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The USAR Company Command Handbook: A Study of Potential Benefit and Impact on Effective Performance by Army Reserve Leadership

David Winston Fielder

THE USAR COMPANY COMMAND HANDBOOK:
A STUDY OF POTENTIAL BENEFIT AND IMPACT ON EFFECTIVE
PERFORMANCE BY ARMY RESERVE LEADERSHIP

David Winston Fiedler, B.A.

An Abstract Presented to the Faculty of the Graduate School of
Lindenwood University in Partial Fulfillment of the Requirements for the
Degree of Master of Business Administration

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ABSTRACT

This thesis will focus on a newly-created leadership manual and the likelihood of increased effectiveness in job performance and perceived benefit among company-level leaders in the United States Army Reserve who use it. In this thesis, this handbook or leaders' manual -- which summarizes and highlights applicable military regulations, policies, guidances and code as well as provides helpful hints for the company commander -- was reviewed by subject matter experts who rated the manual on the basis of accuracy, utility and potential for use among Army Reserve leadership. Specifically, it was hypothesized that these experts would view the handbook as well-written, useful, and likely to be used.

The history of military leadership has shown that it is difficult to clearly define specific physical or psychological leadership traits. The supporting evidence, both in specific cases of individuals in particular situations, as well as in research by social scientists, shows that effective leadership at its roots is, most simply, individuals acting logically, boldly and effectively under situational specific circumstances. To transfer this background knowledge of military leadership to a more defined environment -- company-level leadership in a U. S. Army Reserve unit -- requires looking past the current leader development paradigm of institutional learning, increasingly challenging operational assignments, and a system of self-development. This current model has been shown to have been inadequate to the challenges of leadership in the Army Reserve as shown in the alarmingly high annual personnel attrition rates, particularly among the junior enlisted soldier, and in the lack of readiness to go to war among units who are, in theory, supposed to be among the first to mobilize.

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In this study, five subject matter experts -- current USAR officers who have served or currently serve in a company-level leadership position -- were given this newly-created USAR Company Commander's Handbook. They were requested to critically review this handbook and then complete a survey which solicited their views on the handbook, both objectively and subjectively. The survey used a classic five-point Likert scale, as well as a "comments" section after each question and each major portion of the survey.

Results of the surveys completed by the subject matter experts showed that the USAR Company Commander's Handbook was well received. These raters' evaluations showed that they viewed the handbook as being effective, and therefore likely to be used by both new and experienced company-level commanders.

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1998

COMMITTEE IN CHARGE OF CANDIDACY

Associate Professor Daniel W. Kemper,
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Adjunct Assistant Professor Laura DeRigne

Adjunct Assistant Professor John Sterbenz

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INTRODUCTION

Overview -- United States Armed Forces

The United States Military has undergone a drastic transformation in the past decade. From a Cold-War high of 3.5 million active-duty soldiers, sailors, and airmen; the Armed Forces currently maintains only 1.4 million full-time troops (Armed Forces Information Service 33). The United States Army, as the largest of the three branches of the military, has felt the brunt of the cuts, losing 234,000 soldiers between 1989 and 1995 (Association of the US Army 27). This reduction in active-duty troops has resulted in an ever increased reliance on Reserve and National Guard forces, whose forces have also been sharply decreased-- from 766,000 in 1989 to a 1995 total of 567,000 (AUSA 27).

These sharp cuts in the military's resources in both the active and the reserve component (which for the sake of brevity will be understood to include both the Reserve and National Guard throughout this work) has also brought about a significant strategic shift. Through the "Total Army" concept, the reserve component is increasingly called upon to provide support for active-duty missions and has seen literally dozens of mobilizations in the past decade.

The Assistant Secretary of Defense for Reserve Affairs, Deborah Lee, said in 1995 testimony before a House subcommittee, "By maximizing the contribution of our Guard and Reserve to the total force in peacetime we can help reduce active PERSTEMPO (personnel tempo--the number, duration and frequency of deployments), more effectively use scarce defense resources and provide excellent training for the reserve components" (Defense Issues 3).

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This means that the reserve forces, comprised primarily of combat service (e.g., military police, engineers) and combat service support (such as medical or supply) units, must maintain an ever present state of readiness to perform traditional missions--i.e., disaster relief or domestic riot control--in addition to the frequent call-ups to support their active-duty brethren.

President Bill Clinton told his new national security team in 1993: "The challenges are many--terrorism; the threat of weapons of mass destruction; drug trafficking; environmental degradation; ethnic, religious and racial conflicts; [and] dealing with the sea changes occurring in Asia and elsewhere throughout the globe" (Turbiville *et al* 5).

As additional missions have been transferred from the active Army to the Reserves, the two components have become inextricably linked. This increasing reliance on the Reserves for early-deploying combat and support forces means that a presidential decision to call up Reserve units must be made early in the crisis development stage (AUSA 14).

Brigadier General James Helmly, Deputy Chief of the Army Reserve said, "The role of the Army Reserve has changed in the last several years. During the Cold War, the Reserve would be mobilized and come to an operation later than the active Army. In the world we live in today, our Army Reserve soldiers perform tasks, under mobilization and other types of orders, that augment the active Army and enable it to undertake its primary core competency missions" (*Army Link News*).

Secretary of Defense William J. Perry said, "our Total Force policy assigns a number of key missions completely or largely to the reserves, which means that anytime we're conducting a significant operation, we will be going to the reserves to round out our forces" (DI 1).

Or, in the words of Assistant Secretary of Defense for Reserve Affairs Lee, when she spoke of the force structure realignment at a briefing in January, 1997: "With an increased reliance on the reserve component, the readiness of the remaining forces must be improved."

It is clear that the view which calls for continually increased involvement and participation in world action by the reserve forces extends throughout the chain of command all the way to the Commander-In-Chief. The end result is that the reserves must stretch to use training time to perform domestic missions called for by politicians who see the military as a house-keeping force while yet remaining prepared to answer the inevitable call to duty to perform a wartime mission.

Readiness Issues in a New World Scenario

With the elimination of the Cold War focus on defending against the twin threat of nuclear conflict and Russian armored divisions rolling through the Fulda Gap, the focus of the strategic planning and preparation has also changed. The US military's current threat assessment has determined that the armed forces must be prepared to fight two Major Regional Conflicts simultaneously. To perform two Desert Storm sized operations at the same time would require across-the-board involvement by the reserve component and is the basis for formulating current training theory and practice (TRADOC 31).

* As the vast majority (90% or more--according to current DoD statistics) of company commanders in both the active component and the reserve are male, unless otherwise stated, the masculine gender of the singular pronoun is used to refer to both males and females throughout the course of this work.

The ever-increasing demands for preparation and training are a great challenge for reserve component leadership. The question that faces those leaders is how to ensure that the Reserves train to the level of the active components with part-time soldier citizens, while yet maintaining a state of readiness that will allow them to perform to standard when called upon.

Leadership in the Reserves: Critical to Readiness

The primary disadvantage to the reserve component in readiness preparation is the severe time limitation in which to conduct effective training. The chain-of-command, structure, and personnel composition of Reserve units parallels that of the active-duty forces. Reserve units have the same personnel authorizations and strength as an equivalent active duty unit. A field hospital will have an equal number of combat medics regardless of its status as an active-duty or reserve unit (AMEDD 128).

In theory, the quality of training and equipment as well as the state of readiness is also identical to the full-time force. However, one can not reasonably expect that a force comprised of and led by citizen-soldiers who assemble two days a month and two weeks each summer can match the level of readiness or the thoroughness of training of those who are able to practice assigned missions and soldier skills full-time.

Also, in these times of limited budgets and forced cost-cutting in all areas, it can be assumed that the reserves will not be first in line when it comes time for initial equipment issue, repair, and fielding of new gear.

Assistant Secretary of Defense for Reserve Affairs Deborah Lee commented on the equipment shortfalls in the reserve component in testimony before the National Security Subcommittee of the House Appropriations Committee in 1995. According to Lee, "equipment readiness shortfalls include communications gear; night vision goggles; trucks, small boats, trailers, cranes and tractors; power supply equipment; nuclear, biological and chemical protective equipment; as well as engineering and construction equipment" (DI 7)

The Chain of Command in a Typical Army Reserve Unit

Having a command position is an awesome responsibility, as the lives of subordinates depend literally on decisions a commander makes. "In battle, you must inspire your soldiers to do things against their natural will --possibly to risk their lives-- to carry out missions for the greater good of the unit, the Army, and the country" *(Battlefield Leadership* 1).

To understand the concept of command, it must first be accurately defined. "Command is the authority that a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment. Command includes the authority and responsibility for effectively using available resources and for planning the employment of, organizing, directing, coordinating, and controlling military forces to accomplish assigned missions. It also includes the responsibility for the health, welfare, morale, training, and discipline of assigned and attached personnel" (*Staff Organization* . . . 1 - 1).

The most common command position in the US Army Reserve is that of a company-sized unit (100-120 soldiers). The commander of this type of unit is typically a junior grade officer, generally in the rank of first lieutenant or captain. The company commander has four platoon leaders, officers in the rank of second or first lieutenant. The company commander has a First Sergeant, a non-commissioned officer (NCO), who is the most senior enlisted soldier in the unit. Each Platoon Leader has a Platoon Sergeant (who are also NCO's), who typically supervises four squad leaders. Each squad leader is then responsible for 8-10 junior enlisted soldiers.

Table 1

Chain of Command in a Company-sized Unit:

Company Commander
-First Sergeant

Platoon Leader	Platoon Leader	Platoon Leader	Platoon Leader
-Platoon Sergeant	-Platoon Sgt.	-Platoon Sgt.	-Platoon Sgt.
4 Squad Leaders	4 Squad Leaders	4 Squad Leaders	4 Squad Ldrs
10 soldiers each	10 soldiers each	10 soldiers each	10 soldiers each

---

SOURCE: United States Army. FM 100-5 -- *The Infantry Company.* (Washington: Government Printing Office, 1992) Table 3-3.

The comparison between officer and enlisted most readily made is that of the relationship between management and labor in the civilian world. The officers make decisions and then tell the senior NCO's the necessary tasks to be performed. The NCO's then devise a work plan for the junior enlisted, direct the work, supervise it and report on its completion. Effective leadership means that

delegation occurs readily, and that trust and frequent communication exist between officers and enlisted in a unit (*Military Leadership* 7).

Barriers to Effective Leadership

In his book *Hazardous Duty*, which criticizes the current US Army Forces, accusing the brass of being more interested in posturing and in what the grunts call "dog-and-pony shows" than in being ready to go to war, retired Colonel David Hackworth states emphatically, "there are no bad units; only bad officers" (67). The successful training and performance of a unit depends on the ability of its commander to plan appropriately and to respond rapidly to the environment in which he or she operates. Major General C. G. Marsh said "The success of the unit depends upon the commander more than any other single factor" (FORSCOM III).

In the company-sized outfit, this commander is typically a first lieutenant or captain, a junior-grade officer who often has limited leadership experience. In the reserves, this young soldier is often thrown into a maelstrom where an entire month's worth of training, paperwork and leadership responsibility is crammed into two-days of reserve drill each month. A mountain of applicable guidelines, regulations, policy statements shape every decision that must be made.

Without adequate advance planning and preparation, and readily available "fingertip" assistance in negotiating the policy maze that affects decisions ranging from "military" issues such as promotions, attendance policies and discipline to the "personal" problems of soldiers (also the responsibility of the commander) such as family problems, late student loan assistance and bad checks, the commander is in real danger of being overwhelmed (102nd ARCOM 12).

This inability to perform by the commander will in turn cause the unit to fail its mission of preparation and maintenance of a constant state of readiness. In wartime this translates directly into means lost lives.

It is clear that nothing is more important than the lives of the young Americans entrusted to an officer. A solution to this problem of overwhelming administrative distractions which take away from unit readiness must be found as the very lives of soldiers depend on it.

Therefore, this study will focus on the particular problems associated with company command in the United States Army Reserve, and will propose a solution which will benefit the company commander and make his* job easier. This solution will prove invaluable to that commander, in that it enhances his ability to conduct effective, vigorous training which means successful preparation and the readiness of his unit. This training and readiness is critical to successful performance of mission requirements when the inevitable call-up comes.

Chapter II

LITERATURE REVIEW

There have been as many books, articles, theses, and manuals written on military leadership through the run of the centuries as dead soldiers unfortunate enough to have leaders either unskilled or uncaring enough to have put them in avoidable situations where they met their end.

Carl von Clausewitz, perhaps the most influential military thinker of the modern era, wrote in his 1832 classic <u>On War</u>.

> It is the impact of the ebbing of moral and physical strength, of the heart-rending spectacle of the dead and wounded, that the commander has to withstand--first in himself, and then in all those who directly or indirectly, have entrusted him with their thoughts and feelings, hopes and fears. (104)

In that conflict within a commander is found the true irony of military leadership. It is also what has made it such an interesting topic for so many writers, historians and philosophers to ponder: how, throughout history, by chance or fate, the lives of men have been placed entirely in hands of leaders incapable of being effective and able leaders.

It does not matter whether the failed leadership is caused by the leader's lack of training or ability, or because of a misbegotten selection of the leader on the sole basis of family lineage, through popular selection by the soldiers in a unit, or if the choice of commander was really no choice at all, made through default via possession of the ignoble distinction of being the highest-ranking Joe Snuffy left alive at the end of the day.

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Interestingly, through centuries of warfare, men led by officers prone to flawed thinking and inept decision-making were often far worse off than if they were merely turned loose and allowed to fend for themselves. Charles de Gaulle wrote of such a situation when he described men in a French Army which was plagued by poor leadership and a lack of preparation. Because of this, these men had little choice but to wait for a certain death:

> When, in 1870, the French Army found itself involved in a war the conditions of which had not been foreseen, and faced by an enemy inspired by patriotic ardor, neither leaders nor men could do more than offer a passive resistance to events and endure disaster with courage and resignation. (39)

At its most essential level, every piece written about military leadership is attempting to help solve the unpleasant reality of unnecessary injury and death in time of war. In 1917, Major C. A. Bach addressed the graduating student officers at the Second Training Camp at Fort Sheridan on the importance of their coming leadership roles in "The Great War":

> It is in the military service only, where men freely sacrifice their lives for a faith, where men are willing to suffer and die for the right or the prevention of a great wrong, that we can hope to realize leadership in its most exalted and distinguished sense. True leadership not only demands but receives the willing, unhesitating, unfaltering obedience and loyalty of other men; and a devotion that will cause them, when the time comes, to follow their uncrowned king to hell and back again if necessary. (442)

Historical Overview

Clausewitz, like so many others since him, expended great effort in a struggle to give some definition to the undefinable: the elusive characteristics that

make a good military leader. "Because so much in battle depends on the commander's judgment, Clausewitz claimed self-control was a supreme military virtue" (Chipman 365). Clausewitz cited in particular Napoleon and Frederick the Great of Prussia, noting that although these men harbored great passions, they also possessed well-educated minds which controlled their desires and served to balance their fiery temperaments (Clausewitz 121).

Nearly a hundred years later, Douglas Southall Freeman claimed self-control was Robert E. Lee's supreme leadership trait. Freeman echoed Clausewitz's theories even further, noting that self-control was also Lee's primary criterion for selecting his command lieutenants (Freeman 62).

Going hand-in-hand with self-control as a trait essential to success in military leadership, said Clausewitz, was an intense personality, one possessed of courage and determination (Chipman 367). Clausewitz believed that good commanders possess intense emotions which sustain them in difficult times, and that "just as a compass navigates and regulates a ship through rough seas, the intensity in a good leader is balanced by self-discipline which regulates those flaming passions" (Chipman 366). Clausewitz wrote of the necessity of that balance when leaders were subjected to the extreme stress of combat, saying

> physical casualties are not the only losses incurred by both sides in the course of engagement; their moral strength is also shaken, broken, and ruined. In deciding whether or not to continue the engagement it is not enough to consider the loss of men, horses, and guns; one also has to weigh the loss of order, courage, confidence, cohesion, and plan. (60)

The ramifications of mistakes in the arena of military leadership are indeed high when compared to leadership in business or any other field. The consequences for failed military leadership are measured in lost human lives, as

opposed to something that becomes rather trivial in comparison, such as a negative return on shareholder profit for the fiscal year.

Because of that burden on the shoulders of leaders, as long as there have been men taking troops into battle there have been people writing, thinking, talking about and testing various leadership theories, all in an attempt to logically and objectively capture of the trait of "leadership".

Because these attempts have been largely unsuccessful in finding set rules and formulas for what works when it comes to effective leadership, Clausewitz's theory (which holds up as the ideal an individual who balances passion and control) plus a heady amount of "anything goes!" has continued to have strong influence in general leadership theory. S. L. A. Marshall wrote that leadership is by rough approximation, "60 percent . . . the ability to anticipate; and 40 percent . . . the ability to improvise" (154).

This is lack of easily defined traits which create effective leadership is demonstrated when one thinks of the amazing assortment of characters who have worn the mantle of being a "great" military leader: rumpled, begrizzled Grant, who rallied a sagging Union Army; General Douglas MacArthur, who, after WWII glory in the Pacific wrongly thought he could win a dispute with the President; Alexander the Great, whose distinction even today is reflected by a British heavy-metal band in a song that bears his name and sings of his triumphs:

Alexander the Great, His name struck fear into hearts of men
Alexander the Great, Became a God amongst mortal men

A Phrygian King had bound a chariot yoke
And Alexander cut the Gordian knot
And legend said that who untied the knot
He would become the master of Asia

Helonism he spread far and wide
The Macedonian learned mind
Their culture was a Western way of life
He paved the way for Christianity (Iron Maiden)

The regal Field-Marshall Erwin Rommel who confounded the Allies during World War II in the North African Desert was another. Napoleon I, whose drive to conquer the world came from his burning desire to be known for much more than his slight stature also fits that category. Hannibal, who drove his troops on elephants through the Alps was noted for his intense hatred, while Frederick the Great, in his intense desire for glory, fought several wars against daunting odds but emerged triumphant to dramatically enlarge Prussia's borders in the 18th century (Chipman 366; Chandler 246).

It is indeed difficult to identify a clear common trait or human characteristic which can be found in all of these men -- despite the best efforts of historians and students of history over the centuries -- which defines them as great leaders. Clausewitz commented on the vagueness of definite traits of effective leadership when he wrote in On War,

> Finally, and without wishing to risk a closer definition of the higher reaches of the spirit, let us assert that the human mind is far from uniform. If we then ask what sort of mind is likeliest to display the qualities of military genius, experience and observation will both tell us that it is the inquiring rather than the creative mind, the approach that is comprehensive rather than specialized, the calm rather than the excitable head to which in war we would choose to entrust the fate of or brothers and children, and the safety and honor of our country. (112)

Napoleon Bonaparte held the same feelings about the temperament of a leader. He wrote that "a man is not born a commander. He must become one. Not to be anxious; to be always cool; to avoid confusion in his commands; never to

change countenance; to give his orders in the midst of battle with as much composure as if he were at ease" (231).

The frustration of those involved in the study of military leadership at being unable to define leadership traits and characteristics to any greater extent surfaced in the introduction of Ralph M. Stogdill's <u>Handbook of Leadership</u>. He wrote

> Four decades of research on leadership have produced a bewildering mass of findings. Numerous surveys of special problems have been published, but they seldom include all the studies available on a topic. It is difficult to know what, if anything, has been convincingly demonstrated by replicated research. (4)

Other early military studies also tended to use personal characteristics as being key to leadership, and found only weak relations at best (see Kohs and Irle 73-87; Page 31-43). W. O. Jenkins reviewed 74 military studies and concluded that there was essentially no agreement among them. Further, he concluded that military leadership is situationally specific so that one cannot generalize across different military settings. Through these studies, what comes out as being most important is not a specific trait or combination of traits as being key to leadership effectiveness; rather characteristics of the individual himself and how they are expressed in his behavior in terms of introspection and the generation of self-developed leadership skills (Van Fleet 2).

Because of this inability to identify traits which define superior leadership into any category more specific than general categories of personality such as Clausewitz's "calm" or "inquiring," behavioral research came to dominate the study of military leadership beginning in the 1940's. Out of those behavioral research studies social scientists began to assert a general constant among effective leaders which was, that in the profession of arms, as in any other field, a

good leader will seek self-improvement and constant education about the business around him (see Fiedler; Fiedler, Chemers and Mahar).

These researchers were picking up formally on a leadership tenet which had been practiced informally by successful leaders throughout history. Major Bach, in his speech to the soon-to-be officers said

> To lead, you must know. Men will not have confidence in an officer unless he knows his business from the ground up. If the officer does not know, and demonstrates the fact that the does not know, it is entirely human for the soldier to say to himself 'To hell with him. He doesn't know as much about this as I do,' and calmly disregard the instructions received. There is no substitute for accurate knowledge. Become so well informed that men will hunt you up to ask questions-- that your brother officers will say to one another, "Ask Smith-- he knows." (442)

David G. Chandler, in his commentary on Napoleon's *Maxims* writes that "even the brightest of geniuses will become dull and his gifts atrophy unless his skills are continually refurbished and a new edge added to his mental powers" (240).

Bach, Chandler, and Clausewitz all emphasized that the leader who desires constant improvement will also naturally seek to draw on tools, skills or ideas that will help him maximize his existing talents and opportunities. "It may well be that 'who dares wins,' but no less important is the claim that 'who reads learns - and (at least in some measure) understands' " (Chandler 243)

This constant approach to leadership which emphasizes learning will allow the commander to draw the most from the unique circumstances in which he or she operates. Clausewitz addressed the innate value of an inclination for self-improvement within an individual when he wrote of the need for intellectual flexibility among military leadership, saying,

The reader should not think that a brave but brainless fighter can do anything of outstanding significance in war. Since in our view even junior positions of command require outstanding intellectual qualities for outstanding achievement, and since the standard rises with every step, it follows that we recognize the abilities that are needed if the second positions in an army are to be filled with distinction. Such officers may appear to be rather simple compared to the polymath scholar, the far-ranging business executive, the statesman; but we should not dismiss the value of their practical intelligence. . . What this task requires in the way of higher intellectual gifts is a sense of unity and a power of judgment raised to a marvelous pitch of vision, which easily grasps and dismisses a thousand remote possibilities which an ordinary mind would labor to identify and wear itself out in so doing." (112)

The Movement Toward Modern Day Military Leadership

As military organizations became more efficient and a more official and organized arm of national governance in the latter half of the 18th century, the formal training of leaders became of greater importance.

A number of nations began to recognize the importance of developing the leader skills of their officers, and responded by creating formal courses of academic training in military leadership, such as the United States Military Academy at West Point, the German *Kriegsakadamie*, and the French *Ecole Militare*, to cite several examples. The national political leadership began to realize that the common citizens --who were sending their sons to be part of the military, and to possibly risk their lives for the good of the country-- were much more supportive of that effort if they felt that the leadership corps had at least a minimum of professional skill and expertise, and that the safety of their sons was not being entrusted to a bunch of bunglers.

De Gaulle wrote of the necessity of effective, vigorous, realistic training to prepare the sons and daughters of the nation for war. He identified it as the single

most important factor to ensure the support of the populace for the military and to

provide a ready supply of decent soldiers for the defense of the nation:

> Are we to assume then, that soldiers and politicians must rely on
> chance inspiration when the moment of crisis comes, that there is
> nothing to be done to prepare them for the responsibilities which the
> may, sooner or later, have to shoulder? To do so would mean the
> neglecting of one essential element in the situation, the systematic
> training of men so that they shall be ready and competent when the
> time comes.
>
> But that is no longer a matter of course with us. In other periods the
> need was met by a social and political system which ensured that a
> plentiful supply of men could be drawn from families of which the
> sons had been brought up to undertake public duties (125).

This was the first sign that a number of different approaches to military

leadership firmly grounded in behavioral science would begin to emerge. One

approach is the organizational behavior perspective:

> Leadership is intangible, hard to measure and difficult to describe. Its
> qualities would seem to stem from many factors. But certainly they
> must include a measure of inherent ability to control and direct,
> self-confidence based on expert knowledge, initiative, loyalty, pride
> and a sense of responsibility. Inherent ability obviously cannot be
> instilled, but that which is latent or dormant can be developed. Other
> ingredients can be acquired. They are not easily taught or easily
> learned. But leaders can be and are made. The average good man in
> our Service is and must be considered a potential leader.
>
> General C. B. Cates, U. S. Marine Corps
> Department of Defense, 1960

As noted earlier, the earliest published studies of this century which

examined military leadership dealt with personal characteristics -- such as

intelligence, willingness to serve, bearing and appearance-- as they relate to

leadership. The lack of definitive success in the study of leaders' traits caused

much frustration among researchers. Not all leaders possessed all the sought-after traits, and many non-leaders possessed most or all of them. Also the trait approach to gave no indication as to how much of any trait a person should have. Furthermore, the dozens of studies performed did not agree as to which traits are leadership traits or what their relationships are to actual instances of leadership (Weihrich 493).

It was these frustrations then, that prompted the shift in leadership study toward behavioral approaches that gradually occurred beginning in the 1940's. These seemed more promising in defining leadership traits and determining ways of identifying leaders and developing effective programs for training them, although in these studies the differences between military and business leadership were often blurred, overlooked, or discounted completely.

Two major research programs contributed substantially to the initial body of knowledge on leader behavior. One of those was performed by C. L. Shartle at Ohio State University while the other was begun by Robert Likert at the University of Michigan.

Initially, the effort by Shartle at Ohio State was to develop questionnaires to measure leader behavior. The two major behaviors identified were (1) task-oriented behavior (called "initiating structure") which included many established managerial behaviors such as planning, coordinating and directing, and (2) maintenance behavior (called "consideration") which included friendliness, openness of communication, and participation (Shartle).

Although some of the Ohio State research identified other, more specific dimensions of leader behavior much of the research evolving from these studies neglected or ignored the most specific findings and focused on just the two major sets of behaviors--consideration and initiating structure.

In military studies based on the two broad Ohio State categories (see Christner and Hemphill; Fleishman; Halpin 1954, 1957; and Rush), consideration was significantly and positively related to subordinate and peer ratings but was not related to or was negatively related to ratings by superiors. Initiating structure, on the other hand, had a more mixed pattern although it tended to be positively related to all of the different ratings (Van Fleet 2).

However, none of these studies used objective criteria and most of them did not use criteria which were related to combat. One study--Halpin's1956 effort--did find that the combat effectiveness ratings of superiors were unrelated to consideration but positively related to initiating structure, but another study (Christner and Hemphill) found that willingness to serve in combat was unrelated to initiating structure, but positively related to consideration. Yet another study (Hood, Showell, and Stewart) found that, when leaders were trained to increase their initiating structure behavior, the leaders got higher ratings from superiors, but that their followers were less likely to reenlist.

These sorts of mixed and/or conflicting findings are typical of much of the research which is based on these broad categories of leader behavior. Both the Ohio State and Michigan research programs suggest that leader behavior is more complex than the oversimplified dichotomy of task- and maintenance (or relations-) oriented behavior. Both research programs suggest that effective leaders focus on performance (production emphasis at Ohio State and goal emphasis or high performance standards at Michigan) and employ a pattern of several other behaviors as well.

Also, both programs found that the pattern of effective behavior varies with the situation (including the objective) just as had been theorized early in this century. Additionally some views of military personnel that arose in research

performed in the 1980's would also seem to suggest the adoption of situationally based views (see Czege; Harris; and Rogers).

The Likert studies at Michigan compared managerial behavior of effective supervisors with that of ineffective supervisors. Effective supervisors were found to be those who focus on the human aspects of their subordinates' problems and "build effective work groups with high performance goals" (53).

Likert found that supportive behavior and high performance standards, then, were keys to effective leadership. Later research suggested that group methods of supervision were also part of effective leadership. Likert's studies at Michigan found that there is a time lag between what the leader does and the results of that action. Intervening variables exist between leadership and outcomes, and the time it takes to get results may be lengthy--a year or more in some cases. Likert's results also indicate that evaluations of leader performance should take into account the lagged effects of leader behavior, because behavior most likely to achieve long-term effects differs somewhat from the behavior pattern likely to maximize short-term effects.

In 1986, David Van Fleet and Gary Yukl began exploring in some depth the distinction between industrial/business and military research with respect to the topic of leadership. They then created an application of an expanded leadership framework in a military context.

In this application, which was outlined in "Military Leadership: An Organizational Behavior Perspective," Van Fleet and Yukl draw some interesting conclusions about the direction of leadership training theory in the academic world. They then go on to discuss the implications of the resulting implementation in the arena of practical use.

The premise of Van Fleet and Yukl's work is that a more accurate picture of a leader can be obtained if one combines several aspects of leadership to create

a composite picture of necessary leadership traits. In addressing the state of confusion and disagreement that has existed in the field of leadership research, Van Fleet and Yukl said

> One reason for the existing confusion in the field of leadership research is the disparity of approaches in the literature in terms of the tendency for researchers to concentrate on narrow aspects of the leadership process in the absence of an integrating conceptual framework. Yet, when all of this research is examined in a broad context it appears to suggest an interrelated and meaningful conceptualization of the leadership process. (31)

In constructing this integrated framework, Van Fleet and Yukl divided leadership components into several major areas. They then examined the components individually to determine the most important aspects of leadership in each area. Those leader characteristics defined by Van Fleet and Yukl include the traits, skills, competencies and physical attributes of leaders (33). Past trait research has focused predominantly on personality differences between leaders and non-leader. Additionally, research has suggested that task-relevant expertise and managerial motivation are very important characteristics for leader success and that effective leaders tend to have high self-esteem, energy, maturity, stress tolerance, and a favorable attitude toward authority figures (Miner). They are inclined to be pragmatic and results-oriented, rather than introspective, philosophical or idealistic (see England; Lusk and Oliver).

Though research has also indicated physical attributes--such as height, weight, general physical appearance--to be important, difficulties have arisen in using these attributes in a research context. Often the range of measurement has been so restricted by custom, role expectations, and organizational policies and procedures that most leaders possess roughly equal amounts of these physical attributes. Consequently, these attributes appear to be inconsequential in research

results. Radical deviations from organizational norms in these areas are likely not to lead to success in individual cases. The military officer who has a sloppy appearance, unkempt uniform, unshaven face, unclean body and so on is not likely to emerge as a highly effective leader under any circumstances (Van Fleet and Yukl 34). While rare exceptions may be cited, they are indeed so rare as not to be useful for guiding training and development.

Van Fleet and Yukl define five bases of leader power. Expert power, one of the dominant forms of power used by effective leaders, arises from task relevant expertise as just indicated. Referent power frequently stemming from a charismatic personality can also be a major source of power for leaders. Other forms of power are legitimate power, derived from appointment to a position by a higher authority; reward power, based on the ability to distribute money, promotions or other favors; and coercive power, based on the ability to use force or the threat of punishment to bend the will and determine the actions of other. Each of these forms of power are used by successful leaders to varying extents, as research performed by French and Raven demonstrated.

The manner in which the power is used -- rather than the actual power itself -- largely determines whether the results are enthusiastic commitment, passive compliance, or resistance by followers (Yukl and Taber 44). Effective leaders usually develop personal power to supplement their position power, and influence is exerted in a subtle, easy fashion that minimizes status differentials and avoids threats to the self-esteem of subordinates under ordinary circumstances. The most effective forms of personal power, say Van Fleet and Yukl, appear to be the leader attractiveness model which is based on personal qualities, and loyalty to the leader which has developed through a history of satisfactory exchange relationships wherein the leader provided benefits to subordinates and treated them in a fair and considerate manner (35).

As indicated previously, various kinds of research on leader behavior have led to many different behavioral classifications. The Ohio State approaches, the Michigan approaches and those of others suggest anywhere from two to twelve different sorts of behavioral dimensions. While there is some consistency, Van Fleet and Yukl point out that there has been little agreement across all studies, and that because of the differences in categories and measure of behavior, it is difficult to compare results from one study to another (36).

The most widely-used categories are consideration and initiating structure, or relations- and task-oriented categories of behavior, which in military terms can be defined as "accomplish the mission" and "show concern for your people."

It is now apparent that these broadly defined categories provide too general and simplistic a picture of what leaders do. Van Fleet and Yukl conclude by noting that, "training and developmental activities based solely or primarily on these general activity dimension will, therefore, not lead necessarily to general improvements in effectiveness of any substantial amount (37).

Van Fleet and Yukl note that the role of the situation has been recognized in leadership theory and research since the very beginnings of this century. It is clear, however, the exact nature of that relationship is still not completely understood or specified. Despite that understanding, Van Fleet and Yukl go on to identify three general ways that situational variables can affect a leader's action. The first way would be to constrain a leader's behavior, the second would be to directly affect intervening variables in the leader to end-result process (a concrete example of this in a military situation would be to provide a leader with the task to taking a company from St. Louis to Kansas City, and then for whatever reason, saddle that leader with personnel or vehicles unwilling or unable to make the trip), and the third way would be to moderate the relative importance of leader behaviors in specific circumstances (42).

These variables all represent scenarios which, for the most part lie, beyond the leader's ability to modify, but with which he must reckon none the less. A skilled leader should, at the least, be able to neutralize disadvantages presented by these variables. Those particularly gifted may be able to actually turn these to an advantage, assuming a degree of consistency in the exogenous situational variables that allows a time frame sufficient for countermeasures to be developed.

The Army's Approach to Leadership Training

The military is an organization not given to radical change. However, it has not been unaffected by the increasing tread toward a behavior-emphasized approach to leadership training.

The influence of this behaviorally-emphasized approach can be see in any number of activities currently taking place at Army academic institutions. For instance, officers who attend the Officer Basic Course directly after receiving their commission perform the "Leader Effectiveness and Adaptability Description" exercise, which uses hypothetical situations to provide the student with information about their own leadership style in a grid matrix style format (Academy of Health Sciences).

The United States Military Academy at West Point, the U. S. Army's premier institution for leadership training and development, has also implemented formal academic requirements for its student-officers. This type of academic work and leadership study has arisen directly from the types of thinking advanced by Van Fleet and Yukl and others (McNally *et al* 176).

The dominant theories of military leadership that have taken hold this century have increasingly emphasized the logical, rational approach as being key to effective leadership. This trend can be seen in the curriculum at the United

States Military Academy (USMA) at West Point, where the mission "is to educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth throughout a career as an officer of the Regular Army and to inspire each to a lifetime of service to the nation" (USMA 7). One of the central components of the institutional vision of the USMA is to be the premier leader development institution in the world. West Point is interested in developing leaders of character who not only do things right, but who also do the right things under conditions of intense pressure and frequent scrutiny (Bennis).

At West Point, cadets are required to take core courses in the Department of Behavioral Sciences and Leadership which focus on scholarly and self-reflective perspectives of leadership. These courses expose cadets to a theory-based, systematic leadership model that they use as a framework for analyzing complex but realistic leadership situations. By design, this 40-hour course is taught only to West Point juniors. The intent is to capitalize on the concrete experience, reflective observation, abstract conceptualization, and active experimentation model of learning (McNally 176).

Current theory advanced by some behavioral scientists says that to be effective in the 21st century, leaders must possess critical thinking skills (see Hunt & Blair). Therefore, the instructional strategies used in the West Point Leadership courses focus on the development of these thinking skills while employing relevant subject matter content. Cadets are taught numerous behavioral science theories and then required to apply these theories to a case that illustrates a situation they might face as a military leader. The process requires cadets to use higher order cognitive skills such as the identification of ambiguity, the discovery of assumptions and value conflicts, the evaluation of evidence, the application of logic, the generation of alternative inferences, and the development of reasoned judgment (Jacob & Jaques 292).

McNally *et al* called the approach used to stress the integration of these cognitive skills the "Intellectual Procedure". Of this, they wrote

> This model, we believe, is simply the application of the scientific method of inquiry to leadership situations. Our experience has convinced us that this is a powerful framework for developing thoughtful and reflective leaders. (177)

The application of the Intellectual Procedure to realistic leadership situations requires cadets to perform three primary intellectual tasks: identify what is happening, account for what is happening, and then formulate and apply leader actions to the situation. McNally *et al* stressed that this process teaches cadets to think, rather than to apply textbook formulas to situations. "As cadets increase in sophistication, they recognize that multiple "correct" leader actions are feasible as long as they are organizationally realistic and do not create additional problems. We believe this contributes significantly to cadet intellectual development" (180).

FM 25-101, Battle Focused Training, the Army's "how to" training manual, opens with the following passage:

> The Army exists to deter war or, if deterrence fails, to win in combat. For deterrence to be effective, our enemies must know that an Army can mobilize, deploy, fight and sustain combat operations. Effective training molds human resources into cohesive, combat ready units.

> To be successful in combat, the Army must train continually to develop and maintain combat ready soldiers, leaders, and units that can perform assigned tasks to specific standards. The requirement for training continues even during wartime (especially within the combat zone). Training builds self-confidence, promotes teamwork and espirit de corps, and increases professionalism in soldiers, leaders, and units. (Department of the Army i)

The underlying principles espoused above represent the break between the academic approach to military leadership and its practical implementation. Though indirectly based in the principles and theories of behavioral-focused approaches to leadership, these tenets are rooted in the pragmatism and no-nonsense approach to warfighting that has guided effective military leadership since the beginning of history.

The United States Army's leader training and development process is grounded in value- and professional ethic-based education. A 1994 Department of the Army publication, Leader Development for America's Army, addressed that approach in its overview, both in a historic sense and in light of its modern-day application:

> Throughout the Army's history, leadership and leader development have received continuous attention. The development of competent and confident military and civilian leaders in the Army -- from corporal to sergeant major, from lieutenant to general officer, and from civilian intern to senior executive service -- is our most enduring legacy to the future of the Army and the nation. Developing these future leaders in light of decreasing resources and a smaller force challenges us to maximize every developmental opportunity. A trained and ready Army will always require leaders who are professionals in every way -- leaders who exemplify traditional Army values and professional ethics.
>
> Values are the bedrock of professionals. They influence leader attitudes, behavior, and decisions. History shows successful leaders are competent in and committed to the profession of arms; uphold the dignity and respect of all individuals; are physically and morally courageous; candidly and forthrightly deal with others; and are willingly responsible for the performance of their unit/organization and every individual entrusted to their care.
>
> Professional ethics set the moral context for service to the nation and inspire the sense of purpose necessary to preserve our nation and to protect our worldwide national interest. Army ethics contain the values that guide leaders. When taking the oath of service, leaders must embody loyalty to the nation, the Army, the unit and each

individual in it. By their actions, leaders must display uninhibited loyalty, selfless service, unquestionable integrity, and a total commitment to fully performing assigned and implied duties (1-2).

Prior to 1987, the Army conducted several noteworthy leader development studies -- Officer Personnel Management System I (OPMS) in 1971; Review of Education and Training for Officers in 1978; the Professional Development of Officers Study and OPMS II in 1984; the Total Warrant Officer Study in 1985; and the Noncommissioned Officer Professional Development Study in 1986.

In 1987, the Army Chief of Staff directed that a comprehensive leadership development study be conducted for all categories of personnel. That study produced the current leader development system and process; a support system to monitor and adapt to the effects of change on Army leader development; and leader development action plans for officers, warrant officers, noncommissioned officers, DA civilians and the Reserve Component. In 1991, the Leader Development Investment Strategy study developed principles and imperatives to synchronize leader development initiatives as the Army downsized. Additionally, committees recommended investments and divestments, as appropriate, to offset the impact of dwindling resources.

The final result of all of this shaping and refining was that the leadership development system of the Army today places a strong emphasis on institutional training and development, and further enhancement of leadership skills, abilities and capabilities through increasingly difficult operational assignments and a system designed for constant self-development.

The Army clearly believes that it is on the right track with this system, and claims unhesitatingly that:

lessons learned from recent wars, humanitarian relief operations, and exercises suggest the Army's progressive, sequential and

three-pillar approach to leader development is sound and produces the quality leader our nation requires. The three pillars of leader development -- institutional training and education, operational assignments and self- development -- are dynamic and interconnected. The individual gains skills, knowledge and behavior (SKB's) at the institution and practices them during operational assignments to refine these skills, broaden knowledge and shape behavior. Meanwhile, these experiences are shared during institutional training and education. Self-development enhances, sustains, and expands SKB's learned from institutional training and education and duty assignments (Department of the Army 6).

Table 2

The Army Leader Development Model

ARMY LEADER DEVELOPMENT MODEL

LEADER DEVELOPMENT

INSTITUTIONAL TRAINING & EDUCATION

OPERATIONAL ASSIGNMENTS

SELF DEVELOPMENT

THREE PILLARS ... INTERCONNECTED ... PROGRESSIVE AND SEQUENTIAL
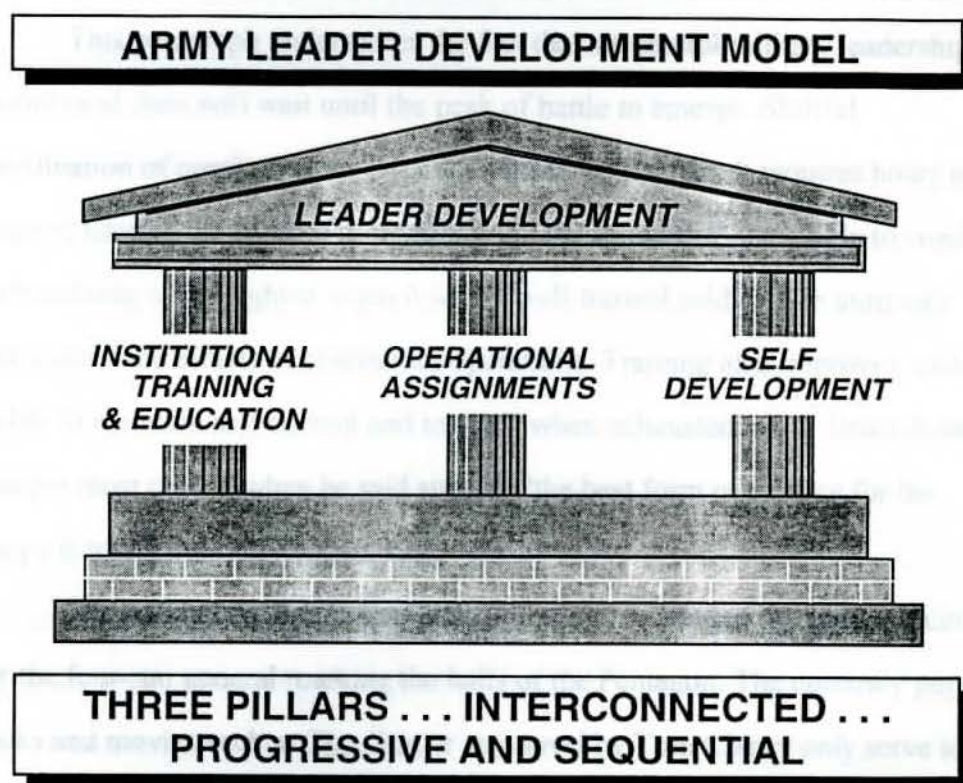
SOURCE: Leader Development for America's Army. DA Pamphlet 350-58. Headquarters, Department of the Army. Washington, DC, 1994.

In its bible of infantry combat, *FM 7-8 Infantry Rifle Platoon and Squad,* the United States Army addresses the direction and composition of its leadership in the most basic level -- ground warfare -- by saying that

> Military leadership is a process by which a soldier influences others to accomplish the mission. Leaders coordinate the three elements of combat power (maneuver, firepower, protection) for strategic effect, but it is their competent and confident leadership that results in effective unit action. The right leadership gives purpose, direction and motivation in combat. Leaders must know their profession, their soldiers and the tools of war. Only this kind of leader can direct soldiers to do difficult tasks under dangerous and stressful conditions (1, 1-2(d)).

This paragraph underscores the fact that successful military leadership cannot (and does not) wait until the peak of battle to emerge. Skillful coordination of combat power does not happen on its own. It requires hours and hours of training. In Military Leadership the importance of being able to conduct such training is highlighted when it says, "well-trained soldiers are units can better resist the effects of continuous operations. Training also improves soldiers' ability to maintain self-control and to think when exhausted" (63). Erwin Rommel stated it most clearly when he said simply, "the best form of welfare for the troops is tough training (Rogers 122)."

The problem is that most people don't get it -- neither the ordinary citizen nor the four-star general roaming the halls of the Pentagon. The currently popular books and movies such as Top Gun or any novel by Tom Clancy only serve to amplify the chest-thumping image of life in the military that exists in the mind of the general public. Charles MacDonald wrote about his leadership experiences in his real-life account of being a twenty-three year old company commander in World War II.

The sound of small-arms fire continued, heightened by the explosions of dozens of mortar shells. '*So this is a counterattack*,' I thought. '*Well, this is what you have been waiting for. Now this company of veterans will find out what it has in this youthful, inexperienced CO. Quit shaking, dammit. Stop trembling all over. Get control of yourself. Act like a soldier, goddammit! At least you can impersonate an officer!*' (60)

Unfortunately, this picture of military leadership (being scared out of your last pair of clean drawers, but like John Wayne, overcoming fear to seize the battle from the enemy) is just not accurate 99.8% of the time. Neither is it the bluster and noise about the glory of the battle, of which General Douglas MacArthur was the champion. In Courage Was The Rule, he wrote of his plans to make an amphibious landing at Inchon.

I was now ready for the last great stroke to bring my plan into fruition. My Han River dream as a possibility had begun to assume the certainties of reality--a turning movement deep into the flank and rear of the enemy that would sever his supply lines and encircle all his forces south of Seoul. I had made similar decisions in past campaigns, but none that promised to be more vitally conclusive if successful. (238)

However, MacArthur's portrait of his role in the Korean Conflict is exception, and does not represent the typical model of command. Most of military leadership is, emphatically, not fighting in wars. It is not the tales of glory Hollywood likes to portray in movies such as The Green Berets. Most of the energy devoted to military leadership, especially at the company level "where most of the work gets done," is consumed in fulfilling routine, administrative requirements that keep a million government bureaucrats busy shuffling papers at military facilities around the world (English). It is making up training schedules, counseling troops, conducting physical training, ensuring compliance with EEO

regulations, and administering common skills testing. It is tracking attendance at unit training, ensuring compliance with weight standards, and chasing soldiers who write bad checks down at the PX.

Charles de Gaulle wrote most eloquently of the tendency of the military to consume itself in paperwork in The Edge of the Sword.

> Throughout the whole chain of command, the different echelons, growing continually larger and larger, would exhaust their energies in dealing from above with matters that ought to be handled on the spot.
>
> The resources of the staff would be wasted in coping with a vastly swollen mass of regulations--often contradictory--and a flood of details, all undergoing almost daily modification and correction; in grappling with the horde of projects, many of them stillborn, forecasts, falsified almost as soon as formed, and numerous expressions of opinion mostly valueless, reports rendered for the sake of rendering, and demands which never have been, never could be, met. (94)

So, the commander must struggle constantly to find solutions to overcome these obstacles. It is clear that the regulations which mandate performance of the numerous administrative requirements cannot be ignored outright. However, the President, the generals, the politicians and the average citizen would all agree that the Army's job is to be highly skilled in killing people and breaking things, not to spend its time becoming proficient in paperwork.

The solution comes in the company level leader's approach to effectively complete these administrative requirements pressed on him from above. In fairness, it should be noted that the administrative tasks imposed from higher commands are mostly valid, readiness-dictated necessities, and are not done just to irritate and annoy the reserve commander, as is often suspected. These tasks include such items as mobilization-readiness activities, which assures that the documentation on a soldier's dependents, training, wills, medical and training

records, and the like are all in place; annual physical-fitness tests; professional credentialling for medical personnel (doctors and nurses); and reenlistment/ retention efforts. The effective and efficient completion of these and other mandatory tasks ensures that the unit is ready to go in case of combat mobilization, and that the soldiers who belong to the unit are indeed fit for duty and are viable wartime assets.

It is widely recognized that the leadership in the Army Reserve faces a unique challenge. In Leader's Training Responsibilities, a manual distributed to students during the Officer Advanced Course, the problems unique to the Reserves are discussed in depth.

> Approximately 50% of today's Army force structure is composed of Reserve Component (RC) units. While these RC units are expected to perform to the same standards as Active Component (AC) units, they face many greater challenges in training. The training year of the average soldier in a RC unit has a total of 39 days--24 days of training which fall on drill weekends, and 15 days of annual training each year, normally during the summer. The soldiers and leaders in the RC have military service and separate civilian careers competing for their attention and time. These units also face considerable geographic dispersion. For example, the average RC battalion is dispersed over a 150 to 300 mile radius; soldiers travel an average of 40 miles to reach the nearest local training area, and units must move an average of 150 miles to the nearest major training area. (1-2)

The same piece pins the responsibility to overcome these distractions squarely on the shoulders of the commander, saying that "the old Army adage that 'The commander is responsible for everything that the unit does or fails to do' continues to apply to this day. The list of any commander's responsibilities is almost endless" (1-2).

It is understandable that with such a limited amount of training time available to assure readiness, it is critical that army reserve units make the most

of drill time to perform tasks directly related to wartime missions. However, quality training also has an enormous impact on unit strength and retention as well.

"Providing vigorous training on drill weekends for reserve soldiers is critical to retention and recruiting," says Brigadier General James Price. "And, to have our soldiers completing paperwork and fulfilling other administrative tasks does not meet that definition."

The Army Reserve has been struggling with retention issues for years. Perry, Griffith, and White performed a Department of Defense-commissioned study on retention issues in the USAR in 1991 and concluded squarely

> With the end of the Vietnam War and the introduction of the all-volunteer army, the Army Reserve component has had difficulty in retaining junior-ranking enlisted soldiers. The problem of retention involves not only keeping personnel after the completion of their enlistments but also preventing the loss of first-term enlistees prior to the end of their service obligations.

> In most cases, junior enlisted who leave the Army Reserve without completing their service obligations do not formally "quit" but rather simply stop coming to weekend drills, and are subsequently dropped from active participation with the unit and are transferred to the Army Individual Ready Reserve (IRR) as "unsatisfactory participants." In fiscal year 1989, the Army Reserve reported 42,834 unsatisfactory participant losses. In a year's time, the loss of these soldiers represents an 18 to 20 percent loss of the total "active" Army Reserve strength It costs about $40,000 to recruit and train each replacement for these soldiers. The cost of these losses in fiscal year 1989 alone exceeded $1.71 billion. (111-112)

The changes of the force structure of the active and reserve components in the 80's and 90's, which saw a substantial portion of the combat support and combat service support units being positioned in the reserve component, has meant that the active component relies increasingly on the reserves to conduct its

wartime mission. Current high personnel turnover hampers the ability of the Army Reserve to complement Army active component combat units.

Perry *et al* found that the top three factors most frequently indicated by soldiers as reasons for leaving the Army Reserve prematurely were (in order) not receiving monthly pay on time; a lack of sense of belonging to both the unit and to the Army Reserves; and a lack of recognition and fair promotions (123). These are all leadership issues. These are all factors that strong unit-level leadership activity and involvement can influence.

Additionally, Perry *et al* determined that soldiers' attitudes toward the Army Reserve and of their personal involvement in the unit -- a major indicator of the likelihood of remaining in the Reserves -- can be positively affected by several leader actions. These include such efforts as leaders spending time with troops; better identification and structuring of job- and military-skill training for soldiers; identification of what individual soldiers can do to contribute to the unit; helping soldiers resolve unit administration problems (such as receiving drill pay on a timely basis); building a positive unit image among members; and reinforcing the soldier's feeling of belonging to the unit through equitable awards, recognitions and promotions (130-131).

In answer to these staggering losses, both in terms of personnel and in the financial costs required to replace them, the Army has produced a number of guidelines, handbooks and manuals over the years for commanders in both reserve and active army units that address the challenges of leadership at the company level.

These manuals have received luke-warm reception, at best, for a number of reasons. 1st Lieutenant William J. Bray, USAR, was handed one version of these manuals at a two-day Reserve Commander's Leadership Conference held in St. Louis in March, 1996. "It was the size of the St. Louis phone book. I can't lug

this thing around," he said. "Plus, it goes into so much detail, it is impossible to use. It's a virtual word-for- word replication of the regulations themselves."

The manual of which Lieutenant Bray spoke was the Army Reserve Readiness Training Center (ARRTC) Pre-Command Course Manual. The manual put out by ARRTC, located in Fort McCoy, Wisconsin, is so thick with every possible regulation, procedure, order, and guideline that might pertain to the Army Reserve that it is nearly unusable in a practical sense. It is entirely technical, containing examples of relevant Department of Defense and Department of the Army forms. It even contains a second leader "handbook" -- a photocopied four page article by Captain John McKinney called "The Pocket Guide for the Lieutenant." Even this brief overview begins with a list of documents for the new leader to compile to do his job: Army Training and Evaluation Program (ARTEP) manual; Common Task manual; the Company's Standard Operating Procedure; Technical manuals for unit vehicles; DA Pamphlet 720-2-1 (Supply Update); Modified Table of Organization and Equipment (MTOE) for the unit. McKinney concludes by saying that "you'll assemble others as you gain experience"(2).

Other efforts at various levels of the reserve chain of command have been no more successful. The 102d Army Reserve Support Command, headquartered in St. Louis until its deactivation in 1995, put out a manual called The Training Leader at its 1990 commander's conference. In 1994, The Department of the Army created a manual titled USAR Company Commander's Handbook. Again, in each case the manuals' potential for use and practical application was ruined by going into excessive depth, section-by-section and page by photocopied page, in an attempt to shine light into every dark recess of the military regulations that might possibly apply to a situation that might some day arise in an army reserve unit, no matter how unlikely that occurrence may be.

Perhaps the most useful efforts to date have been performed at the unit level. In September, 1994, The 21st General Hospital -- a reserve medical unit in St. Louis -- created a folder for use by its first-line leaders (i.e., noncommissioned officers) in their supervision of the junior enlisted soldiers for whom they are responsible. This folder provides a solid framework for the envisioned company-level leadership manual this project is creating as it outlines basic job responsibilities that arise in the course of soldier supervision without falling into the trap of going into excessive depth. It must be understood, however, that this manual was written with different intentions and aims -- to outline first-line supervisory responsibilities such as sponsorship of new soldiers, completion of training records and the like, as opposed to leadership and administration at the company level, which is what the other manuals were attempting to achieve.

Conclusion

The history of military leadership has shown that it is indeed difficult to define clearly specific leadership traits. The supporting evidence, both in specific cases of individuals in particular situations, as well as in research by social scientists, shows that effective leadership is individuals acting logically, boldly and effectively under situational specific circumstances. To transfer this background knowledge of military leadership to a more defined environment -- company-level leadership in a U. S. Army Reserve unit -- requires looking past the current leader development paradigm of institutional learning, increasingly challenging operational assignments, and a system of self-development.

This current model has been shown to have been inadequate to the challenges of leadership in the Army Reserve as shown in the alarmingly high rates of losses in personnel, particularly among junior enlisted.

In order to reduce administrative time and to maximize training opportunities a tool is needed in the hands of USAR company-level leadership to allow for this quick-reaction situationally specific leadership that has been shown to be the most effective. It is apparent that to effectively overcome the numerous administrative requirements that burden the company-level commander in the Army Reserve, an effective guideline to applicable, frequently used regulations is needed. This allows for more effective use of extremely limited training time, which contributes significantly to unit readiness and the retention rates of junior enlisted soldiers. Past attempts at creation of these summary guidelines have failed in that they go into excessive depth, and are not structured in a format that makes them easy-to-use, and prone to being thrown into a file cabinet, rather than being carried around and used frequently. Past manuals and handbooks have expanded, rather than lessened the amount of material needed to be sifted through in order solve common problems which arise for commanders in the USAR.

What the company commander needs is less paperwork, manuals and regulations to carry around, not more. Certainly, it is important to have this documentation on hand to be able to find the applicable regulation, chapter and verse, when in-depth research is required. Much more helpful, useful and practical, however, would be a general summary of applicable regulations that would serve as a handy and easy to use overview of necessary information with specific references to more detailed information when it is needed.

Chapter III

METHODS AND EVALUATION

The previous chapter brought forth some serious leadership issues which face US Army Reserve company level commanders. In that discussion of those problems, a major underlying cause of these leaders' inability to plan and execute worthwhile training for soldiers in their units was found to be the excessive demands and administrative burdens imposed on them by higher commands and by "the system" to insure compliance with regulatory requirements.

In response to these serious impediments to effective leadership and training -- and ultimately, and of greatest consequence, reserve unit readiness -- which were raised in the last chapter, a handbook, or manual, was prepared for the USAR company-sized unit commanders.

This handbook was then presented to a number of subject matter experts. They reviewed the handbook, and then rated it on its worth in broad categories, as well as in several very specific, narrowly-defined areas.

The data gleaned from the surveys completed by the subject matter experts is thoroughly analyzed and discussed in Chapter 4 of this work. Here, however, is the detailed description of the actual process of creation, selection and analysis of the manual and its evaluators.

Materials

The actual USAR Company Commander's Handbook (Appendix A) which was created for this effort is contained in a standard-sized three-ring binder. The handbook is made up of a title sheet, table of contents, main body of

39

material and appendices. The main body of the work is approximately twenty-five pages, and the three appendices add approximately ten more pages.

The main body of the handbook is subdivided into four main sections, each of which represents a major area of responsibility for the reserve unit company commander. Those sections are attendance, training, administration, and discipline. Additionally, an introduction section provides an overview of the handbook and the reasons for its creation.

Topics selected to be covered in the company commander's handbook were gleaned from a number of sources. The three most prominent sources of those topics selected for inclusion were: 1) current publications and pieces appearing in professional literature which identify common challenges currently facing reserve leadership; 2) existing Army and Army Reserve manuals, training guidelines and handbooks; and 3) personal experience of the author and others in the company command position.

A topic, when selected for inclusion in the handbook, was placed into the section of handbook that was its most logical home. Topics that did not fall clearly into one category or another had entries in both, or at the very least, a reference in applicable chapters which directed the reader to the section where the main discussion of the item could be found.

The topics are listed alphabetically within their larger section of the handbook. This was done intentionally to facilitate ease of use. The titles of individual topics are underlined, and set in larger, boldface type. Entries are intentionally brief in most cases, with numbers or asterisk points highlighting key bits of information related to that topic, and/or possible options for leader action. Also, frequent and thorough reference information is provided for each topic in bold-faced type, in order to provide additional resources going into greater depth should the reader decide more information is necessary.

Purpose of the Handbook

This handbook is intended to provide USAR Company Commanders with an overview of the multitude of rules, policies, guidances, orders and statutes that apply to situations that commonly arise in the course of a drill weekend or at Annual Training. It provides information covering a wide range of USAR topics-- information basic to the duties of a USAR company or detachment commander.

While it is clear that it would be impossible for this handbook to touch on every single regulation that may pertain to every situation, it covers most issues that commonly face a USAR commander, and provides pointers to more specific information should the commander need to explore the issue in greater depth.

This handbook is also designed to serve as a springboard for company-level commanders to help develop planning, management and leadership techniques, and to serve as a guide upon which to build and to tailor to unique command needs. The goal is to provide a manual that will help provide ready answers to the types of questions and situations that surface constantly and with little notice or opportunity for preparation for the USAR company commander in the course of a normal drill weekend. Ultimately, this handbook is intended to assist in unit readiness by helping reserve leadership make the most effective use of limited training time. This handbook accomplishes that by helping to determine that, on those two short training days of drill assembly each month, the commander is able to focus his effort and energy on his first priority -- training -- and not be forced to spend too much of his time on some extraneous administrative distraction.

This handbook is also intended to be helpful to two different reserve leadership groups. The first group for whom this handbook is created are those officers who already have experience in the role of company commander -- that

is, those not brand new to the position. This handbook is intended to increase effectiveness of those in that role by pulling together literally hundreds of regulations, guidances, training doctrine and articles of military law, and summarizing those into readily understandable overviews. For this group, this handbook should also provide a reference to the complete source, and to finally arrange all this information so that it is not difficult to use -- to provide fingertip ease of reference through extensive cross-indexing. This should enable the experienced company commander to have an overview of rules with which he may already be generally acquainted immediately available for instant reaction to a specific issue or question presented to him, without having to undertake a tedious, time consuming search.

The second group for whom this handbook should be an aid are the newly-promoted officers to company command. One specific reason for the creation of this handbook for company-level commanders (and one which arose out of the researcher's own experience) was to decrease the learning curve for soldiers brand-new to the position and to more quickly make them effective performers in that company command role.

When a young lieutenant or captain assumes command of a company-sized unit, often the first feeling that he has is of being overwhelmed. In the course of a normal day, soldiers will approach the commander with problems that could range from an overdue promotion order, to domestic abuse, debt problems at the commissary, unkempt hair or the lack of opportunity to attend an Army school. To expect that inexperienced lieutenant, newly promoted to a command role to provide ready answers to these types of questions is unrealistic. This manual will instead make him or her more accurate in the guidance he or she dispenses by providing a summary of important regulations, and will also provide

a reference to a complete document, if more detailed information would be needed.

Subjects

The sampling plan used to analyze this handbook was judgment (purposive) sampling. Judgment sampling is a nonprobability sampling technique in which the sample is selected by the researcher based on some appropriate characteristic of the sample members.

In this case, the five sample members are all current officers in the Army Reserve, and are current or former company-level commanders in reserve or national guard units. On the basis of their experience in that position, these soldiers are clearly qualified as Subject Matter Experts (SME's) to evaluate and provide their opinion on this handbook, as it is designed specifically for a company-level commander's position.

The five SME's to whom the survey and handbook was given include Colonel Thomas C. Heineman, Colonel Edwin J. Kohner, Lieutenant Colonel Gene Kain, Captain Jim Perkins, and 1st Lieutenant Dan Wilborn

When totaled, the military experience for this group exceeds seventy years. Each of the SME's has earned a bachelor's degree, and all but one have completed a graduate degree.

Additionally, all five SME's have completed the Officer Basic and Advanced Courses. Three of the five have completed Command and General Staff College; and four of the five have completed or are currently enrolled in Combined Arms Service, Staff and Support (CAS^3) School.

<u>Instruments</u>

The main survey instrument (Appendix B) used in evaluating the company command handbook was created using a classic five-point Likert-based interval scale. It is funneled, so that the most general questions (the overall handbook ratings) are placed in the first portion of the survey. Then, more specific questions pertaining to particular sections of the handbook follow.

The survey contains open-ended questions, which call for the raters' responses and opinions. These qualitative and quantitative questions provide for both thematic and content analysis of the responses. The questions were carefully constructed to prevent foreseeable errors and biases, and were designed to prevent non-response error, subject hesitation or social-desirability bias.

The ordering and number of the survey questions are designed to provide a score for each section of the test, an overall score for the test, and a general weighted score. The general weighted score is the combined totals for each section plus the overall score. It is mathematically adjusted to provide the most accurate picture of the value of the commander's handbook, and is the one on which the hypothesis analyses will be based. The sections are weighted so that they may be easily summarized, rearranged, ordered and manipulated.

The five subject matter experts multiplied by 30 questions per survey will provide 150 total responses upon which to base data analysis, assuming all questions are answered and all surveys are completed. 100 responses (60%, or 3 out of the 5 respondents) will be sufficient for the researcher to obtain valid findings.

Additionally, a secondary questionnaire (Appendix C) was used to capture personal information about the respondents. This was done in order to ensure, document and verify their qualifications as subject matter experts. On this

questionnaire, the SME's were asked to list the extent of their military and civilian education, their current assignment, and the command positions they had held in the Army, Army Reserve or National Guard. As positive identification of the respondents was a certainty given the personal knowledge of the SME's by the researcher, the SME's were requested to return these personal questionnaires separately -- apart from the main survey which pertained to the company commander's handbook.

Table 3

Survey Questions by Handbook Section

Section	Questions	Possible Total Number of Responses
Introduction	10	50 (questions x 5 SME's)
Attendance	5	25
Discipline	5	25
Administration	5	25
Training	5	25
Total	30	150

Procedure

Approximately two weeks before the January, 1998 training weekend of the 21st General Hospital (the a USAR medical unit from which the SME's came), the five subject matter experts, who were selected to evaluate the company commander's handbook based on their prior experience in a company command position in the USAR, were sent a letter (Appendix D) by the

researcher requesting their help in evaluating the company commander's handbook.

This letter described the USAR Company Commander's Handbook as the culminating project of a Master's degree program through Lindenwood University, and described the intent of the Handbook and the Research. The letter requested that the first morning period of the unit's drill weekend, Saturday morning, January 9th, be designated as the distribution time for the manual, the survey instrument, the instructions, and the personal questionnaire. The letter estimated the length of time required to review the handbook and complete the survey as being between 30 minutes and one hour. The subject matter experts were told that their service was valuable, and would be greatly appreciated.

Additionally, the SME's were informed in this letter that if they had any questions about what they were being asked to do between the time that they received the letter and the drill weekend; or, if they could not be at the drill weekend where the survey would be distributed, that they should, without hesitation, call the researcher.

On the Saturday morning of that weekend, all five SME's received the handbook, the cover letter, the survey, and the personal information questionnaire. The letter accompanying the packet requested that if at all possible, the questionnaire and survey should be returned by the SME's to a box in the mailroom of the Reserve Center which had been designated in the letter as the collection point by the end of the weekend drill, Sunday evening. They were also notified that if they were unable to complete the questionnaire and survey instruments by the end of the drill weekend, postage-paid envelopes could also be found in their packet. They were at that time reminded that if they did mail their survey and questionnaire, that separate envelopes (private) should be used to keep

separate the handbook survey and the personal information questionnaire, which would ensure confidentiality.

The SME's were again each personally thanked for their willingness to assist in the research. They were each also asked if they had further questions on either of the two survey instruments, the handbook, or the process generally. Finally, they were informed that if they would like a copy of the compiled and analyzed data, that they should indicate that in the space provided, and that it would come to them when complete.

A high rate of response was expected as the researcher knew each subject matter expert on a personal basis. However, if at the close of the Sunday afternoon drill period, questionnaires were still outstanding, mid-week follow-up telephone calls were planned. Thank you notes were sent two weeks after the survey date, and results of the data analysis were mailed two months after the completion of the questionnaire, when data analysis and compilation were complete.

Chapter IV

RESULTS

There are two main constructs being examined in this research work. The first is that the creation of the handbook for company-level commanders will increase the effectiveness of experienced commanders in that role. This handbook is intended to pull together literally hundreds of regulations, guidances, training doctrine and articles of military law, summarize them, provide a reference to the complete source, and to finally arrange them with fingertip ease of reference through extensive cross-indexing. This will enable the experienced company commander to have the rules immediately available for instant reaction to an issue or question, without having to undertake a tedious, time consuming search through piles of government documents.

The second is that the creation of the handbook for company-level commanders will also decrease the learning curve for soldiers brand-new to the position. When a young Lieutenant or Captain assumes command of a company-sized unit, often the first feeling that he or she has is of being overwhelmed. In the course of a normal day, soldiers will approach the commander with problems that could range from an overdue promotion order, to domestic abuse, debt problems at the commissary, unkempt hair or the lack of opportunity to attend an Army school. To expect the inexperienced commander to provide a ready answer to these types of questions is unrealistic. This manual is intended to instead make the commander more accurate when he or she dispenses guidance by providing a summary of important regulations, and also to provide a reference to a complete document, if more detailed information would be needed.

The hypothesis was tested by using Subject Matter Experts (SME's) to evaluate the handbook as described in Chapter III. These evaluators are all current soldiers who have all performed in the role of company-level commander and are through that experience credible judges of the worth of this handbook.

The actual hypothesis being tested: The Subject Matter Experts recruited to evaluate the material will on average rate it favorably (Three or greater on a five point Likert Scale, with a 1 being the worst and a 5 being the best rating.)

The null hypothesis: The Subject Matter Experts recruited to evaluate the material will rate it at an average of three points or less on a five point Likert Scale, with a 1 being the worst and a 5 being the best rating.

Stated as a Statistical hypothesis:

$$H_1: \overline{X}_{\text{(SME rating of Company Command Handbook)}} > 3.0$$

Stated as a Null-statistical hypothesis:

$$H_0: \overline{X}_{\text{(SME rating of Company Command Handbook)}} = \text{ or } < 3.0$$

As described in Chapter three, the survey used to asses the USAR Company Commander's Handbook was a standard five-point Likert scale. The scale ranged from 'strongly agree,' to 'strongly disagree' with a neutral point in the center. A value of five was assigned to questions which the handbook evaluator marked 'strongly agree,' and a value of one was given to questions which the rater marked 'strongly disagree.' A value of three was assigned to questions to which the rater answered 'neutral.'

The questions in the survey were separated so that results would cover both the handbook as a whole, as well as the five major areas of the Company Commander's Handbook specifically -- the overview, or introduction; attendance; training; administration and discipline. The section of the questionnaire pertaining to the handbook generally had ten questions; the five sections of the

survey corresponding to specific sections of the survey each had five questions apiece.

Responses to each survey question, and a key to which section the survey relates are found in Table 1.
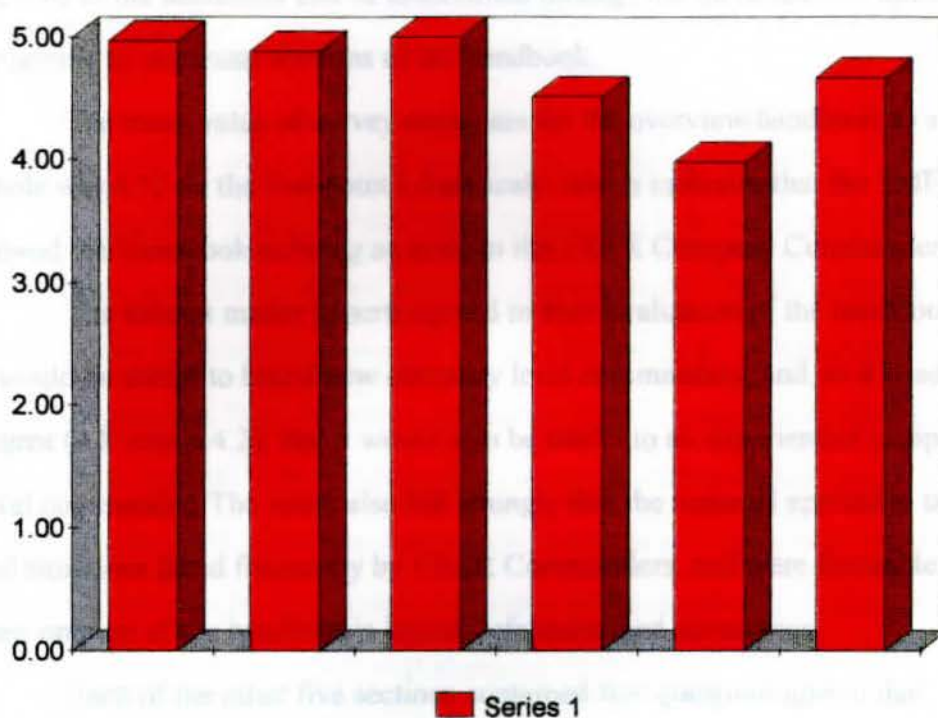
Table 4

Rater Response by Question, listing Individual Question and Survey Means

| Section | Question # | Survey Responses | | | | | |
		Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Mean
Overview--	1	5	5	5	5	4	4.8
Handbook	2	5	5	5	4	2	4.2
Summary	3	5	4	5	4	2	4
	4	5	5	5	3	1	3.8
	5	5	5	5	4	5	4.8
	6	4	5	5	5	4	4.6
	7	5	4	5	5	4	4.6
	8	5	5	5	4	4	4.6
	9	5	5	5	5	5	5
	10	5	5	5	5	4	4.8
Introduction	1	5	4	5	4	4	4.4
	2	5	5	5	5	4	4.8
	3	5	5	5	4	5	4.8
	4	5	5	5	4	5	4.8
	5	5	5	5	4	5	4.8
Attendance	1	5	5	5	5	5	5
	2	5	5	5	5	5	5
	3	5	5	5	4	5	4.8
	4	5	5	5	4	2	4.2
	5	5	5	5	5	5	5
Training	1	5	5	5	5	5	5
	2	5	5	5	5	4	4.8
	3	5	5	5	5	5	5
	4	5	4	5	5	1	4
	5	5	5	5	5	4	4.8
Administration	1	5	5	5	5	5	5
	2	5	5	5	4	4	4.6
	3	5	5	5	4	5	4.8
	4	5	5	5	5	1	4.2
	5	5	5	5	4	5	4.8
Discipline	1	5	5	5	4	5	4.8
	2	5	5	5	5	4	4.8
	3	5	5	5	5	5	5
	4	5	5	5	5	1	4.2
	5	5	5	5	4	5	4.8
Mean		4.97	4.89	5.00	4.51	3.97	4.67
Mode		5.00	5.00	5.00	5.00	5.00	4.00
Stan'd Dev		0.17	0.32	0.00	0.55	1.36	0.33
Variance		0.03	0.10	0.00	0.31	1.86	0.11

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In terms of the overall rating of the handbook, as well as for each of the

five specific sections rated, the evaluators gave a positive response (i.e., equal to

or greater than 3.0). The mean for each rater along with a mean for all raters is

shown in Figure 1.

Figure 1

Mean response by Rater with Overall Survey Mean for all Raters

In each of the five sections, the evaluators felt that specific section of the

USAR Company Commander's Handbook would be helpful and useful to a

person serving in that position, scoring it at or greater than 3.0. Additionally, the

overall mean of the survey was equal to or greater than 3.0, indicating in general,

that the evaluators felt that the handbook as a unified work would be helpful to a

soldier in a command role.

The Overview/Handbook Summary was the longest of the sections of the questionnaire, with twice as many questions as any one of the questionnaire sections pertaining to a particular part of the survey. This funneling was done intentionally in order to get the opinions of the respondents on the Company Command Handbook as a whole. Once the broad opinions of the subject matter experts are gauged with the most general questions (the overall handbook ratings), then their specific feelings (favorable or negative) toward individual sections of the handbook can be ascertained through the more specific questions pertaining to particular sections of the handbook.

The mean value of survey responses for the overview/handbook as a whole was 4.52 on the five-point Likert scale, which indicates that the SME's viewed the Handbook as being an asset to the USAR Company Commander.

The subject matter experts agreed in their evaluation of the handbook that it would be useful to brand-new company level commanders, and, to a lesser degree (4.8 versus 4.2), that it would also be useful to an experienced company level commander. The raters also felt strongly that the material applied to tasks and situations faced frequently by USAR Commanders, and were favorable in their opinion of the handbook's layout, references and summaries.

Each of the other five sections contained five questions apiece that surveyed the subject matter experts' opinions on that specific section. The mean rater response to the questions in each section is shown in Table 2.

The SME's rated the Attendance section of the handbook most favorably of all the individual sections, scoring it an average overall 4.8 out of 5.0 points. They agreed that the Attendance section was arranged logically and that the material was helpful and clearly highlighted the important points. They also felt, but to a lesser extent, that the Attendance section contained applicable material, and in sufficient depth, a trend that continues through the ratings of the other

Table 5

Mean Rater Response By Section.

Section	Mean Rater Response	
Handbook -- General Rating	4.52	
Introduction	4.72	
Attendance	4.8	
Training	4.72	
Administration	4.68	
Discipline	4.72	

handbook sections, and which will be discussed in the next chapter.

The subject matter experts found the sections to be ordered in their presentation, and clearly written and easy to understand, The SME ratings also indicated that the material presented was helpful, although, as mentioned before, the aggregate mean from the raters dipped slightly when questions relating to the depth of the material in the Training and Discipline sections were broached.

Lowest rated of the five sections (by 4/100ths of a point at an overall rating of 4.68) was the Administration section of the handbook -- although it is important to note that it is still well above an "unfavorable" or even "neutral" rating which equals 3.0 on the 5 point Likert scale used.

The evaluators favorable rated the Administration section's logical presentation and helpful information. They also found the section to be clear and well-written, and approved of the depth and breadth of the material, although this was, again, the lowest scoring question in this section.

Overall, the feedback from the raters was quite positive, and supported the hypothesis. When statistical analysis was performed on the data acquired from the survey (Figure 1), we see that the data also supports the rejection of the null

hypothesis, and the selection of the hypothesis that indeed, the SME's rated the USAR Company Command Handbook favorably.

When the sample size is small ($n < 30$) and the population standard deviation is unknown, it is appropriate to use a one-tailed t-test to test the hypothesis. Because of the relatively small data pool possible (a rather low total number of responses (175) gained from the 35 questions asked of each of the five raters) a standard T-distribution test was utilized to test the validity of the hypothesis. At an *alpha* value of .10, 174 degrees of freedom and with a standard error of the mean of 0.1476, the upper limit required to refute the null hypothesis, and consequently accept the actual hypothesis is 3.19. The lower limit is 2.81. The actual mean value of all survey responses from the subject matter experts was 4.67. These calculations demonstrate that it may be concluded with 90% certainty that the population mean for all raters of the USAR Company Command Handbook will be between 2.81 and 3.19 if the null hypothesis is correct and to be accepted. In Figure 2, the first column represents the actual results of the survey, i.e., the mean for the sampled population for all sections. The second and third column of the survey are the upper and lower limit, respectively, required to reject the null hypothesis. As shown, the ratings for the handbook are not within the range of the upper and lower limits. The null hypothesis is therefore disproved and rejected, and the actual hypothesis accepted. The USAR Company Commander's Handbook, therefore, can be statistically proven to be one which would be likely to be favorably received by Army Reserve leadership, and which, if used, would be of significant value to junior officers in command positions in USAR units.

Figure 2

Mean for Sample with Upper and Lower Limits
(T-test Results Shown Graphically)

Chapter V

DISCUSSION

Summary

As demonstrated statistically in chapter four, the five subject matter experts who rated the USAR Company Commander's Handbook in general felt strongly that the manual would be helpful to both new and experienced Army Reserve company-level commanders, and that the handbook would be a useful tool for helping those soldiers attain enhanced job performance in a number of areas.

However, with such an extremely high overall mean rating of 4.67 for all responses from the handbook evaluators, one might perhaps question the validity of the data. It is not unrealistic to recognize that this high rating can indeed be accurate when one considers that there are number of different scenarios that could cause an unusual picture to be painted by the data analysis as it is here. One possibility is that the test instrument, i.e., the survey itself, was flawed, containing questions and statements written so that the answers returned were slanted toward the upper end of the scale. However, the questions were intentionally scripted so as to be wholly impartial, and were not designed to lead the rater to any specific conclusion. It is highly improbable that the questions themselves could alone skew the results to such a drastic extent without being that intent being patently obvious to even a casual reviewer of the survey instrument.

A second, more likely option for the high ratings returned for the manual, and one which is advanced by the researcher recognizing wholly the risk of being accused of shameless self-promotion: the USAR Company Commander's

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Handbook was really that well-done, and the ratings provided by the subject

matter experts are an accurate testimony to its potential worth and value to Army

Reserve leadership. This may well be the case, as evidenced by remarks about the

handbook in the "Comments" portions of the survey. Two examples of such

statements: "I wish I had one when I was a commander," and, from a relatively

new Army Reserve company commander, "I really want to thank Lieutenant

Fiedler for providing this to me -- it is sure going to come in handy."

Additionally, one rater wrote,

> It is obvious that 1LT Fiedler spent a great deal of time and
> thought putting together this manual. Not only is the thought
> and verbiage organized well, the manual conveys a great
> deal of pertinent information to a company commander.

A third possibility that must be considered is that the analysis of the

handbook is flawed and inaccurate, If so, the comments referenced above may

provide some strong indication as to the nature of the problem. What the

researcher is indicating here as a third potential reason for the high mean from all

questions for the sample population is that the responses to the survey questions

might have been influenced by favorable ratings bias on the part of the subject

matter experts. This particular suspicion may perhaps even be heightened when

one notes that the overall mean rating would have been even higher than what it

ended up being if the consistent low ratings by one rater in questions pertaining to

the sufficiency of the depth and breadth of the material contained in the different

sections had not had a significant impact in lowering the mean.

To discuss the impact and effect of this single rater in significantly

lowering the mean by scoring consistently low just one question in each

handbook section is to discuss the problem faced by all researchers who are

restricted by choice or logistical reality to testing a small sample population. The

reason that low ratings by only one rater in a single category in each section can have such an impact is that with only five raters being used in this particular study, a single "one" rating by a sole evaluator strongly affects the scoring in that category, pulling it down drastically despite the highly favorable ratings given by the other subject matter experts to that same question through each category.

It is the opinion of the researcher that this individual rater was inaccurate in his opinion and scoring of the handbook, and that his particular analysis may have been flawed based on a misguided premise. This conclusion is based on evidence which indicates that he may have missed one of the fundamental tenets of the handbook-- that is, its main concept of convenience and ease of use through its brevity. He assigned the handbook the lowest rating (a "1" or "strongly disagree" rating) on the same statement in each of the four sections of the handbook -- Administration, Training, Attendance, and Discipline. The statement that prompted routine disagreement by this particular rater was the one that says "the material in this handbook had sufficient depth in coverage of applicable regulations to be useful." These conclusions stand in stark disagreement with the ratings assigned by the other SME's. On the same statements, without exception, the other raters gave the material either a four ("agree") or five ("strongly agree") rating. Fortunately, this evaluator provided helpful insight as to the reasons for his ratings on this statement when he clarified his dissatisfaction with the depth of the handbook in one comment section by saying specifically that the manual "does not go into nearly enough detail" and that it does not do enough to recreate the actual army regulations from which the information was pulled.

This is problematic; in that, the "lack of detail" cited by the rater is one of the features of the handbook, and indeed one of the reasons for its creation. It is intended as an overview of the army regulations, and not a long-winded, word for word regurgitation of the material. The other subject matter experts did not seem

to have trouble grasping this characteristic of the manual. It is, in fact, stated on the front cover of the handbook directly underneath the title where the manual is referred to as "an overview and summary of the regulations . . ." in sixteen point type. This purpose was recognized by the other evaluators in specific comments which counter the negative ratings assigned by the lone negative SME. One rater referred explicitly to the handbook's purpose and function in his comments, calling the manual "a quick reference, valuable to any commander," and referring to the cross-referencing of the subjects in the manual to the appropriate Army Regulations as being "particularly helpful."

As discussed before, when the subject matter experts looked at the handbook overall -- as a complete work -- the raters were very positive both in scoring, and in the remarks cited above. The evaluators were consistent as well in their scoring of the particular sections of the handbook. Comments were included throughout the completed surveys by most raters, but most were not so much concerned with the content of the handbook or in suggesting modifications to its functionality, but rather with highlighting minor corrections of grammar, omitted words and incomplete thoughts.

Following are several examples of the suggested revisions to the USAR Company Command Handbook brought forth by the subject matter experts. Many of these suggestions will be implemented in the revised manual:

> Introduction - "Add page numbers." "Change 1st
> sentence, third paragraph of the Introduction. I suggest, 'for
> commander to build upon and to tailor....'"

> Attendance: "You need to emphasize the role of your
> sergeants. In your general overview, you may want to
> mention sergeant's business. Also, you may want to delete
> the word "that" whenever possible."

Administration: "Add the word 'assets' after the word 'mobilization' in the last line of the second paragraph under FTUS, page 17. Also, pg. 21, the 3rd sentence, under 'sexual harassment' change to read, '. . . be tolerated, and then place command...' "

Discipline: "You may want to mention UCMJ in the overview. Also the last line of page 21, change the word 'appear' to 'appeal.'

Limitations

One of the limitations of this study has been mentioned and received initial discussion earlier in chapter five. That limitation involved a SME who did not understand the nature of the handbook or the reason for its creation. In this study, like many others, the physical separation between the researcher and the evaluators of the material being studied, and the accompanying logistical impracticality make the possibility of an in-person overview and explanation of the work being studied an impossibility for the researcher and the evaluator. Regardless of the number of letters mailed or phone calls made, without face-to-face contact and the opportunity for thorough, two-way communication with the raters, the researcher can never be certain that the subject matter experts fully understand the nature, characteristics and purpose of the material which they have been asked to review.

The consequences of the problem created by this lack of opportunity for overview and explanation is embodied and exhibited in the low scores assigned by the rater mentioned previously in this chapter as well as in Chapter IV. These very low scores-- inconsistent with the ratings provided by the other SME's -- were received consistently from this rater on the same question pertaining to the breadth and depth of the material in every section of this handbook. In the opinion of the researcher, these low scores, which skewed the mean for all raters to a

somewhat significant degree, were given mostly because the rater did not understand one of the principle tenets (brevity) of the handbook. A five or ten minute exchange with the raters immediately prior to the handbook review would perhaps have alleviated that problem. However, to conclude that this solution would make a meaningful difference in fostering accurate analysis of the handbook and its contents would be to dispute characteristics of raters and their behavior previously exhibited in this research process. To suggest that an overview would be helpful in completely educating the raters on the purpose of the handbook disparages the efforts already made to inform raters about the purpose of the leadership manual. It also runs counter to the facts that this lone rater missed both the aforementioned signals and the outright statements that the handbook was designed to be cursory in its coverage of the applicable Army regulations, an oversight which suggests that it is not likely that this rater would suddenly achieve this realization from a personal lecture on the purpose of the handbook, either.

A second problem encountered in the course of performing the analysis of the manual came in the particular manner in which the surveys were distributed, completed and collected. Upon completion of the survey process, it was evident that the amount of time required to complete the survey had been significantly underestimated.

In the actual process of evaluation of the USAR Company Commander's Handbook, the surveys were distributed to the raters, who are all members of the 21st General Hospital , a large US Army Reserve medical unit, on the Saturday morning of a normal reserve unit training weekend. The raters' instructions stated that the time needed to perform the evaluations should not be more than one hour, which was to the mind of the rater, a generous padding of the time necessary for their completion. The average actual time needed to complete the survey had

been forecast by the researcher to be on average around 30 minutes. The researcher envisioned that upon reaching the Sunday evening deadline at the close of the drill weekend, a 36-hour period which was thought to provide plenty of time for completion, all five surveys would be completed and returned to the researcher. This belief was supported by several items, including the fact that the training schedule was not particularly heavy, and the raters had over 18 hours of actual work time during those two days of the drill weekend in which to complete the evaluations.

When all surveys were finally completed and returned, an unintentional validation of a separate suspicion held by the researcher emerged. Although not part of the hypothesis being examined in this project, this belief was a substantial part of the impetus behind the creation of the handbook. That belief held that the leadership of the USAR is excessively overburdened, and kept so busy by routine administrative requirements as to be incapable of sustained effort on any one task. Though not scientific, it was proven through real-life example when the SME's were unable to complete a survey to which they had previously agreed over the course of an entire drill weekend.

Granted, the completion of this survey may not have been the number one priority on any one of the raters' tasking lists when it came to a choice between fulfilling job requirements or completing a survey, the end result is the same: only two of the five evaluations were completed and returned as requested at the close of business for the drill weekend Sunday evening. The remaining three surveys were returned to the researcher via fax in the days following the drill weekend, and the last one was finally received a week and a half after the completion of the unit's training assembly.

Suggestions for Future Research

Possible options to the above-mentioned limitations which may be applied in the course of administering the survey as part of future research are several. The first option is to have the subject matter experts perform the evaluation of the Commander's manual outside of the context of the USAR drill weekend. The handbooks and questionnaire could be delivered and returned by USPS, commercial carrier or by hand, and returned using the same options. Clearly, there is nothing that dictates that the evaluations must be performed at a drill weekend, other than the convenience to the researcher of having all SME's in one place at one time, a luxury afforded few others in completion of similar research projects. Doubtless, however, the savings in time and postage are substantial and attractive, and the fact that the SME's are all together in one place makes possible the summary briefing/overview described above, which could be used as an effort to ensure that all SME's understand the point and purpose of the manual. Perhaps the most reasonable solution is to adjust the expectations of the researcher, realizing that questionnaire completion is most likely not the highest priority for most raters on a unit drill weekend and that training and mission completion rightfully holds precedence. This adjusting of questionnaire completion parameters in itself suggests a hybrid solution, where the handbooks and questionnaires are delivered to the evaluators at a USAR drill weekend, along with a brief summary and overview intended to familiarize the SME's with the nature and purpose of the handbook. The next step would be the questionnaire completion and return, an action taken as time permitted for the evaluator. If the SME evaluation of the commander's manual and scoring of the questionnaire are completed during the drill weekend then so much the better, but the rating of the manual could also take place at any time during the month following distribution

of the handbook and survey, and the completed evaluations could then be mailed to the researcher, or even returned at the unit training assembly the following month.

A third limitation of the survey instrument was in the similarity of a pair of the statements and their accompanying apparent vagueness. These two statements, to which the subject matter experts were directed to indicate their level of agreement using the five-point Likert scale, appeared in the final four sections of the survey which evaluated the four sections of the handbook: attendance, training, administration and discipline. The degree of overlap in the two statements was evidenced in comments by the raters such as, "Aren't these asking the same thing," with a sweeping arrow drawn between the two statements, and "what's the difference between number 1 and number 5."

Below is shown the wording of the specific statements (with "attendance" naturally being replaced by the word tied to the appropriate section heading for questions in subsequent parts of the questionnaire) which were identified for their problematic similarity by the SME's:

1. The attendance section was laid out in a logical and orderly manner.

5. The layout of the attendance section was clear and highlighted the important points.

This limitation was, in the opinion of the researcher, a problem caused by a lack of clear wording of the statements. With the convenience of possessing insight from having authored the questionnaire, the researcher recognizes that the intent behind the two questions was to address two separate aspects of the handbook. The first statement was aimed at the logical arrangement and ordering

of the definitions and descriptions of the typical problems which arise in the course of job performance by a USAR company-level commander as covered in the handbook. It is important to note that this is different from the specific degree of clarity contained in the grammar, phrasing, jargon, and technical wording contained in the text in each discussion of potential command issues, as this issue was addressed in yet a third statement in the four sections of the questionnaire which corresponded to the four main sections of the handbook. The second statement, number five shown above, was the last statement in each of the final four sections of the questionnaire, and was intended to address the physical layout of the handbook in terms of several key aspects, including identification and highlighting of important points, clear definition between sections and subsections, the ease of use caused by lack of "crowding" and generally, the degree to which the handbook sections were attractive and pleasing to the eye. It is the opinion of the researcher that the terminology of these questions is problematic, and that the confusion and requests for clarification received by the subject matter experts is understandable. As the terms "laid out" and "layout" are nearly exact, and the overall wording of the two statements is very similar, the lack of contrast and differentiation exhibited here is in all likelihood the root cause of the problems which arose from the wording of these two statements.

When rewritten, the statements would be phrased to clearly indicate that they are striving to evaluate two very different aspects of the handbook. Possible rewordings of the statements which indicate more clearly on which handbook section the statements are designed to elicit rater opinion are as such:

1. The topics in the attendance section were organized in a logical and orderly manner, and were arranged appropriately, so that it was easy to find what I needed.

5. The physical layout of the attendance section was clear and appealing and highlighted the important points in the text.

The suggestion for future research in this matter, of course, would be to ensure that all statements on the questionnaire are phrased as clearly as possible, and that vagueness and ambiguity be eliminated from statements contained in the survey instrument to the greatest extent possible.

The final limitation which surfaced in the course of administering the survey process was that of an excess of rater/researcher familiarity. That is, because of an existing long-term professional relationship as officers and leaders within the same Army Reserve unit, the raters and the researcher might have been perhaps too familiar with one another. This reality is likely to have led to only one potentially negative aspect in this instance: a compromise of the strict premise of survey confidentiality. It is doubtful however, that this aspect of the researcher/ sample population relationship affected the survey results, or had any significant negative effects on the overall results of the handbook evaluation, for reasons outlined below.

This compromise of the evaluator confidentiality standard occurred voluntarily on the part of the evaluators, and was a combined outgrowth of the miscalculation of the researcher on the amount of time needed to complete the survey, and a result of the close working relationship in the USAR unit between the researcher and the raters. When three of the five SME's did not have their questionnaires complete at the end of the drill weekend, they took the handbook and survey home with them in order to finish them there as time permitted. When the raters completed the survey in the days following the unit's training weekend, they opted to return the survey using the route of least cost, fastest return and greatest ease: the fax machine -- a device available to them in every business and

many homes. Although the researcher never provided his fax number in any material related to the survey-- including the initial letter of introduction and request for help, the handbook, survey instructions or any other material provided to the evaluators--his fax number was already in the possession of the evaluators and readily available to them via every unit leadership roster published for the past three years. Although the instructions given to the raters said clearly several times that the surveys should in all cases be mailed using the postage-paid envelopes provided with the survey materials, ease of use and convenience prevailed and meant that the fax machine was used to return the evaluations not completed in the planned rating period.

This manner of returning the completed surveys raises the question of if the high ratings assigned to the handbook by the raters in the survey along with the intentional self-identification were mere coincidence, or if the subject matter experts were consciously intending to favorably affect the researcher in some manner through the highly favorable ratings given to the USAR Company Command handbook.

It is the researcher's contention that all raters completed the evaluations honestly and accurately, an opinion evidenced by several factors present in the situation. First, and primary among reasons to support this conclusion is that the SME's have, without exception, absolutely nothing to gain through providing favorable ratings to the researcher's project. All SME's are senior to the researcher in military rank and none presently or could in the future hold a position within the USAR unit where decisions made by the researcher in his role as a company-level commander in the context of actions of the operation of the reserve unit could affect them either favorably or unfavorably. Other factors supporting this contention are found in the high emphasis in the military tradition placed on candor by officers in all circumstances. This emphasis in action is

evidenced perhaps most clearly by the observation that the two evaluations most critical of the handbook also contained the greatest number of comments and suggestions, and were in fact two of the three submitted via fax with coversheets which clearly identified the sender, that is, with the knowledge that their identity (and their opinion, favorable or not) would be immediately clear to the researcher. The final example showing evidence of honest and accurate evaluation is that the option was still immediately present for the evaluators to return anonymously the completed questionnaires to the researcher using the postage-paid envelopes provided. Perhaps it was simply that the raters were attempting to be most helpful in providing a timely response.

Although the SME's were doubtless happy to be associated with positive reviews of the USAR Company Command Handbook, it is the opinion of the researcher that even if the same accurate and honestly performed ratings on the manual had been negative ones, the method used to return the late surveys to the researcher would have been the same. In other words, those negative evaluations would still have been returned to the researcher using the fax machine, again with the convenience factor prevailing, and previous instructions, postage-paid envelopes and the issue of ready self-identification through the use of a fax machine all being non-factors to the SME's returning surveys after the drill weekend.

Positive ratings on this particular leadership manual notwithstanding, it is clear that in future research the best approach would be to use subject matter experts not known personally to the researcher. In this type of evaluation, SME's are not difficult to find; virtually every senior-level officer in the USAR has had at least some command time that would qualify him or her to rate such as handbook. A researcher, if a member of the USAR, would most likely have to go outside of his or her own unit to find these raters -- an expected and completely

justified effort when one considers research being undertaken at the graduate level. These unknown raters should in almost every case provide the same level of bias-free, credible and competent research as evaluators who are known to the researcher, with none of the liabilities of personal and intimate acquaintance and the accompanying baggage described in detail above.

Appendix A

United States Army Reserve

<u>Company Commander's</u> **Handbook**

An overview and summary of the regulations and policies
which apply to frequently occurring situations in the USAR

compiled by David W. Fiedler
1LT, MS, USAR
21st General Hospital

January 1998

Part 5   DISCIPLINE

1.   Overview
2.   Discipline of Service Members
3.   Flagging Actions
4.   Relief of Responsibility

APPENDICES

Part 1 -- Introduction

This handbook is intended to provide USAR Company Commanders with an overview of the multitude of rules, policies, guidances, orders and statutes that apply to situations that will arise in the course of a drill weekend or at Annual Training. It provides information covering a wide range of USAR topics-- information basic to the duties of a USAR company or detachment commander.

While it is clear that it would be impossible for this handbook to touch on every single regulation that may pertain to every situation, it should cover most issues that commonly arise, and will provide pointers to more specific information should the Commander need to explore the issue in greater depth.

This handbook is designed to serve as a springboard to help develop planning, management and leadership techniques, and to serve as a guide for commanders upon which to build and to tailor to unique command needs. The goal is to provide a manual that will help provide ready answers to the types of questions and situations that surface constantly and with little notice or opportunity for preparation for the USAR Company Commander in the course of a normal drill weekend.

The task of a commander is to continually improve the capability of his unit to perform its mobilization mission. He will be required to lead people and to manage the resources of time and material to effectively accomplish the mission. It is a challenging and rewarding job.

The success of the unit depends on the commander more that any other single factor. This handbook prepares the commander to perform his duties, which have been divided into four main areas: attendance, training, administration, and discipline. As situations sometimes may fall into one or more of these areas, you will find cross-references when applicable.

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Information contained in this manual was compiled from a wide range of sources, including FORSCOM Pamphlet 350-10, USAR Company Commander's Handbook, and the Army Reserve Readiness Training Center's Pre-Command Course Manual.

Part 2 -- Attendance

1. General Overview
2. Attendance Codes
   - U's, A's, RST's and other attendance codes
   - Changes of coding for past UTA's
3. Participation Points
4. Record of Attendance and Status (DA 1379)

General Overview

Attendance issues are a key to your successful performance as a company commander and you will struggle with it constantly. It is important that new reservists, particularly junior enlisted, understand their obligation. Studies have shown that the USAR loses approximately 20% of its strength annually, and that most of these losses are junior enlisted soldiers who simply stop coming to drill.

It is important to ensure that new members have assignment orders before they attend training assemblies or annual training.

Attendance Codes

At the end of every drill weekend, you will have to complete the DA 1379, the sign-in sheets. You must sign every sheet of the 1379, and ensure that a letter code is entered into every block. It is a good idea to have your clerks working on this during the course of the drill weekend to ensure the accuracy of your accountability reports, which should be gathered from your sections. Ultimately, however, you will be the one to sign each sheet certifying that your soldiers are paid and/or coded properly.

In most units, soldiers must sign in at the beginning of the day, and sign out at the close of training. No soldier may be allowed to train who has not signed in for training. The result is that a normal drill weekend with four UTA's (unit training assemblies) will have four signature blocks in which the soldier's status must be recorded.

You may hold accountability formations as you see fit to ensure the presence of the troops for training. Additionally, controlling access in and out of the Reserve Center or Training Area by use of gate guards and logs of people coming and going is a good way to improve accountability and monitor the whereabouts of soldiers.

Be sure to keep sign-in sheets secure during the drill day so that soldiers may not sign themselves in a manner that will allow them to arrive late or depart early, or to receive pay for UTA's for which they were never present.

There are a number of letter codes that you will use to indicate the status of your soldiers. A signature, of course, indicates presence for that particular period of training. Without a signature, you must enter one of a number of letter codes, which are listed below.

P: indicates that a soldier is entitled to pay for satisfactory completion of the UTA. The soldier must have been present for the entire UTA, must be in the proper uniform, and perform assigned duties satisfactorily.

A: indicates the authorized absence by the commander. This may be for illness, injury or other reasons beyond the soldier's control. An "A" neither requires nor entitles a member to a makeup assembly.

U: indicates an unsatisfactory participant, a soldier out of uniform, or an unauthorized absence. If the "U" is given for problems with a soldier's participation or uniform, make an explanation in the remarks section of the 1379. If a soldier receives 5 U's, he or she may be demoted one rank; 9 U's means transfer to the Individual Ready Reserve (IRR) for unsatisfactory performance.

S: rescheduled training (RST). RST's must be approved before the drill weekend, but may be performed either before or after the drill. Some units require that the RST's be performed in the same month as the drill weekend missed. Use this code also to record sections (such as food service), who, because of specific duties, perform training at a site or time different than the main body of the unit. These individuals of these sections will complete DA 1380, Record of Training, which is attached to the 1379.

When an RST is scheduled, note the dates on the 1379.

R: indicates a successfully completed RST (with dates noted).

W: equivalent training. When a soldier performs training of the same type, duration, and quality as the training missed, use code W. Show also (as with the RST), the date the equivalent training was performed or is scheduled. For practical purposes, this W code and 'equivalent training' designators are infrequently used. Normally, the RST option suffices.

Z: authorized absence due to pending loss, discharge, transfer or reassignment.

T: soldier is at training -- basic or AIT.

C: active duty for training -- this can be AT, military schooling, or another tour.

H: attached to another USAR unit for 89 days or less.

B: attached to another USAR unit for 90 days or more.

N: presence of a reservist in a non-pay status -- for retirement points only.

M: absence of a reservist in a non-pay status -- for retirement points only.

Remarks: In the "remarks" section, the unit technician may change status codes awarded in previous drills. Use this section to reverse U's, change S's to A's, and the like.

Participation Points:

A working knowledge of the participation points system is necessary as unit members will look to you to explain how points are earned and how the system works. Members must earn a minimum of 50 participation points (from all sources) for a "good" year toward retirement. Points are earned in one of two ways:

Active: One participation point for each day of active duty. ADT, ADSW, and AT are all credited in this category.

Inactive: These points are earned from several sources--

+ Membership--15 participation points per retirement year.
+ IDT--one participation point for each UTA (typically four in a normal drill weekend), additional training assembly (ATA) or readiness management assembly (RMA).
+ Correspondence course completion: one participation point for each three-hour course completed.

Reference: **See Table 2-1, AR 140-185 for additional, less common ways to earn participation points.**

See also:

Record of Attendance and Status (DA 1379)

The DA Form 1379, officially known as the USAR Components Record of Reserve Training, is an important form you will sign as the commander. It is the primary document for reporting unit level events. This form is the official record of personnel attendance and status. When you sign the DA 1379, you are certifying the accuracy of the information, and authorizing pay for drill performed or else reporting another status for a particular unit member.

Other key points about the 1379:

+ This is the source document for auditing reserve component pay.
+ This is a record of attendance for assigned and attached personnel.
+ The 1379 determines eligibility for Line of Duty (LOD) benefits.
+ The 1379 is a permanent record of retirement points earned.
+ For your unit, the 1379 is the basic status report for USAR personnel.
+ It is a unit historical training record, as it reflects all RST's performed.
+ It is an annual training attendance record.

References:

AR 135-91 **Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Procedures**
AR 140-1 **Mission, Organization, and Training**
AR 140-185 **Training and Retirement Points Credit, and Unit Level Strength Accounting Records**
FORSCOM Reg 350-2 **Reserve Component (USAR) Training**

Part 3   TRAINING

1.   General Overview
2.   Additional Training Opportunities
3.   APFT -- The Army Physical Fitness Test
4.   Duty Rosters
5.   Maintenance
6.   METL -- Understanding the concept
7.   The planning concept
8.   Section training schedules
9.   Vehicles
10.   Weight control

General Overview

"The more you sweat in training, the less you bleed in war."

Chinese Proverb

Training prepares soldiers, leaders and units to fight and win in combat--the Army's basic mission. "Training the Force" (FM 25-100) and "Battle Focused Training" (FM 25-101) are the Army's standard training doctrine, and are applicable throughout the force. An effective training program affects retention, readiness and mission performance.

As commander, you are a leader, trainer, and training manager in your unit. To successfully accomplish these roles, you must understand the principles, concepts and procedures relevant to the training arena.

Several principles of training are especially applicable:

+   **Train as you fight** - accept less than perfect results initially, and strive for realism in training.
+   **Use performance-oriented training** - Soldiers learn best by doing things hands-on.
+   **Train to challenge** - challenging training inspires excellence by fostering initiative, enthusiasm and an eagerness to learn.
+   **Train to sustain proficiency** - sustainment training prevents skill decay, maintains high standards, and allows training of new people.
+   **Train to maintain** - maintenance training designed to keep equipment in the fight is of equal importance to soldiers being expert in its use.

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Additional Training Opportunities

There is a wealth of training opportunities for USAR soldiers. By publicizing these chances for additional training, you will be rewarded when you see soldiers participating in exercises and other events outside of the normal unit training events that challenge and teach them. These include exchange opportunities with allied forces, humanitarian events like medical missions which are commonly held in South and Central America, and special joint reserve/action events which take place like Operation Golden Cargo.

Be sure to advise all personnel of military education opportunities, schools, correspondence courses and residence courses. You will commonly see information about all of the above-mentioned opportunities in the material that comes through your mailbox as company commander. These come in the form of both special announcements and through the routine command channels from USARC HQ in Atlanta and through RSC announcements.

APFT (Army Physical Fitness Test)

A basic element of readiness is the physical condition of unit members. Place command emphasis on and take a personal interest in physical fitness. Review and test all personnel at least twice a year -- once "diagnostic" and once for record, as required by the regulations.

Also, scheduling intra-unit athletic competition, such as touch football, basketball or softball games during the last hour or two of a drill weekend serves as physical fitness training and helps build Esprit de Corps and troop motivation and enthusiasm.

Service members who are failures on the APFT are to be flagged to suspend favorable personnel actions. See "flags" if you have more questions in that area. APFT failures must successfully retest after six months. A second failure means a bar to reenlistment or separation from the service for officers.

References:	AR 350-15	The Army Physical Fitness Program
	FM 21-20	Physical Fitness Training

Duty rosters

Duty rosters, DA Form 6, are maintained by the First Sergeant of the unit to ensure equal distribution of routine duty tasks. Separate rosters are maintained for each duty, such as meal head count or CQ.

Reference: AR 220-45   **Duty Roster**

Maintenance

Commanders at all levels are responsible for the maintenance of their equipment and material. Make preventative maintenance a number one priority.

+   Assign maintenance responsibilities for organizational equipment to specific individuals, and hold them accountable. This means to hand receipt down to the user level. You, as the company commander, should be signed for no more than the equipment in the Unit Headquarters Section, which is a couple of field desks, a typewriter, stuff like that. Even then you can pass that responsibility to the first sergeant. In no instance should you sign for equipment that you haven't physically accounted for.

+   Ensure that equipment issued to the unit is serviceable and is properly used and maintained. Prevent the abuse of equipment, and investigate any abuses. Hold soldiers financially responsible for equipment lost or destroyed through misuse or negligence.

+   Ensure that unit organization maintenance personnel are MOS qualified, and that they both have and use current Technical Manuals and publications.

+   Train equipment operators to maintain their equipment, both in garrison and the field. Provide adequate time on the training schedule to conduct PMCS on all equipment.

+   Conduct command inspections; provide timely and comprehensive feedback to subordinate section leaders. Ensure that maintenance records--TAMMS--and reports, especially the Unit Status Report, are current and accurate.

Weapons should be maintained by the users, i.e., soldiers of the unit, and must be done immediately after firing or using the weapons for training. Be sure to include time for this during that drill weekend. Additionally, you can put quarterly, semi-annual or annual weapons maintenance sessions on the training schedule.

Chemical/NBC Equipment should be handled the same way. The user - the individual soldier - is responsible for all operator tasks as indicated in applicable TM's. The gear should be cleaned after use, as well as through periodic serviceability inspections.

References: **AR 220-1**   **Unit Status Reporting**
                  AR 700-138   **Army Logistics Readiness/Sustainability**
                  AR 710-2   **Supply Policy Below Wholesale Level**
                  AR 750-1   **Army Maintenance Policies**
                  DA Pam 750-1 **Maintenance Guide for Leaders**
                  FM 29-2   **Organization Maintenance Operations**
                  FM 43-5   **Unit Maintenance Operations**

METL -- Understanding It

The METL is what drives the training of any army unit, and it is important that the concept is understood. The METL, or Mission Essential Task List, is derived from the unit's wartime mission. The Mission Essential Task List is simply a list of tasks crucial to the completion of that wartime mission. For instance, the METL for a reserve medical unit would have such tasks on it as "provide casualty treatment," "defend the treatment facility" and "relocate the treatment facility."

The Planning Process

Training plans come in three types: long-range, short range, and near-term. Long-range plans extend at least two years out, while short term plans cover one year. Near-term plans focus on the next four months for the unit.

During near-term planning, you should:

+   finalize the training schedule so that it is published three months out
+   make final coordinations for the allocation of resources
+   provide specific guidance to trainers

Section Training Schedules

As the METL tasks are composed of smaller battle tasks performed by the sections of your unit, it is important that they are well-trained on those tasks. Therefore, have the section NCO's draw up training schedules for their sections, so that they can identify areas that they need training on. Be sure that their schedules are specific enough that they identify a trainer, a time and a location, and supplies needed. Ideally, the training can be conducted by the section NCO's, as they should, in theory, have the knowledge needed to train their section. These section training schedules can be then combined to create the unit training schedule.

Vehicles, Dispatching

Vehicles can be dispatched only to licensed operators. Equipment is dispatched with the following forms in the Equipment Records Folder:

- DD 1970, Motor Vehicle Utilization Record   - DA 2404, Operator PMCS
- SF 91, Accident Report   - DD 518, Oper/Veh ID Card
- Equipment Identification Card (DA Pam Form 5823)

Weight Control

Enforce the tenets of the Army Weight Control Program. That means ensuring that the program is conducted IAW **AR 600-9, The Army Weight Control Program**. Take immediate action on those who fail to meet program goals.

Once entered into the AWCP, soldiers have six months to reach target weight. Use dietitians for nutritional counseling, and physical fitness guidelines for weight loss and muscle development. Service members on the AWCP are to be flagged to suspend favorable personnel actions. See "flags" if you have more questions in that area.

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Part 4   ADMINISTRATION

OVERVIEW

Commanders must care for the people assigned to his unit. They may be military or civilian, usually both. Their records, pay, and morale are important. To a large extent, their morale will determine the effectiveness of the unit.

This section describes matters of personnel and administration that affect unit readiness. Both military and civilian matters need attention. The fact that both mix together may provide some of the most challenging management opportunities. Work at it. The commander's efforts in this area will really pay off.

Indicators of Effective Leadership

Morale, Espirit de Corps, Discipline and Proficiency are evidenced by the following:

+ Appearance and courtesy	+ Attendance and AWOL rates
+ Care of equipment	+ Community relations
+ Personal hygiene	+ Unit administration
+ Punishment	+ Retention rates
+ Spirit of teamwork and belonging	+ Mission efficiency
+ Messing, facility and living area conditions	

Reference: FORSCOM Pam 600-7, Leadership

Awards

Recognition of a job well-done is always a great motivator. Develop an early, consistent program that recognizes excellence in your soldiers. Use certificates and letters of commendation and appreciation. Make it a habit to write at least one award recommendation each month, and look for quiet, steady performers--those are the ones who often accomplish the most in the unit.

References: AR 670-2   **Wear/Appearance of Army Uniforms/Insignia**
               AR 672-5   **Military Awards**

Civilian Employees/TAPES

Discipline of a civilian employee is governed by both DA and the Office of Personnel Management regulations. Contact your servicing Civilian Personnel Office for assistance.

The Civil Service Reform Act of 1978 outlines specific guidance for federal employee training and job performance evaluation. Use TAPES (Total Army Performance Evaluation System) to supervise the unit's civilian employees. The unit's civilian employee program will succeed only when critical job elements and performance standards follow the duties and responsibilities in employee job descriptions.

Reference: AR 690-400   **Total Army Performance Evaluation System (TAPES)**

Counseling

Counseling is advice or instruction given in directing the judgment or conduct of another by an interchange of opinions.

Counseling ranges from a "pat on the back" to a "chewing out." Use counseling for fact-finding, informing, opinion altering, airing of feelings, and for behavior modification. Counseling may be necessary because of unsatisfactory performance or personal problems. Gain knowledge about each individual. Keep a record of all counseling sessions and give troublesome individuals a chance to shape up and change undesirable work habits. Provide specific directions. Don't neglect specific, honest and genuine praise. Maintain an open-door policy. Use individual sessions or group counseling. Respect the confidences expressed to you.

(continued)

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Don't neglect to use support from other sources:

+	subordinate leaders	+	the chaplain
+	Red Cross	+	community services
+	mental health clinic	+	social workers
+	Equal Opportunity Advisors	+	Inspector General
+	Other specialists		

Reference: FM 22-101 Leadership Counseling

Note: Discipline of a civilian employee is governed by both DA and the Office of Personnel Management regulations. Contact your servicing Civilian Personnel Office for assistance. Discipline of military personnel depends on their status, such as FTUS or USAR, on AD, ADT, or IDT. DA Pam 27-50-135 contains information regarding USAR enlisted members. Contact your Staff Judge Advocate for assistance.

Employment Rights for Reservists -- Protecting our soldiers

Most reservists need leave from their civilian employment for part or all of their IDT or AT periods, so plan training to avoid last-minute changes. Tell your troops to keep their employers informed of conflicts between their Reserve duty and regular work. Absences from employment require adjustments by both the Reservist and their employer. Private employers, for example, are not required to pay employees for time off for military training. Enhance employer-reservist relationships by giving employers information about the USAR, or by even considering hosting a display of what your unit does for employers on a drill weekend.

General recommendations:

+   Employer Support of the Guard/Reserve toll-free: (800) 336-4590 or on the web at http://www.ncesgr.osd.mil
+   Ensure employer support of your unit is recognized.
+   Annually brief soldiers on civilian job requirements and reemployment rights.
+   Contact local employers on behalf of your unit members should conflicts arise.

**Reference: DA Pam 135-2 Reemployment Rights- Members of the
                          Guard/Reserve
                FORSCOM Reg 140-4 USAR Retention Program**

Equal Opportunity

Army policy: equal opportunity and treatment for all members.

Ensure that every individual in your unit is treated fairly and with respect. To better comply with policy when you make assignments, make them according to unit needs and individual capabilities. Be sure to explain the nature, importance, and reasons for the assignments to the individual. Additional points to consider:

+ See that all members are adequately trained.
+ Schedule training which is directly related to the development or improvement of skills needed to accomplish the military mission.
+ Give your personnel the opportunity to attend worship service to practice the tenets of their faith.
+ Avoid anything that could be interpreted as unfair treatment or harassment.

References: AR 165-1   **Duties of Chaplains and Commander's Responsibilities**
              AR 600-20   **Army Command Policy, Chapter 6: Equal Opportunity in the Army**
              FM 22-101   **Leadership Counseling**
              TC 22-6   **The Army NCO's Guide**
              FM 25-101   **Battle Focused Training**

Full-time unit support (FTUS)

This is an umbrella term which encompasses all personnel who work full-time to support the unit. FTUS personnel may be Active Duty Guard/Reserve (AGR), Active Component or DoD civilian employees or Army Reserve Technicians (ART) -- i.e., dual status civilians.

Most FTUS personnel are mobilization assets. Unit Administrators, both AGR and civilian ART's will mobilize with their assigned USAR unit. ART personnel, however, will not mobilize with your unit if not assigned to it in a reserve capacity. You should know whether your unit's FTS personnel are mobilization of your unit or of another unit.

Selection, reassignment, discipline, training and promotion of civilian personnel are governed by DA and OPMS regulations. See the TAPES section of this handbook for more info.

Some additional points to remember about FTUS personnel: use FTUS personnel as trainers in applicable positions. Counsel FTUS personnel when necessary.

Review job descriptions for accuracy. Render annual performance ratings for FTUS personnel and reward them accordingly. Support their requests for schooling.

References:
	AR 135-2	**Full-time Support Program**
	AR 135-18	**The Active Guard/Reserve Program**
	AR 135-205	**Enlisted Personnel Management**
	AR 140-315	**Employment and Utilization of USAR Technicians**
	AR 612-11	**Army Sponsorship Program**
	AR 623-105	**Officer Evaluation Reporting System**
	AR 623-205	**Enlisted Evaluation Reporting System**
	AR 690-400	**Total Army Performance Evaluation System (TAPES)**
	DA Pam 570-560	**Staffing Guide for USAR Technicians**
	DA Pam 690-400	**Total Army Performance Evaluation System**

Inspector General, Role of

The IG, a member of the commander's personnel staff, holds a position of extraordinary trust and confidence. However, no secrecy or cover-up should be construed in this relationship. Rather, the IG should be considered an extension of the eyes, ears, and conscience of the commander. The IG's mission is to assess and report, in an unbiased and objective manner, on all aspects of mission performance, readiness, resources, economy, efficiency, discipline, morale and Esprit de Corps of the Command.

In addition to conducting inspections to see if your unit is in compliance with existing policies and procedures as directed by higher headquarters, the IG conducts investigations and inquiries and assists soldiers with a myriad of individual problems that usually can't be handled through normal channels.

MOS Qualifications

Personnel management in a unit must be done effectively and wisely to have a successful command. Administer such things as MOS classification assignments, evaluations, transfers, promotions, reductions, reclassifications and separations.

+   Ensure that unit members are assigned to duty positions for which they meet (or eventually can meet) the MOS prerequisites. Request a timely award of the MOS once all requirements have been met.

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+ Ensure prompt and accurate submission of MOS qualification data reports.

+ Monitor assigned officers/NCO's continued progression in career development schools.

MWR Funds (Morale, Welfare and Recreation)

This is money that the unit receives for the benefit of the soldiers. You can determine how it is used. The general rule is that non-appropriated unit MWR funds should be used for the benefit of the unit as a whole. You can use this money at AT to hold a BBQ, unit social, or anything else your imagination may create.

References: **AR 215-1**   **The Administration of Army MWR Activities and Non-Appropriated Fund Instrumentalities**
           AR 215-5   **Non-Appropriated Fund Accounting Policy and Reporting Procedures**

Pay Administration

Pay for IDT and AT/ADT/ADSW is provided by JSS-RC; timely reporting is critical. Ensure the unit technician submits the monthly drill performance to Central Processing Center (CPC) at USARC, Atlanta as soon as possible following the drill weekend. In order for a soldier to be paid for a period of IDT, the unit must report the duty performance. These attendance reports are sent to the CPC via a software program called ADARS, which stands for Automated Drill Attendance Reporting Software.

Pay for individual AT/ADT and ADSW is processed by the Reserve Component Pay Support Office (RCPSO), which normally handles the unit's pay accounts, in accordance with USARC Pamphlet 37-1 and JFTR Vol. 1 and AR 37-104-3. Submit USARC Form 24-R with copies of AT/ADT orders attached. Unit AT pay is normally processed on a Tour Certification Roster. All payments for AT/ADT are made from DFAS-IN. Claim authorized travel, per diem, and other reimbursable expenses on DD Form 1351-2 (Travel Voucher or Subvoucher).

Soldiers will receive a LES, a Leave and Earnings Statement, which is a statement of pay and deductions.

Soldiers must have Sure-Pay established, which is a direct-deposit program. Since 1997, the DoD has required that all personnel receive wages in this manner.

References: JFTR, Vol 1 **Joint Federal Travel Regulations**
AR 5-9 **Intraservice Support, Installation Area Coordination**
AR 37-104-3 **Military Pay and Allowance Procedures--Joint Uniform Military Pay System (JUMPS-Army)**
AR 37-104-10 **Military Pay and Allowances Procedures for Reserve Components of the Army (JUMPS-RC-Army)**
AR 140-1 **Mission, Organization and Training**
AR 140-185 **Training and Retirement Point Credit and Unit Level Strength Accounting Record**
AR 335-15 **Management Information Control System**
USARC Pam 37-1 **Joint Uniform Military Pay System--Reserve Components/Joint Service Software (JUMPS-RC/JSS)**

Personnel Records

It is important that the Military Personnel Records Jacket (MPRJ) is current and up to date for all unit members, both for their career progression and because of mobilization requirements. Require each unit member to annual review his or her MPRJ (also known as a 201 file), finance records, mobilization packet, and qualification records.

Insure also that soldiers are current in completing physical exams and panographic X-ray (or DNA record, when fully implemented) requirements. **(Reference AR 350-10)**

Also, ensure soldiers have required HIV testing and education, as well as current medical, dental and immunization files during annual mobilization file reviews. **(Reference FORSCOM Reg 500-3-3)**

Promotions

+   Ensure that you and all personnel are familiar with USAR requirements for promotion. Often, as the commander, you will be able to waive some requirements pertaining to time-in-grade for particularly deserving junior enlisted.

+   Ensure that personnel records for officers and senior enlisted eligible for promotion are forwarded to the appropriate boards in a timely manner. Ensure that all requirements are met, and that the packets are complete.

+   Develop and publish NCOER and OER rating schemes by name. If they are already in place, ensure that they are accurate.

+   Ensure that NCOER's and OER's are submitted on a timely basis.

Retention

Turnover is disruptive--much is lost when trained people leave the unit. If skilled individuals leave, you have to replace them with the people available to you; often this means you have to train new people to do the job. Have NCO's officer and technicians work together to retain good personnel.

Keys:

+   Conducting vigorous training and effective use of soldiers reduces turnover.
+   Select, appoint and train a unit retention manager.
+   Establish a quality sponsorship program for new personnel.
+   Advertise recruitable vacancies on USAR Recruit Quota System.
+   Establish and maintain liaison with the area recruiting battalion.
+   Know current monetary incentives for enlistment and reenlistment under SRIP.

References:		
AR 135-7	Incentive Programs	
AR 140-10	Assignments, Attachments, Details and Transfers	
AR 140-11	Army Reserve Enlistment and Reenlistment	
AR 601-210	Regular Army / Army Reserve Enlistment Program	
FORSCOM Reg 140-4	USAR Retention Program	
FORSCOM Reg 140-12	USAR Request	
DA Pam 140-8	Career Development for USAR Enlisted	
USAREC/FORSCOM Reg 601-67	USAR Referral Program	

Sexual Harassment

Sexual harassment involves unwelcomed sexual advances, requests for sexual favors in exchange for favorable action (i.e., promotion, pay, or an easier duty) or to prevent unfavorable action from occurring. Also, sexual harassment may occur with the existence of a "hostile environment." This is a touchy area, and it is best to state strongly that sexual harassment of any sort will not be tolerated, and to then to place command emphasis on its prevention and elimination, should it occur. Sexual harassment is punishable under the UCMJ.

References: AR 600-20   **Army Command Policy**
               AR 600-50   **Standards of Conduct for DA Personnel**

Sponsorship

Sponsorship is an important retention tool. It is important to help newcomers quickly feel welcome and at home at your unit.

Sponsorship is administered primarily by the first sergeant, but you are ultimately responsible for the program's success. Also, there is no reason why newly-assigned officers cannot also receive a sponsor in a fellow officer.

Keys to sponsorship:

+ Call the new member. Welcome him or her to the unit.
 Ensure that a welcome letter is sent with sponsor's name, telephone number, directions to the drill hall and information about the next drill.
+ Personally greet the new member(s) at their first drill. Provide them with your number if they have questions.
+ Ensure that the sponsor is performing adequately in making the new soldier feel welcome.

Unit Manning Report (UMR)

The UMR is a SIDPERS generated report. It tells you valuable information for unit personnel management like who is slotted where, who is MOS qualified, when a soldier will reach his ETS date, etc.

It is vital that the unit manning report be kept current. Monitor your attendance and participation. Ensure that soldiers who "U" out of the unit are removed promptly, and that they and other "ghosts" are promptly removed from the UMR so that your attendance percentages actually reflect actual participation, and so

that better quality soldiers may be recruited for vacancies. The best way of ensuring that this happens is to ensure timely submission of personnel discharges and ETS actions.

Part 5   DISCIPLINE

1.   Overview
2.   Discipline of Service Members
3.   Flagging Actions
4.   Relief of Responsibility

Overview

Military discipline is an important part of keeping control of the soldiers in your unit. It is an unpleasant, but necessary aspect of leadership. If done correctly, a disciplined soldier will learn from his or her mistakes and become an asset to the unit, and can in fact influence the behavior of others.

Discipline of Service Members

Discipline of military personnel depends on their status, such as FTUS or USAR, on AD, ADT, or IDT. DA Pam 27-50-135 contains information regarding USAR enlisted members. Contact your Staff Judge Advocate for assistance on specific or particularly troubling cases. However, there are several general options, in a variety of increasingly serious levels of disciplinary action that will suffice in most cases.

1.   Administrative   Reference

	Reference
a. on the spot correction	FM 22-100/101
b. verbal reprimand	AR 600-37
c. written reprimand	AR 600-37
d. denial of credit for attendance	AR 140-1
e. bar to reenlistment	AR 140-11
f. reduction	AR 140-158
g. separation	AR 135-178

Additional Notes:

+   Written reprimands may be permanent or non-permanent. Non-permanent reprimands will remain in the soldier's MPRJ for a specified length of time.

+   A commander may also require a troop to undergo drug/alcohol counseling, corrective training, or with hold privileges -- generally as he sees fit. There is no formal appear process available to a soldier ordered to undergo these actions.

(continues on the next page)

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2. Non-judicial punishment (Article 15, UCMJ)

    a) For a member to receive punishment under Article 15, the offense committed must be in violation of the UCMJ. That means, the offensive conduct must have been in fact a military crime. The crime must be minor in nature.

    b) If an Article 15 is filed against a soldier, the soldier has a right to demand a court martial.

3. Court martial

    a) A court martial can be convened if a troop refuses to accept an Article 15

    b) A court martial can be convened for offenses too serious to use Article 15.

    c) Convening a court martial for reservists involves some difficulty. Civil charges are preferred when the offense is a crime under civil law, like theft. A court martial should be considered only for serious crimes under military law which have no equivalent in the civil court system.

4. Procedure for taking action under UCMJ (Article 15 or court martial)

    a) Request JAG assistance.

    b) Hold preliminary investigation.

    c) Initial notification on DA 2627, to include soldier's right to trial by court martial, right to consult counsel, and the right to informal public hearing.

    d) Extend the soldier on active duty unit completion of the UCMJ action.

Flagging Actions

A flagging action is taken to suspend favorable personnel action, and is started either when an unfavorable action or investigation (formal or informal) is started against a soldier in your unit. There are two types: transferable and non-transferable -- where the flag may or may not be transferred to another unit.

The two transferable flags, and the ones you will use the most are flags for APFT failures and entry into the weight control program.

Non-transferable flags are for adverse actions like AWOL, UCMJ action, court martial, and security violation.

Relief of Responsibility

If unit equipment is lost, damaged, stolen or destroyed, often someone will be held liable. You will use one of three forms, depending on the situation:

+ Cash Collection Voucher
+ Statement of Charges
+ Report of Survey

You can appoint an investigating officer to perform reports of survey; as these are very in-depth processes (and too detailed be covered effectively here), it is recommended that you work from the regulations if you wish to perform one of these actions.

Reference: AR 15-6
              AR 710-2
              AR 735-5

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LIST

AAA	Army Audit Agency
AANT	Additional Assemblies for Nuclear Training
AAUTA	Additional Airborne Unit Training Assemblies
ABAC	Appropriation & Budget Activity Code
AC	Active Component; Advice Code; Activity Code
ACCP	The Army Correspondence Course Program
ACVC	Army Commercial Vehicle Code
AD	Active Duty
A-DATE	Availability Date
ADS	Active Duty Support
ADT	Active Duty for Training
AERS	Army Equipment Reporting System
AESR	Army Equipment Status Reports
AESRS	Army Equipment Status Reporting System
AFRM	Armed Forces Reserve Medal
AFTP	Additional Flight Training Period
AG	Adjutant General
AGI	Annual General Inspection
AGR	Active Guard & Reserve
AIIQ	AMMO Initial Issue Quantity (Formerly "Basic Load")
AIT	Advanced Individual Training
ALO	Authorized Level of Organization
AMDF	Army Master Data File
AMOS	Additional Military Occupation Specialty
AMS	Army Management System
AMSA	Area Maintenance Support Activity (USAR Activity)
ANOC	Advanced NCO Course
ANORS	Anticipated Not Operationally Ready Supply
AOC	Advanced Officer Course
AOCC	Asset/Object Class Code
APA	Army Procurement Appropriations (Formerly PEMA)
APC	Accounting Processing Code (Formerly CC)
APFT	Army Physical Fitness Test
APP	Appendix
AR	Army Regulations
ARCAM	Army Reserve Component Achievement Medal
ARCOM	Army Reserve Command
ARMS	Army Reader Microform System
ARPERCEN	Army Reserve Personnel Center (USAR)
ARRTC	Army Reserve Readiness Training Center
ART	Army Reserve Technician
ARTEP	Army Training and Evaluation Program
ASED	Aviation Service Entry Date
ASI	Additional Skill Identifier
ASL	Authorized Stockage List
ATA	Additional Training Assembly
ATB	Army Training Board
ATMS	Army Training Management System
ATP	Army Training Program
ATT	Army Training Test
AUEL	Automated Unit Equipment List
AUTODIN	Automatic Digital Network

BAL BRGT FWD	Balance Brought Forward
BAL CAR FWD	Balance Carried Forward
BAS	Basic Allowance for Subsistence
BASOPS	Base Operations
BAQ	Basic Allowance Quarters
BDE	Brigade
BER	Budget Execution Review
BIIL	Basic Issue Item List
BILI	Basic Issue List Items
BL	Bill of Lading
BMRD	Basic Mandatory Removal Date
BN	Battalion
BNCOC	Basic NCO Course
BO	Back Order
BS	Benefit Status
BT	Basic Training
BTMS	Battalion Training Management System
CA	Combat Arms
CAC	Control Activity Code
C&GS	Command and General Staff
CAMF	Catalog Army Master File (Replaced by CMDF)
CAMMS	Computer Assisted Map Maneuver Simulation
CAS	Customer Assistance Section
CATB	Combined Arms Training Board
CBS-X	Continuing Balance System - Expanded
CC	Condition Code
cc	Card Column
CDR	Commander
CDXA	Centralized Direct Exchange Activity
CE	Combat Essentiality; Corps of Engineers
C-E	Communications - Electronics
CFA	Current Files Area
CFCF	Consumer Fund Control File
CG	Commanding General
CI	Coordinating Installation
CIC	Controlled Item Code
CICF	Customer Information and Control File
CIF	Central Issue Facility
CIP	Clothing Issue Point (Replace by CIIP)
CIR	Circular
CL	Component List
CLRT	Command Logistics Review Team (AR 11-14)
CMD	Consolidated Maintenance Division
CMDF	Catalog Master Data File
CO	Company, Commanding Officer
COB	Command Operation Budget; Close of Business
COBE	Command Operating Budget Estimate
COFF	Cut Off
COMPASS	Computerized Movement Plan and Status System
COMSEC	Communications Security
CONUSA	Continental United States Army
CORR	Correction
COSCOM	Corps Support Command
CP	Cannibalization Point
CPO	Civilian Personnel Office

CPU	Central Processing Unit
CPX	Command Post Exercise
CRI	Command Readiness Inspection
CRP	Central Receiving Point
CS	Combat Support; Chief of Staff
CSS	Clothing Sales Store; Combat Service Support
CTA	Common Table of Allowances
CTF	Code Table File
CTT	Common Task Test
CY	Calendar Year
DA	Department of the Army; Demand Analysis
DAMF	Demand Analysis Master File (Replaced by DMF)
DARCOM	United States Army Materiel Development and Readiness Command
DC	Distribution Code; Demand Code
DCFS	Data Conversion and Files Section
DCSLOG	Deputy Chief of Staff for Logistics
DESCOM	Depot System Command - ARCOM
DEST	Destroy
DET	Detachment
DFAE	Director Facilities and Engineering
DHF	Document History file
DI	Due In; Drill Instructor
DIC	Document Identifier Code
DIDO	Due-In/Due Out
DIO	Director of Industrial Operations
DISC	Discontinue
DLA	Defense Logistics Agency (Formerly DSA); Date of Last Activity
DLOGS	Division Logistics System
DMF	Demand Master File (Formerly DAMF)
DMOS	Duty Military Occupational Specialty
DO	Due Out
DOD	Department of Defense
DODAAC	DOD Activity Address Code
DODAC	Department of Defense Ammunition Code
DON	Document Number
DOR	Date of Rank
DPA	Data Processing Activity
DPCA	Directorate of Personnel & Community Activities
DS	Direct Support
DSC	Defense Supply Center
D/SC	Demand/Suffix Code
DSS	Direct Support System
DSSN	Disbursing Station Symbol Number
DSU	Direct Support Unit
DX	Direct Exchange
DXA	Direct Exchange Activity
DXI	Direct Exchange Item
EAD	Estimated Arrival Date
EC (ED)	Edit Code; Essentiality Code; Expendability Code
ECC	Error Condition Code; Exception Control Code; Equipment Category Code
ECS	Equipment Concentration Site (USAR)
E-DATE	End Date; Effective Date

EDD	Estimated Delivery Date
EDRE	Emergency Deployment Readiness Exercise
EEC	Error Explanation Code
EEFI	Essential Elements of Friendly Information
EIP	Economic Inventory Procedures
EIR	Equipment Improvement Recommendation
EOR	Element of Resource
EOH	Equipment on Hand
EOQ	Economic Order Quantity
EPMS	Enlisted Personnel Management System
ER	Equipment Readiness
ERC	Equipment Readiness Code
ERPSL	Essential Repair Parts Stockage List
ES	Equipment Status; Employment Status; Essentiality Code
ESD	Estimated Shipping Date (Formerly EAD)
ET	Equivalent Training
ETM	Extension Training Materials
ETS	Expiration Term of Service
FAD	Force/Activity Designator; Finance and Accounting Division (Formerly FAO)
FAD	Funding Authorization Document
FAO	Finance & Accounting Office
FAPABS	FORSCOM Automated Program and Budget System
FASCAM	Family of Scatterable Mines
FC	Fund Code; Field Circular
FC/APC	Fund Code/Accounting Processing Code
FICHE	Microfiche
FIIN	Federal Item Identification Number (Replaced by NIIN)
FLS	First Line Supervisor
FLSA	Fair Labor Standards Act
FORSCOM	Forces Command
FSC	Federal Supply Classification
FSG	Federal Supply Group
FTAS	Full Time Augmentation Support
FTM	Full Time Manning
FTUS	Full Time Unit Support
FTX	Field Training Exercise
FWT	Fair Wear and Tear
FY	Fiscal Year
GBL	Government Bill of Lading
GPAS	General Performance and Appraisal System
GOCOM	General Officer Command
GP	Group
GS	General Support
GSA	General Services Administration
GSU	General Support Unit
GTA	Graphic Training Aid
HHC	Headquarters and Headquarters Company
HHD	Headquarters and Headquarters Detachment
HHQ	Higher Headquarters
H/O	Hand Out
HR	Hand Receipt
HS	Home Station
HSC	Health Services Command

IADT	Initial Active Duty Training
I & S	Interchangeability and Substitutability
IAR	Inventory and Adjustment Report
IAW	In Accordance With
ICF	Inventory Control File
ICP	Inventory Control Point
ID	Identification
IDT	Inactive Duty Training
ILO	In Lieu Of
IMA	Individual Mobilization Augmentee
IMFL	Intensively Managed Force List
INF	Infantry
INT/SUB	Interchangeability/Substitutability
INVT	Inventory
IP	Installation Property
IPB	Installation Property Book
IPD	Issue Priority Designator (Replaced by PD)
IPD	The Army Institute for Professional Development
IPDC	Issue Priority Designator Code
IRB	Individual Record Brief
IROAN	Inspect & Repair Only as Needed
IRR	Individual Ready Reserve
IRS	Internal Revenue Service
ISD	Installation Supply Division also Stock Control Activity (SCA)
ITEP	Individual Training Evaluation Program
ISN	Input Station Number
ISR	Individual Soldier Report
JB	Job Book
JCS	Joint Chiefs of Staff
JRX	Joint Readiness Exercise
JTA	Joint Table of Allowance
JTX	Joint Training Exercise
LAI	Lesson Administration Instruction
LCC	Logistics Control Code (Formerly ATCC)
LES	Leave & Earnings Statement
LIF	Logistics Intelligence File
LIN	Line Item Number
LO	Lubrication Order
LOGEX	Logistical Exercise
LOI	Letter of Instruction
LP	Local Purchase
LSN	Local Stock Number (Replaced by MCN)
LSN/MPNF	Local Stock Number/Manufacturer's Part Number File
LTMP	Long Tour Management Program
MAC	Maintenance Allocation Charts; Maneuver Area Commands
MACOM	Major Army Command
MAD	Materiel Adjustment Document
MAIT	Maintenance Assistance and Instruction Team
MARKS	Modern Army Record Keeping System
MAT CAT	Material Category
MATES	Mobilization and Training Equipment Site (NG)
MCAR	Military Construction Army Reserve
MCN	Management Control Number
MCRL	Master Cross Reference List
MCSR	Material Condition Status Report
MDF	Master Data Files

MDS	Manday Space
ME	Mission-Essential
MEC	Manager Entry Code
MER	Management Employee Relations
METL	Mission Essential Task List
MFR	Memorandum for Record
MHA	Military Housing Area
MI	Military Intelligence
MILPERCEN	Military Personnel Center (AC)
MILPO	Military Personnel Office
MILSTAMP	Military Standard Transportation and Movement Procedures
MILSTRIP	Military Standard Requisitioning and Issue Procedures
MIS	Management Information Systems
MISO	Management Information System Office
MLCH	Major Logistical Command Headquarters
MMC	Materiel Management Center
MOBERS	Mobilization Equipment Redistribution System
MOBPERS	Mobilization Personnel Processing System
MOS	Military Occupational Specialty
MOU	Memorandum of Understanding
MOSC	Military Occupational Specialty Code
MPC	Military Personnel Category
MPN	Manufacturer's Part Number
MPRJ	Military Personnel Records Jacket
MPV	Military Pay Voucher
MRD	Materiel Release Denial; Mandatory Removal Date
MRIC	Morning Report Indicator Code
MRO	Materiel Release Order
MS	Media and Status; Mobilization Station
MILTECH	Military Technician
MTC	Maneuver Training Commands
MTF	Medical Treatment Facility
MTOE	Modification Table of Organization & Equipment
MTP	Mission Training Plan
M U/R	Maintenance Use Code/Maintenance Repair Code
MUSARC	Major US Army Reserve Command
MUTA	Multiple Unit Training Assembly
MWO	Modification Work Order
NATO	North Atlantic Treaty Organization
NCO	Non-Commissioned Office
NCOES	Non-Commissioned Officers Education System
NETT	New Equipment Training Team
NICP	National Inventory Control Point
NIIN	National Item Identification Number (Formerly FIIN)
NMP	National Maintenance Point
NOFED	No Final Effective Date
NOM	Nomenclature
NORM	Not Operational Ready Maintenance
NORS	Nonoperational Ready Supply
NOUNA	Next Officer Uniform Allowance
NSF	Nonstock Fund
NSL	Nonstockage List
NSN	National Stock Number; NATO Stock Number (Formerly FSN)

OB	Obsolete
OBC	Officer Basic Course
OCAR	Office Chief Army Reserve
OF	Optional Form
OH	On Hand
OJE	On the Job Experience
OJT	On the Job Training
OL	Operating Level
OMAR	Operation and Maintenance, Army Reserve
OMB	Office of Management and Budget
OMPF	Official Military Personnel File
OPCON	Operational Control
OPFOR	Opposing Forces
O/PC OPC	Ownership/Purchase Code
OPMS	Officer Personnel Management System
OPSEC	Operations Security
ORB	Officer Record Brief
ORF	Operational Ready Float
OS	Operating System
OST	Order and Ship Time
OSUT	One Station Unit Training
OVM	On-Vehicle Materiel
P&PM	Position and Pay Management
PB	Property Book
PBO	Property Book Officer
PBG	Program Budget Guidance
PC	Perishability Code; Project Code; Purpose Code
PCB	Property Control Branch
PCN	Product Control Number
PD	Priority Designator
PDD	Priority Delivery Date (Replaced by SDD)
PDO	Property Disposal Office
PEBD	Pay Entry Base Date
PEMA	Procurement of Equipment and Missiles Army (Replaced by APA
PFR	Personal Financial Record
PIF	Place in Inactive File
PINPOINT	System of Publication Distribution
PLDC	Primary Leadership Development Course
PLL	Prescribed Load List
PLUS	Processing Link for Unautomated Supply
PMDR	Pre-Positioned Materiel Receipt/Issue Document
PMCS	Preventive Maintenance Check & Service
PMO	Personnel Management Officer
PMOS	Primary Military Occupational Specialty
PMS	Performance Management System
PN	Part Number
PO	Purchase Order
POD	Port of Debarkation
POL	Petroleum, Oils, and Lubricants
POM	Preparation for Overseas Movement
POMCUS	Pre-Position of Materiel Configured to Unit Set
POT	Performance Oriented Training
PQR	Personnel Qualification Record
PRC	Position Requirement Code
PRN	Payroll Number

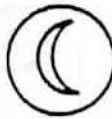|	
PS	Price Signal Code
PSP (PSPC)	Physical Security/Pilferage Code
QSI	Quality Step Increase
QUP	Quantity Unit Pack
RBE	Reply By Endorsement (Formerly RBI)
RC (REC)	Recoverability Code; Reserve Component
RCB	Recoverability Control Code; Research Control Code
RC MPF	Reserve Components Master Pay File
RCPMF	Reserve Component Personnel File
RDD	Required Delivery Date
REFP	Reference Papers
REG	Regulation
RET	Retire
RFI	Request for Issue
RG	Readiness Group
RHA	Records Holding Area
RIC	Routing Identifier Code
RICC	Reportable Item Control Code
RMA	Readiness Management Assembly
RO	Requisitioning Objective
ROP (RP)	Reorder Point
ROTC	Reserve Officers Training Corps
R&P	Recruitment & Placement
RPA	Reserve Personnel Army
RPIRS	Reserve Personnel Information Reporting System
RPMF	Reserve Personnel Master File
RPSTL	Repair Parts and Special Tools List
RQN	Requisition
RS	Report of Survey
RST	Rescheduled Training
RTU	Reinforcement Training Units
RY	Retirement Year
RYE	Retirement Year Ending Date
R&U	Repairs and Utilities
S (Sig)	Signal
SA	Supply Action
SAA	Staff Administrative Assistant
SAC	Supplementary Address Code
SAILS	Standard Army Intermediate Level Supply Subsystem
SAILS ABX	SAILS AB Expanded
SAILS PLUS	SAILS Processing Link for Unautomated Supply
SALS	Standard Army Logistics System
SAMS	Standard Army Maintenance System
SAS	Staff Administrative Specialist
SB	Supply Bulletin
SC	Seasonal Code; Signal Code; Standardization Code; Status Code; Suffix Code; Supply Catalog
SCA	Stock Control Activity
SCASS	Stock Control Activity Storage Site
SCC	Substitute Control Code; Safety Category Code; Stock Control Security Classification Code
SCIC	Special Control Items Code
SCIPMIS	Standard Civilian Personnel Management Information System
SEC	Physical Security/Pilferable Code
SF	Standard Form
SGLI	Servicemans Group Life Insurance

SI	Supporting Installation
SIDPERS	Standard Installation Division Personnel System
SIMS	Selected Item Management System
SLC	Stockage List Codes
SLD	Storage Location Designator Code
SLIN	Substitute Line Item Number
SM	Soldier's Manual
SMCT	Soldier's Manual of Common Tasks
SMOS	Secondary Military Occupational Specialty
SMR (CODE)	Source, Maintenance, and Recoverability (Code)
SN	Stock Number; Serial Number
SN/PN	Stock Number/Part Number
SOJT	Supervised on the Job Training
SOS	Source of Supply
SOTS	Staff Operations & Training Specialist
SQI	Skill Qualification Identifier
SQT	Skill Qualification Test
SRA	Stock Record Account
SRAN	SQT Requirements Alert Notification
S/RC	Status/Rejection Code
SRIP	Selected Reserve Incentive Program
SRS	Stock Record Report
SS	Storage Section
SSA	Supply Support Activity
SSAA	Supervisory Staff Administrative Assistant
SSAN	Social Security Account Number
SSC	Storage Source Code; Supply Status Code; Storage Site Code
SSI	Specialty Skill Identifier
SSN	Social Security Number
SSSS	Satellite Storage Site
SSSC	Self-Service Supply Center
STANFINS	Standard Financial System
STARCIPS	Standard Army Civilian Payroll System
STARPUBS	Standard Army Publications System
STORAGE	Installation Storage Facility
STP	Soldier Training Publication
STRIPES	Standard Training Requirements Identification Program & Enrollment System
SUPADD	Supplementary Address
SUPSD	Superseded
SY	School Year
T&D	Training & Development
T&EO	Training and Evaluation Outline
TA	Table of Allowances
TAA	Total Army Analysis
TAADS	The Army Authorization Document System
TAFFS	The Army Functional File System
TAG	The Adjutant General
TAMMS	The Army Maintenance Management System
TAMS	Training Ammunition Management System
TB	Technical Bulletin
TBP	To Be Published
TC	Training Circular
TCC	Type Change Code; Type Classification Code
TCMD	Transportation Control Movement Document
TDA	Table of Distribution and Allowances

TDY	Temporary Duty
TEC	Training Extension Course
TEWT	Tactical Exercise Without Troops
TF	Training Film
TFOS	Total Federal Officer Service
TG	Trainer's Guide; Formerly Commander's Manual (CM)
TISA	Troop Issue Subsistence Activity
TL	Transmittal Letter
TM	Technical Manual
TO	Training Outline
TOE	Table of Organization and Equipment
TPC	Training Pay Category
TPSN	Troop Program Sequence Number
TPU	Troop Program Unit
TR	Transaction Register; Theater Reserve
TRF	Transfer
TRADOC	US Army Training and Doctrine Command
TRC	Type Record Code; Type Requirement Code
TSC	Training Support Center (Formerly TASC)
TSO	Technical Services Office; Training Standards Officer
TSM	Test Site Manager
TVT	Television Tape
TY	Training Year
UA	Unit Administrator
U/I	Unit of Issue
UIC	Unit Identification Code
ULC	Unit Level Code
U/M	Unit of Measure
UMD	Unit Movement Data
UMMIPS	Uniform Materiel Movement and Issue Priority System
UMO	Unit Movement Officer
UND	Urgency-of-Need Designator
UP	Unit Price
UPQTY	Unit Pack Quantity
URR	Unresourced Requirement
USA #	Registration Number
USAAGPC	US Army Adjutant General Publication Center
USAR	United States Army Reserve
USR	Unit Status Report
UTA	Unit Training Assembly
UTC	Unit Type Code
UTP	Unit Training Program
VHA	Variable Housing Allowance
VTAADS	Vertical—The Army Authorization Document System
WE	Withholding Exemption
WESTCOM	US Army Western Command (Hawaii & Guam)
WETS	Weekend Training Sites
WO	Warrant Officer
WPN	Weapons
WS	Waiver Status
WSDC	Weapons System Designator Code
WWMCCS	World Wide Military Command and Control System
YTC	Yearly Training Calendar
YTP	Yearly Training Program

For a more comprehensive listing, see AR 310-50.

CLASSES OF SUPPLY	DESCRIPTION OF SUPPLIES	REFERENCES	REQUEST AND REQUISITION FORMS
I	Subsistence, including free health and welfare items.	ARs 30-1 & 30-18 CTAs 50-909 & 50-970 DA Pam 710-2-1(basic loads) FMs 10-13, 10-23, 10-23-1, 10-24, 10-25, 10-26	Machine printout of Master Menu. DA Form 2970 (FRIS) DA Form 3294-R (ARCS & FRIS). DA Form 3161 (additional condiments and accessory items)(FRIS)
II	Clothing, individual equipment, tentage, tool sets and tool kits, hand tools, administrative, and housekeeping supplies and equipment. This includes items of equipment, other than major items, prescribed in authorization or allowance tables and items of supply (not including repair parts).	ARs 700-84, 725-50 CTAs 50-900, 50-909, 50-970 DA Pam 710-2-1 FMs 10-13, 10-14 TM 38-L22-12 (DLOGS)	DA Form 2765-1 DA Form 3161 DA Form 3078 DA Form 3733-R DA Form 3953 DD Form 1348-6 (when stock number is unknown) Other authorized forms.
III	POL - Petroleum and Solid Fuels, including bulk and packaged fuels, lubricating oils and lubricants, petroleum based specialty products; solid fuels, coal, and related products.	CTA 50-970 DA Pam 710-2-1(basic loads) FMs 10-13, 10-69	DA Form 2765 DA Form 2765-1 DA Form 3161 DA Form 3161-1 SSSC request form (for packaged lubricants) or other authorized form.
IV	Construction materials, including installed equipment, and all fortification and barrier materials.	AR 725-50 CTAs 50-909, 50-970 TM 38-L22-12 (DLOGS)	DA Form 2765 DA Form 2765-1 DD Form 1348-6 SF 344
V	Ammunition of all types (including chemical, radiological, and special weapons), bombs, explosives, mines, fuses, detonators, pyrotechnics, missiles, rockets, propellants, and other associated items.	DA Pam 350-38 DA Pam 710-2-1 TM 38-L22-12 (DLOGS)	DA Form 581 Local forecast form or other authorized form.

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CLASSES OF SUPPLY	DESCRIPTION OF SUPPLIES	REFERENCES	REQUEST AND REQUISITION FORMS
VI	Personal demand items (non-military sales items).	CTA 50-970 FM 704-28	Not applicable in garrison. (Free issue when PX facilities are not available).
VII	Major items: A final combination of end products ready for intended use; e.g., launchers, tanks, mobile machine shops, vehicles.	AR 725-50 TM 38-L22-12 (DLOGS)	DA Form 2765 DA Form 2765-1 DD Form 1348 DD Form 1348-6
VIII	Medical materiel, including specialized medical repair parts.	AR 40-61 CTAs 8-100, 50-909 (Chap 13) Health Services Command Regulations.	DA Form 2765 DA Form 2765-1 DD Form 1348 DD Form 1348-6
IX	Repair parts and components, includes kits, assemblies, and subassemblies, reparable and nonreparable, required for maintenance support of all equipment.	DA Pam 710-2-1 TM 38-L22-15-2 (DLOGS - Class IX)	DA Form 2765 DA Form 2765-1 DD Form 1348-6
X	Material to support non-military programs; e.g. agricultural and economic development, not included in Classes 1 through 9.	CTAs 50-909, 50-970	N/A

APPENDIX C
ROLE OF THE FIRST SERGEANT

Extract from Table 5-1, AR 611-201:

M   **First Sergeant**   **USASMA**

a. *Description of positions.* Identifies principal NCO (First Sergeant/E8) positions in company, battery, troop, or similar sized unit to:

(1) Assist the commander in planning, coordinating, and supervising all activities that support the unit mission.

(2) Advise the commander on enlisted personnel matters to include duty assignments, promotions and reductions, leave programs, military justice, privileges, awards, welfare and recreational activities, human relations, equal opportunity, and alcohol and drug abuse concerns.

(3) Coordinate unit administration to include submission of required reports, vehicular support, supply, and food service activities.

(4) Provide counsel and guidance to subordinate personnel.

(5) Assist in inspection of or conduct inspection of unit activities and facilities, observe discrepancies and initiate corrective action.

(6) Assist the commander in performing the following training related tasks:
(a) Plan, conduct, evaluate, and assess unit training.
(b) Ensure that trainers train to a standard.
(c) Assist the commander in integrating individual training into collective training, and collective training into multi-echelon training events.
(d) Plan and execute a battle-focused NCODP.
(e) Prepare and maintain an order of merit list for schools and courses, ensuring that soldiers are qualified and prepared to attend.
(f) Coordinate school quotas.

b. *Qualifications.* Must meet requirements outlined in AR 614-200, chapter 8, and successfully complete DA First Sergeant Course, or serve satisfactorily in a First Sergeant position for 120 or more consecutive days.

c. *Restrictions.* Positions must be coded MSG. Personnel must hold rank of SFC or MSG.

M-913 (Apr 94)

Appendix B

SURVEY INSTRUMENT

Dear Reviewer of the USAR Company Command Handbook:

In the United States Army Reserve, personnel are often placed in positions of responsibility and authority with little experience and minimal formal preparation and training, particularly at the company level. This is part of the US Army's leader development program, in which increasingly challenging operational assignments are one of the three pillars of leadership development (with the other two being institutional education and self-development). A particular example of this is soldiers who assume command of a company-sized unit. Their authority and area of responsibility cover a wide range of activity, including the creation and execution of training plans, the promotion and demotion of soldiers, enforcing military discipline and standards, and completing requirements imposed by higher commands. Their decisions have great implications for subordinate soldiers and for the unit as a whole.

A handbook for company-level commanders (enclosed) has been compiled which pulls together the many source documents that guide the actions of the USAR commander. The information in the handbook is intended as a method of ready reference for the issues which may arise in the course of a normal drill day for the company commander. In short, it is an overview and outline of the astounding array of regulations, command guidelines, Uniform Code of Military Justice (UCMJ) statutes, training and field manuals-- summarized and laid-out in a handbook which has been designed for quick reference and ease of use.

As stated in my letter to you this past week, I am requesting your help in evaluation of this handbook. Enclosed you will find the manual itself, a questionnaire about your military and civilian education and experiences, and a survey that asks your opinion on the various sections of the handbook, and on the value of the handbook as a whole. The entire process of reading the manual and

completing the survey should take less than a half hour. You were selected to receive this survey based on your knowledge of the USAR and your past or present experience in a company level command position. Please answer all questions honestly. The survey is anonymous, and your answers will remain confidential. If you would like to know the results of the survey, I would be happy to provide them to you when the data from all surveys has been compiled and analyzed.

When finished with the questionnaires, please return them in the enclosed postage-paid envelope. I am indeed grateful for your time and invaluable assistance. Please feel free to contact me at any time with questions on the process or the surveys that you might have. I can be reached at (314) 965-9917, ext. 1362 during the day, or at (314) 230-7353 in the evenings. Again, thank you.

Very sincerely yours,

David W. Fiedler
1LT, MS, USAR

USAR Company Command Handbook Survey

The survey below contains sets of statements that pertain to your reaction to the handbook as a whole, and then statements which ask for your opinion about specific sections of the manual. Again, please answer honestly as your responses will be completely confidential. The scale ranges from 1 to 5, with 1 being the "strongly disagree" (negative) end of the scale, and 5 being "strongly agree" or most positive response. Several lines are provided after each question; please justify any "strongly agree" or "strongly disagree" responses, if at all possible.

Section I: General Overview and Reaction to the Company Command Handbook

1.   This manual would be useful to a brand-new company-level commander.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____

2.   This manual would be useful to an experienced company-level commander.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

3. The handbook is likely to be used by USAR commanders in present form.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____
_____

4. The material in the handbook had sufficient depth in coverage of applicable regulations to be useful.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____
_____

5. The references listed to locate the sources were, to the best of your knowledge, sufficient, complete, accurate and up-to-date.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____
_____

6.   The referencing and cross-indexing used made it easy to find the desired subject.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

7.   The layout and presentation of material made it easy to identify important points.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

8.   The summaries were well-written and understandable.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

9.   The material presented in the handbook is applicable to frequently-faced tasks by company-level commanders in the USAR.

1   2   3   4   5
Strongly   Somewhat   No   Somewhat   Strongly
Disagree   Disagree   Opinion   Agree   Agree

_____

_____

_____

_____

10.   This manual will be helpful to commanders as they go about their daily business at USAR drills and annual training.

1   2   3   4   5
Strongly   Somewhat   No   Somewhat   Strongly
Disagree   Disagree   Opinion   Agree   Agree

_____

_____

_____

_____

What additional general comments do you have about the handbook?

II. Your Opinion on Specific Sections of the Handbook:

The second section asks for the amount of your agreement or disagreement with statements made about the specific sections of the handbook. Those sections include the Introduction, Attendance, Training, Administration and Discipline. There are five questions for each section, plus a space for you to add any comments or suggestions that you feel would be helpful.

A. Introduction

1. The Introduction was helpful in explaining the purpose of the Handbook.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____

2. The Introduction gave clear directions for use of the Handbook.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

3. The Introduction was clearly written and easy to understand.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

4.   The Introduction contained applicable material on pertinent regulations and covered them in sufficient depth.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____

_____

_____

5.   The layout of the Introduction was clear, and highlighted the important points.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____

_____

_____

What additional comments do you have about this section?

B.   Attendance

1.   The Attendance section was laid out in a logical and orderly manner.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

2.   The Attendance section gave helpful information concerning policy.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

3.   The Attendance section was clearly written and easy to understand.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

4.   The Attendance section contained applicable material and in sufficient depth.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

5.   The layout of the Attendance section was clear, and highlighted the important points.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

What additional comments do you have about this section?

C.   Training

1.   The Training section was laid out in a logical and orderly manner.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

2.   The Training section gave helpful information concerning policy.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

3.   The Training section was clearly written and easy to understand.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

4.   The Training section contained applicable material and in sufficient depth.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____

5.   The layout of the Training section was clear and highlighted the important points.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____
_____
_____
_____

What additional comments do you have about this section?

D.   Administration

1.   The section on Administration was laid out in a logical and orderly manner.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

2.   The Administration section gave helpful information concerning policy.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

3.   The Administration section was clearly written and easy to understand.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

4.   The Administration section contained applicable material and in sufficient depth.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____

5.   The layout of the section was clear and highlighted important points.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

_____

_____
_____
_____

What additional comments do you have about this section?

E.   Discipline

1.   The Discipline section was laid out in a logical and orderly manner.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

2.   The Discipline section gave helpful information concerning policy.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

3.   The Discipline section was clearly written and easy to understand.

1	2	3	4	5
Strongly	Somewhat	No	Somewhat	Strongly
Disagree	Disagree	Opinion	Agree	Agree

_____
_____
_____
_____

4.   The Discipline section contained applicable material and in sufficient depth.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

5.   The layout of the Discipline section was clear, and highlighted the important points.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree

What additional comments do you have about this section?

You have completed the survey. Thank you once again for your time and opinions. Please return this survey in the envelope provided. If you have any additional thoughts, comments or suggestions, please feel free to use the space below.

Appendix C

PERSONAL INFORMATION SURVEY

DIRECTIONS: This information is to be returned separately from your questionnaire about the handbook. This second set of questions will provide background information about your civilian and military education and leadership experience.

Name:_____

Rank:_____

Current USAR Assignment:_____

USAR Command Positions Held and Length:_____

_____

_____

_____

Military Education (Schools/Courses):_____

_____

_____

_____

Civilian Education (Degrees/Courses of Study):_____

_____

_____

If necessary, please use the space remaining on this page to add any additional relevant information you think would add to your credibility as an accurate judge of the USAR Company Command Handbook.

Again, thank you for your willingness to help evaluate this project. If you would like to receive the complied data from the surveys returned, please place an 'X' in the statement below.

_____   I would like to receive the results of the survey once the returned
                 ta is analyzed and compiled.

With gratitude--

David W. Fiedler
1LT, MS, USAR
21st General Hospital

Appendix D

COVER LETTER

1017 Treetop Village Drive
Ballwin, MO 63021-7461

Dear

I am currently working on my Master's Degree in Business Administration at Lindenwood University. For my culminating project in that course of study, I am creating a "hip-pocket" manual for company commanders in the United States Army Reserve.

This manual is intended to be a handy, frequently-used tool, in which the commander will find a general overview of current US Army Reserve, Department of the Army, and Department of Defense regulations, policies, and Uniform Code of Military Justice (UCMJ) statues, and how these apply to and impact frequently-encountered situations (such as promotions, Equal Employment Opportunity issues, weight control, etc.,) that arise in the course of a USAR drill weekend.

In addition to the overview of applicable regulations, specific references are included in the handbook should the commander need more detailed information in more complex instances.

I am requesting your help in evaluating this handbook. At this next drill weekend for the 21st General Hospital, I would like to provide you with a copy of this handbook along with a two questionnaires for your input and opinion on this effort. The first of these questionnaires will provide me with information about your civilian and military education, experience in the USAR, and the like -- all of which will establish you as a "subject matter expert," qualified to comment on the worth of this piece.

The second questionnaire will provide information on the value of the handbook itself. On this questionnaire, you will have the opportunity to rate such dimensions as ease of use, thoroughness of material contained in the handbook, and usefulness to a person who serves in a company command position in the USAR.

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If you are indeed willing to help me with this evaluation, I will provide you with a copy of the handbook and the two questionnaires first thing on Saturday morning of the coming training weekend. You make take as long as you like in performing the evaluation. The questions on the two surveys will take perhaps 30 minutes at the most to complete. Along with the previously mentioned material, I will provide a postage-paid, in which you may mail the completed questionnaires to me when finished.

If you have any questions at this point about my request, please do not hesitate to call me, toll-free, at (800) 248-1930, extension 1362. Complete instructions will be included when you receive the questionnaires, which are designed in such a way that your confidentiality will be protected. Your honesty and candor will be greatly appreciated, and the results gleaned from the survey will be used for research only.

I hope you will be willing and able to provide your valuable insights into the utility and worth of this manual. If so, together we be creating a handbook that should prove useful to USAR leadership and consequently result in increased readiness and improved training opportunities for our soldiers.

Finally, I will be happy to provide you with a summary of all the evaluations received on the handbook when my project is complete if you so desire.

I am extremely grateful for your consideration of my request. Thanking you in advance, and looking forward to seeing you at the next drill weekend, I remain

Respectfully yours,

David W. Fiedler
1LT, MS, USAR

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