening to YOU more carefully.
- In situations where you have to pass on information, you don't overlook things.
- More soldiers want to talk with you.



## HOW TO TRANSMIT

Effective communication is an absolute must if our Army is to accomplish its mission. In a way, "Leadership = Communication," because about 80 percent of a leader's time is spent in some form of communication. The leader, as he "influences" soldiers to accomplish a mission, has only one real tool: information. He does not "handle" soldiers. He motivates, guides, and organizes them to do their own work. He does this with the INFORMATION he has. His primary tool to do all of this is the spoken or written word.

When to Do It

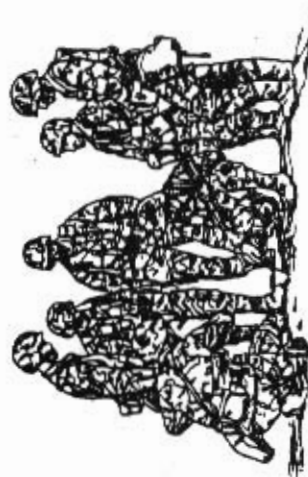
- Whenever you send a message to someone, spoken or written.

How to Do It

- MAKE THE MESSAGE AS SIMPLE AS POSSIBLE. Start with a clear, simple statement of the purpose of the message. Don't overload the message with unnecessary information.
- Organize the message in a way that is easily understood by the RECEIVER. One of the keys to this is KNOWING YOUR SOLDIERS.
- State the message in soldier language. Avoid "official" jargon and long-winded words.
- Use an example to illustrate any major NEW point or idea.
- Draw pictures and sketches to go along with words whenever possible. Use a blackboard, a notebook, or a stick in the sand.
- Repeat the important points of a message at least twice.
- Summarize the major points of a message.
- ASK the receiver for feedback.
- When time permits, ask the receiver to repeat back or explain to you, in his own words, what you have just told him.

How to Know When It's Done Right

- When the receiver gives you feedback that tells you he understood the message.
- When the receiver behaves in accordance with the intent of the message: when you see him DO what you had in mind when you TOLD him what to do.



## HOW TO PLAN

Leaders at all Army levels need to plan constantly for the future. THE ESTIMATE OF THE SITUATION is the best thinking tool for doing this, particularly on the battlefield. In addition to the ESTIMATE, there is another fairly simple planning guide that will help you get the right things done right, on a daily basis, even when some things go wrong.

### When to Do It

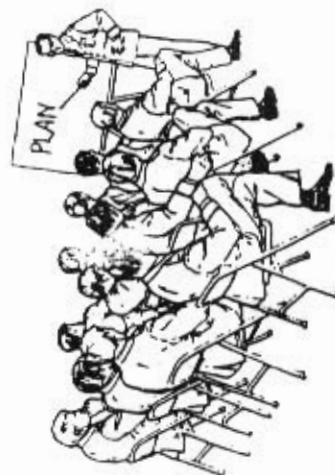
- When you have been given a task or know that you have something to do even though no one has told you. In either case, you need a "plan."

### How to Do It

- Determine whether you should develop the plan by yourself or get some subordinates involved. Does time permit you to involve others? Do others have the necessary skills and knowledge to assist you?
- List alternatives that you think might accomplish the task.
- Figure out the essential steps in each alternative.
- Put the steps in proper order.
- Determine WHEN each step has to be finished.
- Pay close attention to any of the steps that your experience tells you could go wrong.
- ASSUME IT WILL GO WRONG.
- For each alternative way of accomplishing the task, develop a plan to cover things that could go wrong.

### How to Know When It's Done Right

- When there is a reduction in the number of "last-minute" problems confronting your unit.
- When you can adjust quickly to change and errors without getting rattled.



## HOW TO MANAGE TIME

Time is the most precious human resource. Once used, time can never be replaced. The most important decisions made by small-unit leaders involve the use of time: what the leader will be doing with his time and what the leader's soldiers will be doing with their time. A resource as critical as time must not be treated in a haphazard or careless manner. Use of time must be carefully planned--and managed.

### When to Do It

- When you notice you and your soldiers are not getting tasks done on time according to your own expectations or the schedules you're supposed to meet.
- When you end up scheduled to do two or more things at the same time.
- When you seem to forget about performing some tasks until you are reminded--usually at the last minute.
- When your soldiers are complaining because things just don't seem "organized" to them--everyone seems to be running around like "chickens with their heads cut off."

### How to Do It

- Buy or draw up a monthly calendar that gives you room to record scheduled activities on a daily basis.
- Keep the calendar up to date at all times. When you learn about an important activity, record it as soon as you can on your calendar.
- Start a "things to do" notebook. Each time you are told to perform a task or you otherwise identify a task that must be performed, record the task and when it must be completed in this notebook. After you complete each task, cross out the entry in your notebook and record the time and date the task was completed.
- Establish time limits for meetings whenever possible.
- When a conflict for using your time develops, establish your priorities based on your missions. Activities that must be accomplished in order to prepare your soldiers and your unit for battle must come first.
- At least once a day, review your monthly calendar and your list of "things to do." This should normally be done in the morning. When you have a lot to do on a day, write out a list of "things to do today" and list them in order of their priority. Do them in that order.
- Be prepared and be willing to work the amount of time needed to accomplish your mission. DON'T PLAN YOUR ACTIVITIES AROUND AN EIGHT-HOUR DAY. PLAN YOUR DAY AROUND YOUR ACTIVITIES.



### How to Know When It's Done Right

- All required tasks seem to be accomplished on time.
- Conflicts in your schedule don't occur.
- Things seem to run "smoothly."
- Soldiers aren't surprised when you ask them about tasks they are supposed to have done.



### HOW TO SET STANDARDS

The best way to make sure that jobs and tasks are done right is to see to it that clear, precise standards are set. SOLDIERS WORK BEST WHEN THEY KNOW EXACTLY WHAT IS EXPECTED OF THEM. The most effective standards are those that are realistic, challenging, specific, measurable, and "doable"--with a specific time deadline. In assigning tasks, leaders should never assume that the desired standards are already known to the followers.

#### When to Do It

- When your soldiers appear willing, and are trying, but their performance doesn't meet the standards required for mission accomplishment.
- When you have a new task to get done and the standards are unclear or have not yet been established.
- When soldiers ask a lot of questions or seem confused about expected outcomes.

#### How to Do It

- Read through some Soldier's Manual to get a good idea of HOW standards should be stated.
- Check appropriate publications to see if standards for tasks, techniques, or procedures are already clearly established (TMs, FMs, Soldier's Manuals, SQTs, etc.).
- When standards aren't specified, you figure out what they should be.
- Make sure standards are specific and measurable whenever possible.
- Communicate standards to the soldier. SHOW him the standards if you can.
- Check to see if the soldier understands the standard.
- HOLD SOLDIERS ACCOUNTABLE FOR THE STANDARDS.
- Measure performance against the STATED standards, rather than against other soldiers or teams.
- When soldiers are not able to meet desired standards right away, don't LOWER standards; establish intermediate ones. (Intermediate standards should lead step-by-step to the desired standard but be within the capability of the soldier to perform at this time.)
- When you have specified standards, ALWAYS provide feedback to the soldier about how well he met those standards.
- Reevaluate standards when they appear to be unrealistic (too easy, too hard) after prolonged periods of training.
- If YOUR leader doesn't spell out the standards when he gives you a task, then ASK him. If YOU don't have a clear picture of what he wants, confusion will be multiplied at each level in the chain of command.

#### How to Know When It's Done Right

- When there are very few questions and little confusion during the course of accomplishing a task you've assigned.
- When soldiers are self-confident and proud of their work.
- When soldiers appear to be dissatisfied with poor or sloppy work.

## HOW TO INSPECT

Inspections can have a powerful positive effect on individuals, teams unite. They can also have a powerful negative effect. Troops work hard to get ready for inspection. Leaders "owe" it to their subordinates to be as ready to DO the inspections as the troops are to GET inspected.

### When to Do It

- \* When you want to ensure UNIFORM COMPLIANCE with established standards and proper operating procedures (training, maintenance, supply, etc.)
- \* When you want to check current "as-is" status. (This is the primary purpose of making "unannounced" inspections. Unannounced inspections also save preparatory time.)
- \* When the situation seems to require a thorough, detailed check--when, for instance, a critical exercise or test is coming soon, or when something needs a complete, top-to-bottom checkout.

### How to Do It

- \* Prepare for the inspection. At your level, this means EXPERT knowledge on your part.
- \* Learn the established standards and requirements.
- \* Have a plan for inspecting. Rehearse what you're going to do. Troops will be watching you like hawks for any little screw-up.
- \* Inform your soldiers (well ahead of time) of the details of WHAT is to be inspected, WHERE the inspection will be held, WHEN it will occur, WHO will inspect, and WHY the inspection is being done. Announce it, explain it, AND post instruction on the bulletin board.
- \* Conduct the inspection. Keep it formal, businesslike.
- \* Pay attention to detail.
- \* Check what you see against established standards (you MUST KNOW these standards).
- \* Record deficiencies and the responsible individuals or teams.
- \* Check that items are serviceable and not in need of repairs. Don't just look. Check to see that items also WORK. To do this, you have to know how to "work" the items yourself.
- \* Analyze the results. For example, check results against previous inspections to see whether things are getting better or worse.
- \* PLAN corrective action--who, what, and by when.
- \* Communicate inspection results to subordinates--a detailed critique. This is the feedback to the troops and it can be a powerful leadership exercise if you do it right. Prepare as carefully as you do for a class.
- \* Reinspect if YOU'RE not satisfied with the results. If you're not satisfied with what you've seen, and you do not reinspect, then no matter what you SAY, you have automatically lowered the standards. Never hesitate to reinspect, no matter how hard you and the troops have worked.

## How to Know When It's Done Right

- \* When individual and organizational equipment is on hand and being properly maintained.
- \* When you see uniformity of appearance and performance.
- \* When established policies and procedures are being followed and established standards are being met.



## HOW TO PROVIDE CORRECTIVE FEEDBACK TO A SOLDIER

Leaders must give their soldiers feedback in order to help them learn and to overcome substandard performances. Frequently, however, when discussing job related problems with a subordinate, a leader may put the soldier on the defensive. Typical defensive reactions will be the following: denial, blaming someone else, reacting aggressively, offering excuses, and reacting emotionally. The soldier doesn't "own up" to his own substandard performance. The best way for a leader to avoid this is to focus his feedback on the TASK--on what the soldier DID, not on the traits of the soldier himself.

### When to Do It

- Whenever a soldier's performance fails to meet a standard.

### How to Do It

- Focus as much as possible on the soldier's PERFORMANCE rather than his personality or attitude. Here are examples of focusing on personality or attitude--the wrong approach:
  - Specialist Jones, you have been extremely uncooperative lately."
  - You just aren't organized."
  - Smith, you are a lousy soldier."
  - You have a bad attitude."

Here are examples of focusing on performance--the right approach:

- PVT Smith, your squad worked extra hours last week cleaning up their living area and you didn't do anything to help."
- SGT Witt, your Motor Pool maintenance procedures suffer from a lack of proper prioritizing and planning. You always wait until you get a vehicle torn apart before you check to see if you need to order a necessary part."
- SGT Lucas, until recently, you used to arrive at the supply room early enough to make sure everything was ready for issue before the troops arrived. Lately, you've been arriving after the troops, causing the whole outfit delays in the entire training schedule."
- When you evaluate a soldier's performance, always evaluate that performance against the established STANDARD, not against the performance of other soldiers.

### How to Know When It's Done Right

- When the soldier can tell you exactly what performance of his you have judged as poor, AND when he can tell you WHY it is poor and what he's going to do about it.

## HOW TO REWARD INDIVIDUALS

REWARDS ARE THE MOST POWERFUL TOOL AVAILABLE TO LEADERS FOR MOTIVATING THEIR SUBORDINATES. Reward shows a soldier that he did a thing RIGHT. Punishment shows a soldier that he did a thing WRONG. Punishment can't show him what's right; it can only show him what's wrong. Sometimes, a leader wants a soldier to know what's wrong, but most of the time a leader wants him to know what's RIGHT. In terms of getting the mission accomplished, reward is more effective and takes less time than punishment. In addition to that, rewards help increase the confidence and trust between soldier and leader--confidence and trust necessary for successful battlefield performance.

### When to Do It

- When a soldier has met or exceeded a standard for performance. (A SPECIAL NOTE: Some leaders will tell you they reward ONLY their "best" soldiers. That's not the way to reward. It's fine to occasionally recognize your best soldiers, but make sure along the way that you are also rewarding the other soldiers who meet your standards. Your objective is to develop a unit, a whole team, where ALL soldiers meet performance standards. Everyone can be GOOD, but everyone can't be BEST. Show your GOOD soldiers that you value their performance, too.)

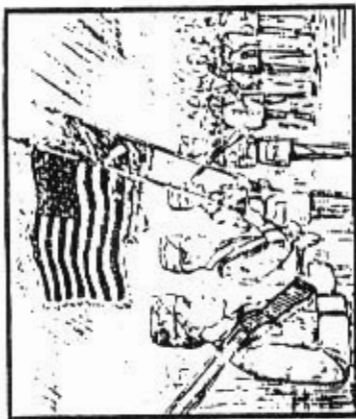
### How to Do It

- Make sure that the soldier is due a reward, that his performance has met or exceeded the performance standard.
- Select a reward for the soldier based upon these factors:
  - If you promised him a specific reward, give it to him. Don't make promises or hint around about rewards unless you know you can deliver. MAKE SURE THE REWARD MEANS SOMETHING TO THE SOLDIER--THAT HE VALUES WHAT YOU HAVE PROMISED HIM OR GIVEN HIM.
  - Remember that rewards take many forms--a "Good work!" a "Thank you," a pat on the back, an afternoon off, a pass, recognition in front of other soldiers, an official letter of appreciation, a good efficiency report, or a medal. Use them all.
  - Fit the reward to the performance. You wouldn't give a soldier a three day pass for passing his SQI, but you certainly ought to tell him you're proud of him.
- Follow through. Make sure that your soldiers get the rewards they deserve. Whenever possible, do the rewarding in front of other soldiers, especially members of the same team.
- Give the new guy some extra attention as far as rewarding goes. Because he is new, he's trying extra hard to learn what's the RIGHT way to do things. For him, almost any reward will have extra value.



#### How to Know When It's Done Right

- \* The soldier's performance of the tasks you assign continues to meet or exceed the standards you establish.



#### HOW TO BRING SMOKE

**PUNISHMENT SHOULD BE USED AS A LAST RESORT TO IMPROVE THE PERFORMANCE OF SOLDIERS.** There are several reasons for this. Punishment doesn't teach a soldier what he should do. Instead, it teaches him that he should avoid getting caught when he doesn't do what he should do. Punishment might also lead to hate, which makes it pretty difficult to build trust, respect, and a sense of teamwork between a soldier and his leader. Finally, repeated punishment tells a man he's a "loser." This means extra work for you if you're trying to develop soldiers who have confidence that they can win. But don't let anyone tell you that punishment should never be used. It has its place, it works, and it should be used when necessary to improve the performance of your soldiers.

#### When to Do It

- \* Punish a soldier for poor performance when all of the following conditions have been met:  
The soldier has failed to meet a performance standard which he knew about.  
You are convinced the soldier is unwilling--he just doesn't appear to be trying to perform the task.  
The soldier has been warned that he will be punished if he fails to perform to the standard this time.
- \* Punish a soldier for violation of a specific order when you know that he knew about the order and you know he violated it.
- \* Punish a soldier for violation of the law ("criminal acts" such as assault, insubordinate conduct, being drunk and disorderly, etc.) when you have enough evidence to convince you that he violated the law.

#### How to Do It

- \* Make sure that the soldier should be punished, that the WHEN TO DO IT conditions have been met.
- \* Select a punishment for the soldier based on the following factors:  
The punishment must be LEGAL. You can't violate the UCMJ or regulations, policies, and SOP when you punish a soldier.  
If you promised the soldier a specific kind of punishment, KEEP YOUR PROMISE and give it to him.  
Select punishments that your soldiers want to avoid--not necessarily what YOU would want to avoid. Taking away a young soldier's free time by restricting him might be a much more effective punishment than taking away some of his money with a fine.  
Fit the punishment to the performance. The more serious the soldier's wrong actions, the tougher the punishment should be.  
You should save your heavy punishments for soldiers who have committed serious acts, or for those who have continually failed to perform to standard.
- \* Apply punishment as QUICKLY as possible after the poor performance. Make sure the soldier fully understands that the punishment is a direct result of a specific poor performance.
- \* Follow through. When you tell a soldier he will be punished, make sure he is.

- \* When the punishment has been completed, move on. Don't continually remind the soldier about it. Watch carefully to see if his performance improves.

#### How to Know When It's Done Right

- \* The soldier's behavior and duty performance improve.



#### HOW TO COUNSEL

Effective counseling helps the soldier understand what his own problem is, then helps him get started doing something about it. The leader's goal in counseling is to MAKE THE SOLDIER MORE EFFECTIVE ON THE JOB. The objective of all counseling sessions is to help the soldier solve his own problem. Counseling is a complex skill and is an important part of a leader's duties.

#### When to Do It

- \* When the soldier's attitude or actions have changed markedly and you think he may be having problems that require your help in solving.
- \* When a subordinate leader brings a soldier to you for counseling.
- \* When a soldier himself asks you for your help or advice.

#### How to Do It

- \* Make yourself AVAILABLE. Don't just schedule "open door" time or tell your men, "Come see me if you got any problems." Get out and make yourself available.
- \* Don't ignore or joke about soldiers with problems. Try to build a reputation of dealing with your soldiers' problems honestly and fairly and effectively.
- \* Listen. Stay quiet and let the soldier do the talking.
- \* Take your time. Be patient.
- \* Get the soldier to state his problem specifically. Ask him, "Can you tell me more?" Tell him, "I don't understand what you mean by so and so," or "Would you give me an example of that?"
- \* If you think that something can be done about the problem, then work with the soldier to reach agreement on what he should do to solve it. If you don't think something can be done, tell the soldier that.
- \* Keep on the subject.
- \* Make sure the conversation focuses on what the soldier wants to talk about. Your own war stories don't usually help him very much.
- \* Gather as much information about the soldier's problem as possible.
- \* Have the soldier explain points in greater detail if necessary.
- \* Don't get mad or argumentative about what he says. Keep on LISTENING. Let HIM talk.
- \* At this point, think about all you've been listening to and determine whether the soldier needs some special help. You should send him for special help ONLY if:  
The problem is too difficult for you.  
There is a language or cultural barrier between you and the soldier.
- \* You think you are not making any progress.  
You think you are too personally involved in the problem.  
He obviously needs expert knowledge that you don't have.  
If you send him to someone else, then YOU make the appointment for him.
- \* Check to make sure the soldier keeps his appointment.
- \* Talk to him after his appointment to make sure that he believes he's getting the help he needs.



- If you work with the soldier yourself, follow up on the counseling session:  
Make sure he does those things that he has told you he would do to solve his problem.  
Require him to establish intermediate goals if necessary.  
Check on his progress from time to time. Each time, get him to talk. You LISTEN

#### How to Know When It's Done Right

- When the soldier tells you or his leader that the problem is solved.
- When the attitude or actions that first led you to suspect that there was a problem start changing for the better.
- When the soldier returns to duty from an appropriate referral agency. AND there is a change in his attitude and actions.



#### HOW TO MOTIVATE

"Motivation" does not require an elaborate definition. It is simply the set of needs and wants that an individual has. These needs and wants cause him to act in a certain way. So motivation is the underlying basis for what individuals think and DO. Individuals act in their own best interest. Maximum effort is obtained when soldiers are working toward unit goals that also achieve their own needs. Soldiers can be motivated internally, as well as externally, by a leader. To use motivation effectively, leaders need to recognize that: soldiers are complex and variable; they change their behavior over time (not overnight); they look for variety in their work; they want to do worthwhile things (like training); and they react differently to leadership practices. **KNOWING YOUR SOLDIERS** takes a lot of listening, watching, thinking. Do it well, and you can "motivate."

#### When to Do It

- Leaders should be attempting to motivate subordinates CONTINUALLY.

#### How to Do It

- Always pay close attention to the basic, physical things soldiers need--food, shelter, clothing.
- Talk with your soldiers--LISTEN to them.
- Identify the things that are important to them--THEIR needs.
- Evaluate how well accomplishing the mission will satisfy these needs. Explain this to subordinates.
- Set the example in everything you do, especially military skills.
- Reward ONLY those who earn it.
- Punish ALL of those who deserve it.
- Promote good men and send good men to school, even when it means you might lose them.
- Explain how important their competence is to the Army and the nation, and what the people of the nation expect of their soldiers.

#### How to Know When It's Done Right

- A soldier's behavior changes in the desired direction.



#### HOW TO ASK THE RIGHT QUESTIONS

This last technique is the most important. It is a technique that applies to all the other how-to's and virtually every problem you will have to solve as a small-unit leader. Listen closely.

You get more leadership done by asking than by telling. Now, this doesn't mean you should get tasks done by asking soldiers to do them (although many times this is the best way). What it means is that, as a small-unit leader, the main thing you work with is people. Most of the problems you have to solve are people problems--teaching a soldier how to fire a machine gun (SKILL), motivating a soldier to want to do the right things on his own (WILL); getting soldiers and small groups of soldiers to work together (TEAMWORK).

You can't solve any of these problems without INFORMATION. And the information you need to solve soldier problems is found in only one place--inside soldiers. To get it, you can't rely on paper reports, records, charts, numbers. These things help a little--but to get the information you need to solve soldier problems, you have to talk with soldiers. And when you do that, you have to know how to ask questions. Then, with the information you get by ASKING, you solve the problems and make the decisions. After all that comes TELLING.

Here are a half-dozen good guidelines on developing the critical leader SKILL of asking questions:

1. Don't ask a soldier any questions that can be answered just with a simple "yes" or "no." Instead, ask LEADING questions that require some explanation--then listen hard between the lines as the soldier explains.
2. Don't ask a soldier any questions that might require him to be outwardly critical of his unit or chain of command. The vast majority of soldiers don't willingly want to get their leaders in trouble, even though they feel it would be justified. In other words, don't put the soldier on the spot.
3. Steer clear of vague, general questions that invariably will get you vague, general answers. Such questions serve to make conversation, but not COMMUNICATION.
4. Learn how to tactfully, indirectly, quietly, nicely challenge the "automatic positive" answers soldiers will give if they get a chance: "How's the chow, soldier?" "Just great, Sergeant (SIR)!"
5. Keep working constantly to get the soldier to elaborate, explain, amplify his answers. Get into the habit of probing: "WHY do you think this is so?" "WHEN did you last do such and such?" "WHERE did you learn that?" "WHO taught it to you?" "HOW would you do this or that?" "WHAT do you think of this policy or that requirement?" As a general rule, every other question should start with a why, when, where, who, or what.

6. Before asking the "hard" questions that the soldier might be hesitant to answer, get him at ease so he can feel free to explain. Don't try to pressure him or trick him or trap him. You're a leader, NOT a lawyer.



WE VALUE OUR EQUIPMENT  
DO WE VALUE OUR SOLDIERS?  
**REMEMBER!**  
**EVERY LEADERS BUSINESS!**

# V. ACTIVE COMPONENT COMPANY COMMANDER'S IN-BRIEF TO NEW UNIT MEMBERS

- \* The first ten days of a soldier's tour in a unit are critical. It takes that long for the soldier to get oriented to the new situation and people. You must get him/her oriented properly. If you let a soldier drift, he/she may drift the wrong way.
- \* Appoint a good sponsor, preferably in advance of soldier's arrival. Pick someone who can guide a new arrival through in processing and the first few critical days in the unit. Don't pick a dad!
- \* Standard:
  - (1) ISG briefs within 24 hours after soldier's arrival and introduces sponsor.
  - (2) Commander briefs within 72 hours after soldier's arrival.
- \* New soldier becomes an instant member of the team when the commander AND ISG stop what they're doing to greet the soldier on the day he arrives, regardless of conditions (weekend, holiday, or in the field) or rank.
- \* A 20-30 minute in-brief is NOT too long. Time spent with a new soldier reaps long lasting benefits.
- \* All items during an in-brief are basic and common sense
  - \*\* Some items are particular to the post or area.
  - \*\* A few items portray the personality of the command.
  - \*\* Some items will need to be discussed in-depth with the platoon or section leader and the squad leader; but the soldier will come away from the initial meeting IMMEDIATELY understanding what "The Coach" places emphasis on.
- \* Conduct the in-brief one-on-one unless faced with a mass arrival. Afford soldiers time to discuss any individual problems which require immediate attention of the command (pay, dependent health, etc.).
- \* In-brief checklist: A guide to the unit's basic scheme of blocking and tackling (not listed in order of importance).

(NOTE - "Out in the open" dialogue with new arrivals produces better results than "commander behind the desk" routine. Physical setting is important. Get out from behind the desk and directly face the soldier. This facilitates open communication.)
- Warm greeting--"Welcome to the unit. We are very glad you're here. Tell me about yourself. Home? Married? Children? Military background? Schools and previous units?"
- Specify the soldier's chain of command and NCO support channel--"Up and down."

- 24 hour open door/open telephone "call collect"--give him phone numbers for his chain of command. Ensure family members have numbers.
- Talk short and long range goals (personal and professional, individual and family, especially education).
- Talk background of the unit. Where it's been and where it's going. Explain where HE/SHE fits into the game plan. Include unit history and description of distinctive unit insignia.
- Priorities are train, maintain, be safe, be disciplined, and have fun.
- Commander's philosophy of discipline within unit.
- Team philosophy--"Everyone contributes. Everyone is important."
- Promotions. Criteria? When to expect promotion?
- NCO-ER/counseling--Do it as if you are the recipient of the counseling.
- Taking care of family members/dependent ID cards/DEERS. Families are a part of the team!
- Facilities on post--autoshop, photo and music stores, morale support, PX, commissary.
- Peculiarities of off-post environment.
- Honesty/integrity--Commander will ensure the same.
- Strive for consistent, open communication.
- Solicit better ideas all the time. This is "our" home.
- Physical fitness--individual and unit goals (includes diet).
- Sure pay (check to bank) is a must.
- Make a will and power of attorney. Explain why.
- Discuss alcohol and drug use. Don't say that the unit is drug-free if it isn't. Convince soldier that it is his/her choice, not somebody else's choice. Discuss what happens when someone gets caught.
- Last item--What problems does chain of command need to know about immediately - pay, family, anything?
- Close with--"We are very glad you're here. Welcome to the team."



# VI. RESERVE COMPONENT COMPANY COMMANDER'S IN BRIEF TO NEW UNIT MEMBERS

- \* The first MUTA of a soldier a tour in a unit is critical. It takes that long for the soldier to get oriented to the new situation and people. You must get him/her oriented properly. If you let a soldier drift, he/she may drift the wrong way... maybe drift out of the unit.
- \* Appoint a good sponsor in advance of soldier's arrival. Pick someone who can guide a new arrival through in processing and the first few MUTA's in the unit. Don't pick a dud! Don't pick someone who has TOO MUCH to do. Pick an experienced soldier of the same rank.
- \* Standard:
  - (1) LSC briefs the new soldier at the first MUTA and introduces sponsor.
  - (2) Commander briefs the new soldier at the first MUTA.
- \* New soldier begins to feel like he is a member of the team when the commander AND LSC stop what they're doing to greet the soldier at the first MUTA, regardless of conditions or rank.
- \* A 20-30 minute in-brief is NOT too long. Time spent with a new soldier reaps long lasting benefits.
- \* All items during an in-brief are basic and common sense.
  - \*\* Some items are particular to the unit and the Reserve Component.
  - \*\* A few items portray the personality of the command.
  - \*\* Some items will need to be discussed in-depth with the platoon or section leader and the squad leader; but the soldier will come away from the initial meeting IMMEDIATELY understanding what "The Coach" places emphasis on.
- \* Conduct the in-brief one-on-one unless faced with a mass arrival. Afford soldiers time to discuss any individual problems which require immediate attention of the command (pay, employer/school conflicts, etc.).
- \* In-brief checklist: A guide to the unit's basic scheme of blocking and tackling (not listed in order of importance).

(NOTE - "Out in the open" dialogue with new arrivals produces better results than "commander behind the desk" routine. Physical setting is important. Get out from behind the desk and directly face the soldier. This facilitates open communication.)
- Warm greeting--"Welcome to the unit. We are very glad you're here. Tell me about yourself. How? Married? Children? Military background? Schools and previous units?"
- Specify the soldier's chain of command and NCO support channel--"Up and down."

- Open door/open telephone--provide phone numbers for the chain of command and the unit administrator. Provide unit alert roster. Ensure family members have numbers.
- Discuss annual training, the unit's training schedule, training dates, and formation times.
- Ensure the chain of command is provided a strip map to the soldier's residence for inclusion in the mobilization plan (critical if soldier has no phone). Ensure soldier understands alert and mobilization procedures including assembly area/alternate assembly area.
- Talk about short and long range goals (personal and professional, individual and family, especially education).
- Talk background of the unit. Where it's been and where it's going. Mission. Explain where HE/SHE fits into the game plan. Include unit history and description of distinctive unit insignia. If ARNG, ensure the soldier understands the unit's specific responsibilities and mission unique to the state.
- Priorities are train, maintain, be safe, be disciplined, and have fun.
- Commander's philosophy of discipline within unit.
- Team philosophy--"Everyone contributes. Everyone is important."
- Promotions. Criteria? When to expect promotion?
- NCO-ER/counseling--Do it as if you are receiving the counseling.
- Taking care of family members. Dependent ID cards. Families are a part of the team! Identify facilities on post and Reserve Component benefits and availability, e.g. PX and commissary.
- Honesty/integrity--Commander will ensure the same.
- Strive for consistent, open communication.
- Solicit better ideas all the time. This is "our" unit.
- Physical fitness--individual and unit goals (includes diet).
- Sure pay (check to bank) is suggested.
- Make a will and power of attorney. Explain why.
- Discuss alcohol and drug use.
- Last item--What problems does chain of command need to know about immediately - pay, family, job conflict, anything?
- Close with--"We are very glad you're here. Welcome to the team."

# VII. THE GOOD LEADER...

1. Knows his job and does it well.
2. Knows your job too, and coaches you on how to do it better.
3. Knows how to get people to work together as a team, knows how to be part of the team, and knows how to lead the team.
4. Sets high standards for himself, as well as for you and other team members.
5. Is willing to let subordinates make mistakes, to pick them up, correct the mistakes, and let them try again.
6. Treats subordinates with respect.
7. Refuses to be bullied and refuses to let subordinates be bullied.
8. Senses when something is bothering you.
9. Is positive and cheerful about what he and the team are doing; retains his positive, professional outlook--doesn't give up.
10. Is tough on himself and on you, but is tough in such a way that you know it is for good reason; can be sympathetic, even compassionate when required.
11. Is proud of you as an individual and of the team.
12. Can spot a "phony", someone who is not trying; has the courage to be tough on the phony.
13. Is humble--especially in success, and gives more credit for success to the team than to himself.

\* \* \*

Propaganda for FORSCOM Pamphlet 600-7, "Leadership How To ...," is FORSCOM Leadership Section, Retention Division, Director of Personnel, J1, Direct questions or comments to HQ FORSCOM, FCJ1-RTT, Fort McPherson, GA 30330-6000, AT 367-6872/6813; 404/669-6872/6813.

