

FKSM PH-37  
FORT KNOX SUPPLEMENTAL MATERIAL

**NOTES  
ON BUILDING  
THE CHAIN OF COMMAND  
AT  
UNIT LEVEL**



**US Army Armor School  
Fort Knox, Kentucky**

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War is an ugly thing, but not the ugliest of things. The decayed and degraded state of moral and patriotic feeling which thinks nothing is worth war is much worse. A man who has nothing for which he is willing to fight; nothing he cares more about than his own personal safety; is a miserable creature who has no chance of being free . . . .

*John Stuart Mill*

There is only one sort of discipline—perfect discipline. Men cannot have good battle discipline and poor administrative discipline . . . Discipline is based on pride in the profession of arms, on meticulous attention to details, and on mutual respect and confidence. Discipline must be a habit so ingrained that it is stronger than the excitement of battle or the fear of death.

*General George S. Patton, Jr.*

The next war will be won by the side which can best create tough, disciplined, resourceful teams who can operate independently and kill targets with amazing speed!

*CG, III Corps  
January 1983*



**This pamphlet was written by Lieutenant General Walter F. Ulmer, Jr., Commanding General, III Corps and Fort Hood.**

**The Armor School has adopted the pamphlet for its use to supplement the professional development courses taught at Fort Knox (ANCOC, AOB, AOAC, BNCOC, PCC, and PLDC). It contains some very thoughtful tips on leadership from one of our most talented combat leaders.**

***Major General Frederic J. Brown***  
***Chief of Armor***

## **15 GUIDELINES TO STRENGTHEN THE CHAIN OF COMMAND**

A ground combat force fights in small packets and depends on the initiative of junior leaders, the toughness of individual soldiers, and the chain of command—the bottom links of the chain in particular.

How to forge a strong, reliable chain in a peacetime Army with a high rate of personnel turbulence remains a challenge. These guidelines are useful:

1. Spend a lot of time explaining standards and clarifying goals, priorities, and policies. (The chain of command can't grow strong amid confusion. By the time the arguments regarding what should be done first and by whom are finished, there's no energy left to get the job done!)
2. Make clear who works for whom. (We still have soldiers who aren't sure who their immediate leader is.)
3. Explain that there is only *one* chain of command, and it is responsible in every type of activity: ARTEP, CTT, PMCS, SQT, pay, food, etc.
4. Involve junior members of the chain in *all* important actions affecting their subordinates, including promotion board preparation, pay problems, CTT and SQT (and EIB, EFMB) preparation, duty roster conflicts, field ration problems, and recommendations for disciplinary or administrative actions.
5. Use the chain to pass out new information on unit SOP policies, priorities, future events, and good and bad news (unless a tactical emergency or some potential crisis justifies bypassing the chain and making a public announcement.)
6. Hold leaders accountable for the performance (good and bad) of their subordinates.
7. Have immediate leaders accompany their soldiers to key events (such as promotion boards, weapons training, APFT, unit athletic contests, receipt of awards and badges) so the soldiers feel their support and interest, and so they can observe their soldiers' performance.
8. Demand that leaders give orders in their own names.
9. Practice "fall out one" in garrison and in field, and let subordinates move up temporarily and know the feel of greater responsibility.
10. Correct and train leaders in private; reward them in public.
11. Give awards for small group (section, team, crew, squad, platoon) successes, and publicize both the groups and their leaders.
12. Give junior leaders some time of their own to train their soldiers.
13. Be sure the SEER rating scheme follows the chain of command.
14. Keep small groups and their leaders together in every possible situation.
15. Don't do anything routinely that your subordinate can handle almost as well.

**The following basic methods apply these 15 guidelines to strengthen the chain of command at the cutting edge.**

# SIX BASIC TECHNIQUES FOR FORGING THE CHAIN

(Tips on Building a Chain of Command for Battlefield Success)

## 1 HOLD IMMEDIATE LEADERS RESPONSIBLE FOR INSTRUCTING THEIR SOLDIERS IN BASIC SOLDIER SKILLS. (Avoid the "commit-tee" or "county fair" approach when teaching basics.)

- Soldiers expect their leaders to be experts in basic soldiering. When first-line leaders (squad leaders, section chiefs, tank commanders, etc.) teach, they generate confidence among their subordinates. First-line leaders learn a great deal about their soldiers' strengths and weaknesses while teaching the basics to their soldiers. The teaching or coaching or instructing situation presents a unique opportunity to build teamwork and small unit spirit. Teaching in small groups permits attention to the individual needs of each soldier.
- As the first-line leader teaches, the soldiers get to understand the standards which the leader expects in daily operations.
- First-line leaders must have a chance to learn to be experts in teaching their soldiers. Commanders must review and refresh the skills of the first-line leaders as often as necessary. Training schedules must provide the opportunity for junior leaders to develop skill and confidence so they can teach effectively. (Make the training schedule and the duty roster work for you; don't end up working for them!)
- When writing SEERs on junior leaders, the successes and failures of their soldiers on such basic skill evaluations as the Common Task Test, APFT, and weapons qualification should be given some degree of consideration. Also, successes of subordinates on such voluntary efforts as the EIB and the EFMB may be considered. When the leader has had an appropriate opportunity to influence ITEP results, the scores of his subordinates on those tests might also be reviewed by the rater in evaluating the performance of the leader.
- *Do not conduct mass classes or "county fair" instruction in basic skills.* Such basics as disassembling individual weapons, putting on protective mask or clothing, reading map coordinates, taking an azimuth by compass, or adjusting headspace and timing of a cal .50 M2 MG should *NEVER* be taught in a large class except in basic training, or perhaps AIT. Soldiers and sergeants should *NEVER* be taught such subjects simultaneously. To do so erodes the leadership position of the NCO, and specifically undermines the confidence the soldiers have in the expertise of their immediate leaders.

### SOME ARGUMENTS FOR DOING IT THE WRONG WAY:

- a. "If you have each NCO teach it his own way, you will not have uniformity. Also, the CTT (EIB, EFMB, etc.) requires that the task be done exactly the same way. If we do it with one single instructor for the whole company, there is a better chance for everyone doing it exactly right."

*Reply:* This argument is faulty because essential (even if imperfect) uniformity can be attained if the NCOs have been well instructed—and perhaps tested—before they teach. It is worth the price of having some minor deviations in technique to gain the advantages of a strengthened chain of command. (If any test is so rigid that it demands the same instructor for everybody in the unit, then we need to examine the test and see if it is reasonable and realistic.)

- b. "There is no time on the schedule for every NCO to teach his people. It is more efficient to teach all soldiers in the unit at the same time."

*Reply:* We need to plan ahead and make time for individual training. Basically, this should be "NCO individual training time," or "Sergeants' time," or some such category. Specific subjects do not need to be listed on the training schedule because different squad leaders may be teaching different subjects, depending on the needs of the individual soldiers. It is rare that all soldiers in a platoon are weak in the same individual skill. While company-size classes may be more efficient, they tend to weaken the chain of command, and they do not build up the NCO corps. On the battlefield we must continue to teach, and such teaching must be decentralized.

## 2 MAKE THE CHAIN OF COMMAND, NOT THE ARMORER, RESPONSIBLE FOR MAINTAINING THE SOLDIERS' INDIVIDUAL WEAPONS.

- Nothing is more fundamental than proficiency with well-maintained weapons. Junior leaders must be experts in the use and maintenance of the weapons of their soldiers. In the field, checks of weapon functioning and cleanliness must be made frequently—usually at a set time each day if the tactical situation permits. The critical node in the garrison situation is the acceptance of weapons into the arms room. Prior to storage in the arms room, all weapons must be clean, lubricated, and checked for proper functioning by a leader.
- The basic question is, "Who is responsible for the cleanliness, lubrication, and functioning of the weapon as it is turned in to the arms room?" The answer is, "The chain of command—NOT THE ARMORER." The soldier's weapon should be checked by his immediate leader, and by whoever else in the chain (platoon sergeant, platoon leader, etc.) the unit leaders or the unit SOP require. When any member of the chain has pronounced the weapon as ready for turn-in, the armorer must accept it. (The armorer has no business inspecting it for anything but the correct serial number when he accepts it. It is an abdication of responsibility and a serious blow to the reputation of the chain of command when a SP4 armorer has the authority to overrule the squad leader or platoon sergeant on such a basic question as the cleanliness of an individual weapon! On the battlefield, the armorer will not be there to provide technical advice on cleanliness and basic functioning.)

### SOME ARGUMENTS FOR DOING IT THE WRONG WAY:

- a. "If the armorer doesn't check it, the weapons will be turned in dirty."

*Reply:* If that is so, there are two possible causes: the NCOs and junior officers don't know how to inspect weapons, or they don't understand their responsibilities. Both of these causes can be fixed. If the armorer is the only expert, he can instruct the officers and NCOs in the fundamentals of weaponry. If the leaders don't understand their responsibilities, the unit commander can reorient them.

- b. "The armorer is responsible for the weapons once they are in the arms room. Therefore, he must inspect them before he accepts them to protect himself and meet standards."

*Reply:* The armorer is responsible for safeguarding the weapons in his care, and for their organizational maintenance. If the weapons are dirty, he should not be held responsible. The chain of command must be held responsible.

- c. "If the armorer can't inspect individual weapons, how can the company commander know if they are being properly cared for?"

*Reply:* The armorer can check weapons which are *in* the arms room if the commander wants him to do so. A spot check or even a 100% check for cleanliness and functioning by the armorer or somebody else in the unit is a good idea. The company commander should use the results to see how the chain of command is working. (The point is that at the time of weapons turn-in the armorer does *not* second-guess the chain of command and act as a standard-setter or a quality control mechanism.)

### **3 MAKE THE CHAIN OF COMMAND, NOT THE MECHANICS, RESPONSIBLE FOR DISPATCHING VEHICLES. (Done best at company—not battalion—level.)**

- The PMCS and safety checks appropriate prior to the dispatch of wheeled vehicles are designed to be performed by operators and the chain of command. Basic checks of vehicles to determine their capability to operate in a safe manner do not require the presence of a mechanic. First-line leaders are responsible for vehicles meeting requirements for dispatch. The chain of command, **NOT THE MECHANIC OR MOTOR SERGEANT**, must provide the quality control and the supervision. (It is also a waste of a mechanic's time and skill to have him checking fluid levels, stop lights, windshield wipers, brake pedals, tire pressure, etc. Mechanics should be used almost exclusively to conduct scheduled services and make necessary repairs.) In compliance with unit SOP, a member of the chain of command (or in some instances the driver himself) should inform the dispatcher that the vehicle is ready for dispatch. (The motor sergeant should *not* be involved routinely in the vehicle dispatch procedure.)
- Spot checks of PMCS could be performed by the chain of command prior to dispatch or any other time. Checks of PMCS should be a part of a commander's inspection program, which might include a "TI" of selected vehicles by a mechanic. But the mechanic has *no* routine role in the dispatch of vehicles.

#### **SOME ARGUMENTS FOR DOING IT THE WRONG WAY:**

- a. "Many operators and first-line leaders don't know how to check a vehicle prior to dispatch."

*Reply:* Instruct them in proper procedures. Test them to ensure they have it right. (If necessary, mechanics could be used to teach the leaders. Then the leaders teach the operators.)

- b. "The chain of command is not always handy in the motor pool when a vehicle has to be dispatched."

*Reply:* Dispatching vehicles is important enough for some member of the chain of command to be present. If not, the driver must take responsibility. If the driver is found operating a vehicle that is not fit to operate, the chain of command must still be held responsible.

- c. "We still need some kind of system to spot check vehicles and verify their PMCS and safety status."

*Reply:* This is basically a chain of command responsibility, but from time to time, an "outside" inspector may be used to ascertain the quality of operator maintenance. Mechanics, the MAIT team, leaders from another unit, inspectors from the DS unit, or the commander himself may conduct a check of PMCS. However, such checks should be done in the presence of the first-line leaders whenever possible. When deficiencies that the operator should have identified or corrected are found, the first-line leaders should be held accountable.

## **4 MINIMIZE ANNOUNCEMENTS IN COMPANY FORMATION. PASS MOST INFORMATION TO THE SOLDIERS THROUGH THE CHAIN OF COMMAND (or through the bulletin board).**

- Important news of future events and policy changes should be passed to soldiers through the chain of command. The junior leaders should be told first and given the background and details of the changes so they can answer questions from their soldiers. Never make public announcements of important events in formation that surprise the chain of command. Soldiers must expect that their first-line leaders are informed. (It is much better for the platoon sergeants to make most announcements in formation than for the first sergeant to make them.)

### **SOME ARGUMENTS FOR DOING IT THE WRONG WAY:**

- a. "The chain of command doesn't have time to get briefed on all the details of announcements the first sergeant must handle."

*Reply:* This may be true for some very routine matters, and there are some kinds of information that may be passed out to an entire company without impairing the chain of command. But if it is a change of policy or a change in training schedule, it is important enough for leaders to be briefed on in advance. (For complicated administrative procedures about which the soldiers have questions, it is proper for the junior leader to refer the soldier up the chain of command or eventually to specialists—but the key point is that the junior leader is the first person contacted by the soldier, and that leader attempts to keep himself informed so he can handle the basic questions of his soldiers. The IG estimates that over 75% of complaints and requests for assistance could have been satisfied at the platoon level!)

- b. "The 1SG or company commander can get the exact same words to the whole company. Passing instructions through the chain means that some of the message may get lost or changed."

*Reply:* True, it's difficult to pass complex messages exactly down or up the chain. But it's more important to use the chain in most cases than to worry about *exactly* the same words getting to all soldiers. In combat we pass messages through the chain. We should practice this skill in garrison. (The same arguments for large or "county fair" classes for teaching basic skills can be made for making a lot of announcements in formation, but these arguments are still weak.) There are times when the message is so urgent or complex that the unit commander or 1SG will want to explain it personally to the entire unit in formation—but these instances should be rare.

## **5 ALWAYS GIVE ORDERS IN YOUR OWN NAME (and insist that any subordinate do the same thing).**

- A leader accepts responsibility for the orders he gives. His authority is sufficient. In giving orders he reinforces his authority and the authority of other leaders by being positive and enthusiastic. A leader says, "OK men, we are going to clean the machine guns tonight before we leave the motor pool," or "OK men, I want you to get all the machine guns clean before we leave the motor pool." He NEVER SAYS such things as "OK men, the captain says you have to clean the machine guns before we leave the motor pool." Leaders without the confidence or courage to pass on orders in their own name need to have their responsibilities and obligations clearly explained. Then they must act like leaders. In so doing, their authority and influence will grow. (Leaders NEVER COMPLAIN about unit orders, policies, missions, or other leaders *in front of subordinates.*)

## **6 REMEMBER THAT TRAINING IS EVEN MORE IMPORTANT THAN THE DUTY ROSTER.**

- The unit 1SG and commander must constantly review rostered duties so they are constructed and subsequently modified to support keeping small unit integrity in training. Every effort should be made by the chain of command to accomplish rostered duties by team, section, or platoon. (It is far better to zero out an entire squad for a day than to slightly reduce manpower from all squads and have to improvise NCO leadership for details.) The duty roster must be used with flexibility so that training is given maximum priority. Designate essential training and then figure out which teams or individuals are available for details—NOT THE OTHER WAY AROUND!

### **SOME ARGUMENTS FOR DOING IT THE WRONG WAY:**

- a. "There are just too many jobs that are better controlled by individual duty rosters than by assigning responsibilities to squads or sections. Using squads is inflexible and not adaptable to duty needs."

*Reply:* The first goal is to reduce rostered duties and get the soldier exposed to maximum training in his squad, team, or section. For those duties that must be done, support team cohesion and the chain of command by giving responsibilities to small elements whenever possible. Think it out in advance. Consider and support the training schedule. (Try making the squad leader the CQ, with him selecting the CQ runner, headcount NCO, etc.)

- b. "If we don't adhere strictly to the duty roster, there won't be exactly fair sharing of duties among soldiers."

*Reply:* True. However, in the long run it will probably work out to be reasonably fair to all concerned since junior leaders will attempt to be fair and senior leaders will monitor the situation. But effective training is even more important than equity. Be as fair as possible without breaking up teams during key training activities.

## THOUGHTS ABOUT SOME BASICS

### PART I

- ★ Take time to define the unit mission, the training objectives, the expected standards of behavior, the priority projects, and who works for whom. **THIS COMES FIRST AND MUST BE RE-DONE OFTEN.**
- ★ Explain that discipline (willing response to orders) and physical toughness must be developed first, because they are long-leadtime products on which everything else depends.
- ★ Clarify the role of the NCO in recommending promotions, awards, leaves and passes, schooling, punishment, extra training, and time off during the duty day. Everybody needs to know the rules. Support the sergeant promptly in disciplinary matters.
- ★ Insist that officers and NCOs give orders in their own name ("I want you to . . ." or "We are going to . . ." instead of "The CO wants you to . . ." "The brigade policy says we have to . . ." or "See Ill Corps letter . . .").
- ★ **DON'T SURPRISE LEADERS OR SOLDIERS.** Give advance warning of requirements. Be careful of announcements in formation which bypass the NCOs.
- ★ Clarify the duties and responsibilities of the 1SG.
- ★ **SEGREGATE NEW SERGEANTS** immediately; move them to new platoons if at all possible; insist they eat in the NCO section of the mess hall; move them to designated NCO rooms; get them to leadership schools ASAP.
- ★ Never include the E5 sergeant with the E1 through E4 group for privileges, TA-50 layout, etc. (If you need to group NCOs, put E5/E6, E7/E8, E9.)
- ★ Set up **WEEKLY COACHING SESSIONS** by junior leaders to reinforce your explanation of your objectives and standards.
- ★ Identify policies and procedures that may weaken the chain of command (such as "open door" with no controls, grouping of SGTs with SP4s for inspections, arranging for parade by height instead of with squad leaders in front, etc.) and get them changed.

## THOUGHTS ABOUT SOME BASICS

### PART II

- ★ EXPLAIN PRIORITIES AND THEN HAVE THE GUTS TO SUPPORT THEM. (Training for basic wartime tasks and developing NCOs are at the top. Included in basic tasks are maintenance of soldiers and equipment in fighting shape and being able to communicate.)
- ★ Recognize that short-term and long-term objectives are often in competition. (Table VIII vs BNCOC, etc.)
- ★ Pass COMPLAINTS UP the chain, but DON'T TOLERATE GRIPING in front of the troops.
- ★ DON'T WORRY ABOUT INSPECTORS. Worry about doing what makes sense.
- ★ Listen carefully to legal advice, but make the decision yourself.
- ★ Declare war on graffiti. Make somebody or some element responsible for common use areas. (RESPONSIBILITY awareness.)
- ★ Have CQs and duty officers follow their instructions to the letter and brief their commanders at tour completion.
- ★ Discourage informal social contacts when performing CQ duties. Use distinctive armbands. Eliminate television from CQ and SDO locations. Clarify the rules against "Hey you" details.
- ★ Give junior leaders time to prepare themselves for their training tasks so they build confidence as they teach.
- ★ Explain the TWO-TO-ONE RULE! (Whenever you find TWO things WRONG to critique, find at least ONE thing RIGHT to praise.)
- ★ EXPLOIT BTMS. (*Opens commo, focuses training.*)
- ★ SCREEN future E5 and E6 leaders with hands-on tasks and mini-classes at promotion boards. (SERGEANTS *must* be able to train their soldiers.)
- ★ Don't evacuate buildings or send ambulances to ranges automatically; assess the need and then act accordingly.

## THOUGHTS ABOUT SOME BASICS

### PART III

- ★ DO EVERYTHING POSSIBLE BY TEAMS, SQUADS, SECTIONS, OR PLATOONS. (Better to zero out an entire squad for a day than to wound all squads slightly *and* have to improvise NCO leadership for the details to boot.)
- ★ If regulations or SOPs DON'T SEEM TO MAKE SENSE, either EXPLAIN them so they do, OR CHANGE them so they do, or raise hell with somebody who can change them so they do.
- ★ Have officers focus on PERFORMANCE COUNSELING (tasks and standards of leaders) and have NCOs and professional counselors handle most PERSONAL COUNSELING (specific soldier problems).
- ★ DIAGNOSE FAILURES by identifying the primary cause as either: A. Unclear or late guidance, B. Inadequate resources, C. Lack of skill, D. Lack of motivation.
- ★ Put SOLDIERS' NAMES on things and keep the names current.
- ★ PUSH weekend ACTIVITIES, unit trips, platoon-level teams. Show new soldiers the on-post rec facilities—a junior leader mission.
- ★ SAVE MANPOWER by cutting down on automatic full-days off after duties that do permit several hours sleep at night. (Try CQ runner returning to duty at afternoon formation, for example.)
- ★ USE PAYDAY MUSTER for a variety of awards, inspections, and orientations.
- ★ Use REMEDIAL PT, Saturday morning remedial classes, and extra training to REINFORCE DISCIPLINE AND STANDARDS. (Operators, vehicle commanders, etc., to classes after speeding or minor accidents.)
- ★ Ensure SPORTSMANLIKE BEHAVIOR with command presence at athletic events. The ref is always right!
- ★ Avoid arms room details. Individuals or squads/sections clean own weapons. Chain of command, *NOT ARMORER*, determines cleanliness!
- ★ Push good soldiers to any needed BSEP/ESL early.

## THOUGHTS ABOUT SOME BASICS

### PART IV

- ★ Require **LEADERS TO SUPERVISE** their soldiers during selected extra training or Article 15 extra duty where supervisory inadequacy was part of the problem.
- ★ Have a **HEALTHY BILLET ATMOSPHERE** 24 hours per day. Control access, noise, and drinking.
- ★ Use **BARS TO REENLISTMENT** liberally, then review periodically and withdraw if appropriate.
- ★ Have a firm program for **WELCOMING** all new arrivals.
- ★ When you call a meeting, **ANNOUNCE THE STOP TIME** as well as the start time.
- ★ Be especially exacting and **CONSISTENT IN SCORING** the PT test and individual weapons firing. No slack. Chain of command within the unit does the scoring. (Weigh-in at PT test also.)
- ★ **RESTRICT TELEPHONES** during specific hours.
- ★ **REVIEW THE BASICS OF DRILL AND CEREMONIES** to include forming for PT. (If there is not room for normal interval in unit formations, give commands to form at close interval and to march off in column from close interval correctly.)
- ★ Don't waste time on whitewash for the IG. (No dumb fire evac maps, etc.)
- ★ For **MORNING INSPECTIONS** among other things to watch: boot heels, legible nametags, gloves, patches, unit insignia.
- ★ Most important admin stats (because they impact on NCO progression, etc.): **LATE SEERs** and **MISSED SCHOOL QUOTAS**.
- ★ Don't use a whole company for a regular morning police call. Give the task to one crew or section or platoon each week. Do it *after* breakfast.
- ★ Best time to check latrines, dayrooms, and mess halls is on weekends.
- ★ Make a **PUBLIC CEREMONY** of welcoming **NEW PEOPLE** and recognizing platoons with **HIGH REENLISTMENT** rates. Also **FAREWELL AND AWARDS TO DEPARTEES**.
- ★ Insist "indispensable" leaders take leaves and passes. (Check LESs!)
- ★ Measure whenever possible by testing (sample PT test or M16 shoot) instead of by checking a roster.

## HOW DO YOU ANSWER THESE QUESTIONS IN YOUR UNIT?

1. What system ensures that soldiers are notified of guard, CO, schools, TDY, etc., at least 7 days in advance?
2. Who has authority to let soldiers leave their places of duty during the workday (to run errands, assist wives, visit the PX, check with the PAC, etc.)?
3. How are the first-line leaders routinely involved in recommending passes, schooling, awards, and punishments; and in supervising remedial PT and extra training of their soldiers?
4. What system is used to explain promotion list standing and school selection criteria to the soldiers?
5. How are soldiers who are eligible for promotion to E5 but not recommended counseled—and a record made of such counseling?
6. Who is responsible for keeping track of which soldiers need to zero or qualify with their individual weapons and take their quarterly PT test?
7. How are changes in the training schedule controlled; and how are soldiers informed of changes to the posted schedule and of other upcoming events?
8. How is morning police call handled?
9. Who decides which soldiers attend remedial PT?
10. What is the unit policy regarding routine announcements to the entire unit during daily formations?
11. What system is used to ensure that SEERs are submitted on time and in legible condition?
12. What opportunities do first-line leaders have in garrison to check the condition of their soldiers' weapons and protective masks?
13. What member of the chain of command makes the decision as to whether or not a weapon is sufficiently clean to be placed in the arms room?
14. What is the unit policy regarding the segregation, orientation, and reassignment of newly promoted sergeants?
15. What role does the first-line leader play in responding to a soldier's pay complaint?
16. Who in the unit visits off-post quarters of junior enlisted personnel?
17. If a soldier fails to qualify with an individual weapon, what role does the immediate leader play in remedial training and rescheduling of record firing?
18. What role does the junior leader play in initiating a bar to reenlistment?
19. What is the unit plan for providing chain of command presence after duty hours and on weekends?
20. When a new soldier arrives in the unit, what welcoming and orienting actions routinely occur during the first 48 hours?

21. What authority does the CQ have to form police details to take care of routine police of the area after duty hours and on weekends?
22. How are the responsibilities of the platoon leader vs those of the platoon sergeant clarified?
23. What is the unit plan to ensure cooks, clerks, and mechanics attend PT?
24. How do you ensure soldiers have time to eat and wash prior to work call?
25. Who is authorized to call meetings which last past normal duty hours?
26. Who is authorized to prescribe "extra training" for a soldier?
27. How does the training schedule provide time for sergeants to accomplish "Sergeants' Business," to include group coaching of soldiers?
28. How do you make PT challenging, motivating both high and low aptitude soldiers?
29. What method is used in the unit for monitoring NCO progress in the NCODP?
30. What is the policy for considering the success and failure of an NCO's subordinates (SQT, awards, PT, weapons qualification, etc.) when making an NCO's efficiency report?
31. How does the unit publicly recognize outstanding training and maintenance accomplishments?
32. What system does the unit have for ensuring that ordered publications get to the right place when they come in?
33. How are equal opportunity matters included within the NCODP in the unit?
34. Who is authorized to excuse vehicle crew members from being present during scheduled services on their vehicles?
35. Who in the unit has the authority to declare a vehicle "deadlined?"
36. If a vehicle is deadlined for a part which is on requisition, how is the vehicle commander kept informed of the status of the requisition?
37. If a repair part is received which will get a vehicle off deadline, who in the unit has primary responsibility for ensuring that the part is promptly installed?
38. What are the requirements for dispatching a wheeled vehicle?
39. What system ensures that vehicles returned after DS repair (& TI) with organizational maintenance deficiencies have those deficiencies attended to?
40. What is the unit SOP regarding checking a soldier's clothing and equipment prior to the soldier going to clear CIF?
41. Who administers and scores PT tests in the unit, and keeps needed records?
42. What is the unit SOP for checking weapons condition, cleaning materials, and loading plan compliance before movement to the field?

43. What is the unit's plan to improve reading, writing, and computational skills of first-line leaders?
  44. How are soldiers who are going to attend PLDC and BNCOC prepared for the course — especially in land navigation and computational skills?
  45. How are personnel and medical records screened to determine who in the unit has a P-3 profile?
  46. What routine procedures in the unit foster education and motivation for preventing abuse or misuse of equipment and avoidance of accidents in garrison and field?
  47. Who receives and keeps the records of AIT, which recent graduates bring with them when they arrive in the unit; and how are soldiers' 201 files routinely checked?
  48. How is the duty roster constructed and modified so it supports keeping small unit integrity in training?
  49. How does the unit assist in keeping soldiers' wives informed of major unit events and on-post opportunities and activities?
  50. What SOPs and unit coaching, inspecting, and reporting support widespread knowledge and application of the basic tactical rules of: find the enemy—avoid surprise; coordinate all firepower and electronics; maneuver to gain initiative; use terrain; protect the force; plan to sustain operations; keep lower, higher, and adjacent informed? **Note:** Unit SOPs and policies should provide *clear* answers.
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## TACTICS FOR ALL ECHELONS

- Find the enemy—avoid surprise.
- Coordinate all firepower and electronics.
- Maneuver to gain initiative.
- Use terrain.
- Protect the force.
- Plan to sustain operations.
- Keep lower, higher, and adjacent informed.



# SELECTED BASIC INDICATORS OF STRENGTH OF CHAIN OF COMMAND

## I. GARRISON

- a. Soldiers respond properly to command to "fall in" or "at close interval fall in." \_\_\_\_\_
- b. At PT formation, "extend to the left" is executed vigorously and precisely. \_\_\_\_\_
- c. Soldiers stand and march at attention when so directed, with NCOs in position to observe. \_\_\_\_\_
- d. Soldiers at work call have serviceable boots and legible nametapes. \_\_\_\_\_
- e. Seven-day rule is working. \_\_\_\_\_
- f. Color guards are at proper interval. \_\_\_\_\_

## II. ON POST AND DOWNTOWN

- a. No unauthorized or improperly worn uniforms or items of military clothing. \_\_\_\_\_
- b. Hands out of pockets when outside in uniform. \_\_\_\_\_
- c. No (military) field or rain jackets with civilian clothes. \_\_\_\_\_

## III. ON M16 RANGES

- a. Correct zeroing technique. \_\_\_\_\_
- b. No record fire without a good zero. \_\_\_\_\_
- c. NCOs supervising the firing of any of their own soldiers who are participating. \_\_\_\_\_

## IV. ON DRRFOR IN TAC ASSEMBLY AREAS

- a. Weapons cleaned, lubed, ready to be used. \_\_\_\_\_
- b. Tires inflated to reasonable pressure. \_\_\_\_\_
- c. Breakable equipment stowed so it won't get damaged in movement. \_\_\_\_\_

## V. IN TACTICAL POSITIONS

- a. Local security out, oriented, alert. \_\_\_\_\_
- b. Weapons in position so they can observe and fire. \_\_\_\_\_
- c. Weapons clean and lubricated. \_\_\_\_\_

## VI. ON ROADS

- a. Speeds within authorized limits. \_\_\_\_\_
- b. Ear and eye protection as required. \_\_\_\_\_
- c. No smoking while driving military vehicles. \_\_\_\_\_

## VII. OTHER ITEMS OF UNIFORM

- a. Legible name on camouflage band. \_\_\_\_\_
- b. No sunglasses in formation. \_\_\_\_\_
- c. Gloves worn with field jackets. \_\_\_\_\_

## VIII. RADIO PROCEDURE

- a. No "How Copy" or "Good Copy." \_\_\_\_\_
- b. Short transmissions. \_\_\_\_\_



## MISC TIP: THE GOOD LEADER:

1. Knew his job and did it well.
2. Knew your job too, and could coach you on how to do it better.
3. Knew how to get people to work together as a team, and knew how to lead the team.
4. Set high standards for himself, as well as for you and other team members.
5. Was willing to let subordinates make mistakes, to pick them up, correct the mistakes and let them try again.
6. Treated subordinates with respect.
7. Refused to be bullied and refused to let subordinates be bullied.
8. Sensed when something was bothering you.
9. Was positive and cheerful about what he and the team were doing; retained his positive, professional outlook—didn't give up.
10. Was tough on himself and on you, but was tough in such a way that you knew it was for good reason; could be sympathetic, even compassionate when required.
11. Was proud of you as an individual and of the team.
12. Could spot a "phony," someone who was not trying; had the courage to be tough on the phony.
13. Was humble—especially in success, and gave more credit for success to the team than to himself.



### Selected References for Unit Leaders

*The Army Noncommissioned Officer Guide*, FM 22-600-20, March 1980

*Military Leadership*, FM 22-100, October 1983

*The Armed Forces Officer*, DA Pam 600-2, 22 July 1975

*Commander's Guide to Nonpunitive Disciplinary Measures and Administrative Personnel Actions*, Fort Hood Pam 27-6, April 1984

*Men Against Fire and Battles in the Monsoon*, S.L.A. Marshall

*Small Unit Leadership—A Commonsense Approach*, Col (Ret) D. M. Malone

*Follow Me*, Maj Gen (Ret) Aubrey S. Newman

## POLICY QUIZ

### True or False?

#### IT IS OUR POLICY THAT . . .

1. All soldiers deserve at least seven days advance notice prior to guard, CO, TDY, schools, etc. T F
2. All E6's must attend PLDC regardless of their prior schooling. T F
3. Morning and work call formations are not exempt from the rules of FM 22-5. T F
4. NCOs must carry the M16 marksmanship, Soldier's Creed, and commendation/violation cards with them while on duty. T F
5. Soldiers E1 thru E4 living off post will be visited at least every six months by a member of their chain of command—normally an NCO or officer in the platoon. T F
6. The senior occupant of a vehicle is responsible for the driver obeying speed limits.\* T F
7. CTT individual skills are best taught by expert instructors in a "county fair" approach which assists standardization.\* T F
8. The armorer should check all weapons for cleanliness before he accepts them into the arms room.\* T F
9. If you have to make a choice between violating the 7-day advance notice rule or not meeting a school quota, always fill the school quota. T F
10. Soldiers who are eligible but not recommended for promotion to E5 must be counseled regarding their shortcomings. T F
11. The best way to announce policy changes, future training, etc., is in company formation where everybody can hear it at once.\* T F
12. Soldiers in combat units must zero their M16's within 30 days; CS, CSS units within 60 days of arrival. T F
13. Running should be done in company-size formations whenever possible, and preferably in a common uniform. T F
14. Medics will not be present on small arms ranges. T F
15. First-line leaders should accompany their soldiers to promotion boards and on firing ranges.\* T F
16. PT test must be done four times a year. At least two tests should be administered and scored at squad leader level.\* T F
17. Individual training records are best maintained at battalion level.\* T F
18. DS maintenance should perform a maintenance quality control function by refusing to accept vehicles for maintenance until all organizational maintenance deficiencies have been corrected. T F

- |  |     |
|--|-----|
| 19. Segregate soldiers in grades E1 thru E5 from E6 and up at every opportunity.   | T F |
| 20. Ammunition once issued must be consumed entirely.  | T F |
| 21. Last names are required to be printed on camouflage bands.   | T F |
| 22. Nametapes must be embroidered.   | T F |
| 23. Use of TV by CQs is discouraged.   | T F |
| 24. Training schedules and duty rosters should be posted at least seven days in advance of their start date. (14 days desired for training schedules.) | T F |
| 25. Fatigue uniform is authorized in local off-post establishments after duty hours in all places except where alcohol is served.                      | T F |
| 26. Whenever space permits, NCOs should have a separate area in the dining facility.   | T F |
| 27. Mechanics should verify PMCS or perform a "TI" before a wheel vehicle is dispatched.*  | T F |
| 28. Training schedules must show detailed subjects to be covered for each training period.   | T F |
| 29. Unit commanders are required to use the unit climate survey at least annually.   | T F |
| 30. Adherence to the duty roster takes precedence over attendance at key training such as gunnery, ARTEPs, etc.  | T F |
| 31. Outside police call should be done before breakfast with all available soldiers.   | T F |
| 32. Soldiers are required to wear helmets when riding motorcycles both off and on post (in and out of uniform).  | T F |
| 33. A soldier with two incidents of spouse or child abuse (or one of each) must be automatically separated from the service.                           | T F |

\*Indicates special interest as chain-of-command builder.

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## NOTES

# THE HEART OF OUR ARMY—ITS CORPORATE ETHIC

(From COL D. M. Malone)

The essence of Army values can be summed up as follows: "Serve the soldier and the noble thing he does."

Our best short version of Army values (those essential guidelines which are derived from sheer necessity on the battlefield):

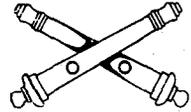
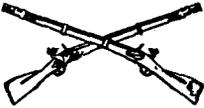
- ★ **CANDOR** - Honesty plus openness . . . plus simplicity. The prime rule governing communications among soldiers on the battlefield. Candor develops and supports the trust upon which commitment is built.
- ★ **COMMITMENT** - A dedication to something bigger than self . . . to fellow soldiers, to the team or section or squad . . . to the larger units and the nation. Commitment is the foundation of coordination and interdependence. 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 undergirds all the other values of the battlefield. Competence plus commitment, courage, and candor means winning.

"Be strict in your discipline; that is, to require nothing unreasonable of your officers and men, but see that whatever is required be punctually complied with. Reward and punish every man, according to his merit, without partiality or prejudice; hear his complaints; if well founded, redress them; if otherwise, discourage them in order to prevent frivolous ones. Discourage vice in every shape, and impress upon the mind of every man, from the first to the lowest, the importance of the cause, and what it is they are contending for."

*George Washington*

"I am a soldier. I fight where I am told, and I win where I fight."

*General George S. Patton, Jr.*



★ AN AMERICAN SOLDIER'S CREED ★



I AM AN AMERICAN SOLDIER.  
I PROUDLY SERVE MY COUNTRY  
IN A NOBLE CAUSE. I AM



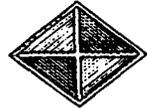
PREPARED TO GIVE MY LIFE  
TO KEEP OUR NATION FREE.  
I WILL KEEP MYSELF FIT TO



PERFORM MY DUTY AND CAN  
BE TRUSTED TO DO MY BEST.  
OTHER SOLDIERS CAN DEPEND



ON ME, AND I WILL FOLLOW  
MY LEADERS FAITHFULLY. IN  
BATTLE I WILL NEVER FALTER.  
BRAVE SOLDIERS OF THE PAST



WOULD BE PROUD OF ME.  
I AM AN AMERICAN SOLDIER.

