

GENERAL BRUCE C. CLARKE'S

THOUGHTS ON LEADERSHIP

General Bruce C. Clarke graduated from the United States Military Academy in 1925. Following early service as an engineer officer, General Clarke established an outstanding combat record as Combat Command Commander, 4th and 7th Armored Divisions during WW II. He was Assistant Commandant, The Armor School in 1948 and Commanding General, 2d Constabulary Brigade in 1949. He commanded the 1st Armored Division, 1951-53 and 1st Corps in Korea, 1953. In 1954-55 he served as Commanding General, US Army Pacific, and then Commanding General, 7th US Army, 1956-57. He next served as Commanding General, CONARC, 1958-60. His last active-duty assignment was as Commander in Chief, United States Army Europe and Commander, Central Army Group.

General Clarke holds BS, CE and LLB degrees and is the recipient of numerous honors and awards. General Clarke was the first honorary appointee to the Douglas MacArthur Chair of Military Science, established in November 1972.

The contents of this pamphlet are excerpts from articles and speeches by General Clarke and are based on his extensive experience in teaching, training and command during many years of distinguished Army service.

ON LEADERSHIP

- An organization does well only those things the boss checks.
- There never has been a good army without a good noncommissioned officer corps.
- It is the job of the commander to get adequate instructions to the company commanders; it is not the company commander's job to go get them.
- When you have to interpret instructions from your commander, think of what he wants to accomplish most; then carry out your instructions in such a way to help him to accomplish this mission.
- When things go wrong in your command, start searching for the reason in increasingly larger concentric circles around your own desk.
- You must be able to underwrite the honest mistakes of your subordinates if you wish to develop their initiative and experience.
- When all the noncommissioned officers in an organization understand and enforce "what is done" and "what is not done," this unit becomes outstanding with a minimum of oral or written instructions.
- There are no poor companies in the Army — only poor company commanders.
- Leadership is primarily a company level activity. It can only flourish to full realization in an environment of good "commandership" on the part of battalion and higher commanders and their staffs.

- Do not expect to get squad, platoon, company, battalion, brigade, division, or corps commanders as replacements who are fully trained. If such people are available in the replacement system, they will probably be promoted before they arrive. Plan to coach them as needed in your standards and way of doing things.
- As a division and lower commander, assume the attitude of that of the “coach” of your winning team. Use the attitude of the “commander” very sparingly and only for unusual situations.
- An ordinary commander can make good decisions if he knows all the facts.
- You have to go after the facts; they won't come to your office.
- The successful commander in battle is at the critical place at the critical time.
- Ten pats on the back for each kick in the shins is a very good ratio for a commander.
- You may be able to get good statistics and act quicker by bypassing those in your chain of command, but if you do so, your organization will fail you in a critical situation.
- Rank is given you to enable you to better serve those above and below you. It is not given for you to practice your idiosyncrasies.
- If a division commander did not have problems to solve, his rank would be much lower than that of Major General.
- When a staff officer does not understand soldiers and does not understand the environment of the battlefield, he can be very dangerous to the troops.
- Trained commanders produce the best results under mission-type orders. These need only three things:
 - What is to be accomplished.
 - The coordinating factors necessary.
 - What help he can expect from you and others and how to get it.
- The techniques of “leadership” and “commandership” are far different. An officer should learn to use each early in his career.
- Every \$25 paid to soldiers over the pay table, which is not really needed by them, contains the ingredients of a DR. Encourage your soldiers to save or use surplus funds wisely.
- Carry out your responsibilities through channels of “suggestion,” keeping channels of “command” in reserve.
- The time to start reenlisting a good man is when he first joins your unit.
- Every commander should keep a jacket containing important information needed at once if he is succeeded by someone else.
- You owe it to your men to require standards which are for their benefit even though they may not be popular at the moment.
- Soldiers will go all out for an officer who does not waste their time through poor management when he has a tough job to do.
- Learn to be a good and competent inspector. Those things not inspected are neglected.
- Tactics and logistics require about equal attention of a commander in modern battle.

- I am mistrustful of a commander who points with pride to the number of casualties his unit has taken in battle. When the men brag about the few casualties their unit has taken in taking tough objectives, their commander is made.
- Letters from you to the parents of your soldiers pointing out their good accomplishments encourage others in their home town to enlist and increase the army's image.

Similarly, favorable letters from soldiers to those friends in their hometown are a great help to recruiters.

The army has relied on the draft for replacements for a long time. It is now faced with getting them itself.

A good unit attracts good men. There is no excuse for a soldier to write home and say that he is bored.

CONSIDERATIONS BEARING ON LEADERSHIP COACHING

- Leadership can be taught by good coaching.
- Good leadership is not permissiveness.
- Leadership needed in ordinary units is different from that required by elite units.
- Courses in NCO academies, ROTC, USMA, basic courses, career courses, C&GSC, and even AWC should embrace the concepts of leadership and commandership.
- Good leadership in a platoon can only be practiced in the climate of good commandership in the units above.
- Knowing the principles of good leadership is not enough; the techniques must be known also.
- Leadership techniques as well as principles are best taught by the case method as we teach law.
- We need to develop "case" books on leadership and commandership.
- The by-products of good leadership are good morale and motivation.
- A system of awards and leadership that motivates the lower third of the men in an organization is necessary to create superior units. An award for the top man or men has little motivation value for the unit as a whole.
- The key word in training soldiers is motivation.
- The lower down the chain of command men's problems are adequately handled, the better units and Army we will have.

ON PROFESSIONALISM

- The career field grade and general officer should acquire a general understanding of the following ten operations necessary to create a winning army:
 - Raising the army.
 - Organizing the army.
 - Equipping the army.
 - Training the army.
 - Leading and commanding the army.
 - Moving the army.
 - Administering and maintaining the army.
 - Supplying the army.
 - Employing the army.
 - Communicating within the army.

He should become an expert in one or more of these as he develops into a professional.

- Commanders should avoid doing things which will be newsworthy to gossip columnists.

ON MORALE

- Morale comes from 3 factors:
 - Having an important job to do.
 - Feeling that you are doing it well.
 - Receiving recognition for your good work.
- Each man in an organization should be given awards, promotions, and punishments based solely upon what he deserves without regard to race, creed, color, or national origin. No other policy is acceptable to all your men.
- Do not split TOE units to perform tasks by details. Assign the tasks to squads, platoons, etc. This develops leaders, improves morale, and solidifies units. Jobs then have training value instead of being chores.

ON MOTIVATION

- All your men want to do what you want done. When they do not, you have failed to instruct and motivate them.
- Awards that motivate only the top men are of little value in raising the ability of a unit. It takes awards to motivate the lower third to do that. A unit is measured by the ability of its lower third personnel to carry their part of the load.
- The first step in motivating soldiers is to tell them the reason why.

COMMANDING SOLDIERS IN BATTLE

The head of one of the oldest eastern universities, in announcing the elimination of the university honor system, said that a third of his students now cheat.

The president of another great university deplored the same problem, and stated that an organization of the campus advertised that it would, for a fee, write a student's thesis and guarantee its acceptance. He went on to say that the less demanding the course the greater the tendency to cheat.

Having been educated at West Point, plus studying for a professional degree at a university, both of which had an effective honor system, it is difficult for me to accept this situation as the standard and the norm of the honesty and ethics we look to in providing our nation's leaders in the third hundred years of its' existence.

I have been honored to have commanded American and Allied soldiers in battle in two wars. I never issued an order for soldiers to go into battle without knowing that tomorrow many of them would be killed or wounded. I am sure they were aware of that also. Still, they always went and performed amazing feats of courage and valor. I felt that they carried out my orders feeling that I was honest and always did all I could to help them in the problems they had to face in defeating the enemy. I tried to live up to these standards.

This experience sears deeply into the very soul of a troop commander. It did into mine. It matured me very rapidly and impressed upon me the importance of my character development in two famous colleges that stressed the part honesty and character development must play in our educational system if the educators did their job well.

When I read of top officials in our government who display a lack of honesty and ethics which the people underneath them have the right to expect, I turn over in my mind the thought "Have they ever commanded soldiers in battle?" I almost always find that they have not.

It is something for all of us to think about as we seek a world at peace. We must find an effective substitute for the maturing effect which comes from facing enemy bullets. Graduating students from our colleges and universities who cheated to get through is not the answer.

SO YOU WANT A COMMAND

We hear many officers say, "I'd do anything to get a command." If you are one of these, do you really mean it? Are you suited for command? Have you really considered what having a command entails? What are your answers to the following questions?

- Are you willing to devote all hours of the day and night, seven days a week, to your command?
- Is your wife willing to do likewise when needed in order to make a happy "Army community" in your unit area?
- Is your family willing to be secondary, if necessary, to the "Company," "Battalion," "Group," "Regiment," "Company Command," "Brigade," or "Division"?
- Are you willing to learn, teach, stress and live with the "basic fundamentals" necessary to make your unit good and still believe that your great talents for "bigger things" are not being wasted.

- Do you like to be with your people? Can you live with their energy, points of view and the problems they create?
- Are you willing to take the hard knocks that come from carrying responsibility for the failure of your subordinates?
- Can you juggle, at the same time, all the balls of training, maintenance, tests, administration, inspections, communications, messes, supply, athletics, marksmanship, discipline, public relations, without dropping any of them?
- Are you able to do many things “concurrently,” or are you a consecutive doer? Can you manage a complex job?
- Can you receive and carry out orders? Are you a good “follower” as well as a “leader”?
- Can you stand tough competition from like units in your outfit and still retain a spirit of cooperation and teamwork with them?
- Are you physically and emotionally fit to carry the load?
- Do you have the courage to make and stand by tough decisions?
- Are you and your family willing to “live in a goldfish bowl” where your actions are closely observed by both subordinates and superiors?
- Are you still enthusiastic and cheerful when confronted with seemingly impossible tasks to be performed with inadequate means?
- Are you willing to take responsibility yourself when things go wrong in your unit and correct a bad situation rather than blame it on the staff or a higher headquarters or a subordinate?
- Are you willing to do your best with “what you have” even though it apparently is inadequate?
- Are you confident you can produce a superior unit with the ordinary run of manpower? Can you inspire personnel to produce outstanding accomplishments?
- Are you willing to take a chance on being relieved for attaining only mediocre results?
- Do you really want “Command” or do you just want “to get command on your record”?

If your answers to these questions are “yes,” you should fight to get a command. And, if you hear an officer say “I want a command,” you should confront him with these questions. If his answers are “yes,” he is undoubtedly sincere and you should make every effort to see that he gets a command. No assignment will ever give greater satisfaction or enable an officer to contribute more to the army and our country.

WHAT OUR SOLDIERS HAVE A RIGHT TO EXPECT FROM THEIR LEADERS

- Honest, just, and fair treatment.
- Consideration due them as mature, professional soldiers.
- Personal interest taken in them as individuals.
- Loyalty.
- Shielding from harassment from “higher up.”

- The best in leadership.
- That their needs be anticipated and provided for.
- All the comforts and privileges practicable.
- To be kept oriented and told the "reason why."
- A well-thought-out program of training, work and recreation.
- Clear-cut and positive decisions and orders which are not constantly changing.
- Demands on them commensurate with their capabilities — not too small, not too great.
- That their good work be recognized, and publicized when appropriate.

WHAT BATTALION AND COMPANY COMMANDERS HAVE A RIGHT TO EXPECT FROM HIGHER COMMANDERS AND THEIR STAFFS —

- That their honest errors be pointed out but be underwritten at least once in the interests of developing initiative and leadership.
- To be responsible for and be allowed to develop their own units with only the essential guidance from above.
- A helpful attitude toward their problems.
- Loyalty.
- That they not be subject to the needling of unproductive "statistics" competitions between like units.
- The best in commandership.
- That the needs of their units be anticipated and provided for.
- To be kept oriented as to the missions and situation in the unit above.
- A well-thought-out program of training, work and recreation.
- To receive timely, clear-cut, and positive orders and decisions which are not constantly changed.
- That the integrity of their tactical units be maintained in assigning essential tasks.
- That their success be measured by the overall ability of a unit to perform its whole mission and not by the performance of one or two factors.
- That good works by their units be recognized and rewarded in such a way as to motivate the greatest number to do well and to seek further improvement.

LEADERSHIP GUIDANCE

The following address was given by General Bruce C. Clarke to the graduating class of the Engineer Officer Candidates School in April, 1967.

It is always a great honor and a great pleasure for me to greet newly commissioned officers. I have had that privilege many times when new officers reported for duty in my command. It makes those of us who have gone through the same things that you are going through look back with

great envy to you. And look back, and look at the new officers coming along with a great feeling of pride to realize that you're taking your place in a long line of people who have been privileged over the 180 or 190 years to have been commissioned officers in the American Army, and in turn have added luster to that position, and to that Army, and to our country, over that long period. You have met the test. Your school is proud of you. The whole Army is proud of you. And you will now join some one hundred thousand in the United States Army in that duty. They welcome you. They are glad to see you. And they will be ever ready to assist you in your new profession. Go out with that feeling in mind, because it is true. They will take steps from time to time to guide you, but when they do that they are doing that for the benefit of yourself and for the benefit of the Army.

In that corps which you are joining, you will find officers who graduated from West Point, officers who received their commission from the ROTC, officers who have received direct commissions from the battlefield, officers who have served in the National Guard and the organized reserves, and officers who have obtained their commissions over the years through officer candidate schools. And I tell you this because you will not find any clique in any one of them. I say that from having worn the uniform some 42 years. You will find that origins will disappear in a hurry. In fact, it disappears as of now. And I hope you will remember that.

When the fighting was over in Korea, the United States had three corps there and had three corps commanders. Of those three corps commanders, one of them was a West Point graduate, one was a ROTC graduate, and one was an Officer Candidate School graduate. So that should be an indication to you that there is no place in the origin of officers that dictates where you are going to go as a commissioned officer. All start out evenly, and all progress according to their ability. You will walk out of here with initial prestige as an officer. That prestige you have earned by your course, by your background, by the screening that you have gone through to become an officer. It is up to you to build on that prestige as you go along. The prestige of a new lieutenant in a platoon must be earned as the prestige of a new division commander in a division. You arrive with a certain amount of it, but then you add to it or detract from it very rapidly. I am sure you have been told how to add to that prestige, because it is the greatest thing that you have to help you do your job. It is the prestige which you earn. You are going to handle great people, American soldiers. Some of you have been privileged to have been enlisted men. I always felt that it was a great privilege to me, to have served as an enlisted man for two years before I went to West Point. I felt as though that enabled me to understand the people that I was privileged to lead, and I am sure it will help you.

I don't know a general officer in the American Army today that wouldn't gladly trade his position, and age, and rank, with any one of you. I hope you remember that, because that puts you in a pretty good position. I'll trade with any of you. I don't know how that is done, but it's not an idle boast.

You will face great opportunities for service, as well as opportunities for advancement. But keep foremost in your mind these opportunities for service, because if you do that, advancement will take care of itself. There are people who are looking out for your advancement. They are conscientiously doing that.

Prepare for your future by building on the fine foundation that you have had here. Keep on studying. Some of you may not have had the privilege of formal education on a high level. But you have had the privilege of a lot of good education, which has stood you in good stead, and will stand

you in good stead as time goes on. Add to your formal education. There are many opportunities to do that. Many people that I have known in the Army without many degrees, or perhaps without any degree, have been highly educated. I refer to our first Army Commander in Europe — General Courtney Hodges. One of our all-time great American soldiers, General Courtney Hodges was “forced” out of West Point because in his plebe year he had a deficiency in mathematics. He never went back to college but he was the most educated man on many subjects that I have ever known. And he acquired that through diligent application to education of the purest form. I hope that you will do likewise. Read good books. Study professional articles. Add to your store of education through a system of “followership.” And you will become highly educated people.

You assume new rank recently. Rank as a lieutenant. Remember that rank is only given you in the Army to enable you to better serve those below you and those above you. Rank is not given to you to enable you to exercise your idiosyncrasies. It is given to you to enable you to serve, and so use it that way. If you do use it that way, nobody will begrudge you your rank. The men below you will encourage people to give you more. And that is the way in which you get promoted.

We have in the Army today the highest order of leadership and competence in our officer and noncommissioned officer corps that I have ever known. I am sure you have experienced that leadership in the noncommissioned officers and the officers with whom you have served. As you leave here today, you will join the first team. That first team has high standards. You are equipped with high standards. Retain that idea of high standards.

You have been told that a good leader must have many fine characteristics. I will not go into those, because I would be just repeating what you already know. But I would like to mention briefly three of them that I think are paramount.

The first one is **sincerity**. I don’t know any officers who are sincere, who are poor officers. So remain sincere, and do not become cynical or skeptics.

You know that **loyalty** is the cement that holds a team together, whether it is a football team, or a platoon, or a company. Loyalty in five ways. Loyalty to those above you. Loyalty to those below you. Loyalty to those people who serve on your right and left. And after all, loyalty to yourself. If you have those characteristics of loyalty, as I say, in five directions, you are a team worker. You are going out of here to be a team leader.

Now I suppose any speaker today can’t resist the temptation to talk about the right to dissent. Even the Secretary of Defense has done that. So since he has done that, I think I am privileged also to speak about the right to dissent. I have been one of the great dissenters in the Army for over 40 years. But actually, I have had the privilege of making my recommendations and suggestions. And my boss has said, “Clarke I’ve always listened to all that, but this is what we are going to do.” Then the right to dissent vanishes. From then on I say “Yes, Sir, which way do we go, Sir?” And the right to dissent of a member of a football team is no different from the right to dissent of a man on a team in the Army. I’ve played football, I’ve coached football, and when I made my suggestions to the coaches, about the best play to run, he said, “I listen to you, but we are going around the other end.” You either go around the other end or turn in your suit. The right to dissent is then all through. That doesn’t take away from you any of your constitutional rights. That merely is necessary if the team is going to win.

And you are going out to be members of a winning team. Let there be no doubt about it. There is no doubt that we are going to win, and we are going to win right. And you are going to be proud of the time when we win, and I am sure that you are going to be a member of the winning team.

The third thing that I would like to speak about is **conscientiousness**. I would like to speak about that with a story of a Republic of Korea lieutenant. In the final days of the fighting in Korea, it became important for us to get some live prisoners of war who could be interrogated and check the information that we knew about the enemy in front of us. And so I talked to the division commanders in my corps, after having been briefed on this by General Maxwell Taylor, the army commander, and encouraged them to increase night patrolling, and get these patrols all pepped up to the fact that we had to get some prisoners of war. They had to be alive, they were no good if we couldn't interrogate them. This Korean division commander carried out my instructions very carefully. I promised to give an award to a patrol who brought back a prisoner of war.

And so this went on for a matter of days, and finally one morning at six o'clock the division commander called me up, and he said, "General, we've got a prisoner of war." I said, "Is he alive?" He said, "Yes, Sir." I said I'd be up. So I flew up to his headquarters, congratulated the patrol, gave them the award I had promised them, and talked through an interpreter to the lieutenant.

My advisor of that division said, "General, there's something interesting about this that I think you ought to know. When that patrol came back in the middle of the night with this prisoner of war, all of the men in the patrol except the patrol leader, the lieutenant, had on a steel helmet and an armored vest, and his steel helmet and armored vest were on the prisoner." So through the interpreter I said, "Lieutenant, how did this come about?" He said, "After we had mouse-trapped the Communist patrol and had seized this man alive, the last of the Communist patrol withdrew, and we immediately came under their mortar fire. I remembered the instructions that I was supposed to bring back the prisoner of war alive, and I thought the best way to do it was to give him my steel helmet and armored vest."

Now he didn't take from one of his soldiers, he gave him his. There is a man who was a leader. Men will follow a man like that. That's conscientiousness. That is leadership. I commend that to you.

In a few weeks you will take over the most important command that you will ever face. A platoon of fine American soldiers. Very few people have that privilege in life. They will want you to be a success. They will help you. But they will watch you closely out of the corners of their eyes, until you prove yourself. You know that as well as I do. You have been through it, on the other end of the line. So if I were to give you any advice on meeting that challenge, it would be to be eager to observe and learn. Don't be eager to impress upon them what you have learned at the school. They will find out what you know soon enough.

Be slow to use your authority as an officer. Listen for suggestions from your platoon sergeant. He's probably been around for a long time. And he got his stripes through competence, I assure you. When you act, be just, fair, and positive. Build up your image in their eyes slowly and soundly. Don't be in a hurry to be a hero your first day. Let that grow gradually, and it will be more lasting.

The next test that will come to you as a lieutenant will be to take over money or property. When you do that, say "Lay it out, I want to count it and see what it looks like." Don't sign for trouble. I have known officers who have taken over platoons and then somebody would come in and say,

“Lieutenant, here’s where you sign for the property of the platoon, and we are in a hurry, the supply sergeant is waiting for this.” You sign for it, and you go out and find a machine gun missing. It makes tracks on your pay records that are hard to eradicate. Don’t do that. Just say, “Spread it out, I want to see what it looks like, I want to count it.” From then on you will have the reputation of being a careful lieutenant. And that is a good reputation to have.

So now I have given you all the words of wisdom that I can give you. I’ve led you through your first two crises. You are on your own. I am sure you have ability to carry on, so good luck to you, and God bless you.

A PROBLEM FOR THE COMPANY COMMANDER

This problem was brought up recently before the students of Officers’ Courses in our service schools. The students were all from the USMA — ROTC— OCS — National Guard sources.

In the barracks of the 1st Platoon, Company A, _____ Battalion, a young soldier returned to the barracks after midnight, apparently under the influence of liquor. He turned on the lights, woke up the men of the 1st Platoon and slightly damaged a chair, until he was subdued by the NCO’s and men and order and quiet were restored.

You are the Commander of Company A. You hear of this incident from your First Sergeant the next morning when he reports to you about the report of the NCO in Charge of Quarters.

Required: Your actions to take care of this case. Select solution “A” or “B” below.

Solution Alternatives:

“A” — Give the problem to the man’s Platoon Leader to handle.

“B” — Call in the culprit, and handle it myself.

“A SOLUTION” TO A PROBLEM FOR THE COMPANY COMMANDER

In Case of Solution “A”, What Do You Do As The Platoon Leader?

Some 40 officers representing the Tactics and Academic Departments at USMA most generally agreed that Solution “A” was the preferred one if we wanted to develop leadership on the platoon level and platoons that would function effectively in situations for which platoons are organized.

I said that, assuming that I as a platoon leader had been adequately instructed and coached by my company commander, **I would call in the soldier’s squad leader and ask him for his assessment of the individual.** I’d then tell him to bring the soldier to me.

With the platoon sergeant and the squad leader present I would tell the soldier of the report that I had received and ask him what he had to say for himself. I would then say to the soldier generally as follows:

“Private _____,” I’ve observed you and your actions for some time and you have not impressed me as being a first-rate soldier. I feel that

you are not heading for a successful record in your present enlistment. **My noncommissioned officers and I will continue to observe your actions and conduct.** If warranted, we will have you before us again for appropriate action. The company supply sergeant will now have you sign a statement of charges for the broken chair. I will not refer your lack of discipline in this case to the company commander for his more severe action. But I'll certainly consider that if there is a repetition of this sort of conduct. That is all, Private _____."

NOTE: I do not suggest that the foregoing is the rule to follow in all cases but is a pattern which may be generally followed and varied as the circumstances warrant in the judgment of the Platoon Leader.

ON TAKING OVER YOUR PLATOON

The most important few minutes you will experience early in your career as an officer is when your Platoon Sergeant introduces you to your platoon as their new Platoon Leader and says that the platoon would like to have you say a few words to them.

I have seen platoon leaders respond generally as follows:

"Men, I am happy to be with you in this Platoon. I intend to make this Platoon the best in the _____. I expect to do that by raising the Platoon standards in all things starting at once. I shall have more to say on this program in the near future. Thank you for your attention."

I have heard other Platoon leaders say generally the following:

"Platoon Sergeant _____, Squad Leaders and men! I am proud to be assigned on my first duty with troops to this Platoon and this fine Battalion. I am aware of your unit's history and accomplishments over its many years.

I expect to use and support your Non-Commissioned Officers in our training, work, recreation and other activities.

I am aware that I do not know each of you at this time. I will accomplish that as quickly as I can.

In the meantime I shall have our Platoon Sergeant carry on for the next two or three weeks while I observe you individually and as a platoon. I shall get to know each of you by name and capabilities by then.

At the end of that time I shall speak to you further and take over the active leadership of the Platoon with Platoon Sergeant _____ as my important, principal assistant.

Platoon Sergeant _____ take charge and carry on. Thank you."

I commend this latter approach to prospective Platoon Leaders. If you do this, you will, I believe, see good results in three months and you will have coached a winning platoon team.

Why do I suggest the Second Solution? There are six reasons:

1. I start out by recognizing the four key Non-Commissioned Officers in my platoon.

2. I say a good word about my new unit. If it were not a unit with an overall good historical record it would not still be on the active list of the Army. I want my platoon motivated to add to its record.
3. I stress that I will use and support my non-commissioned officers. This should motivate them to do even a better job in the platoon.
4. I do not rush with instructions and changes until I can base them on knowledge.
5. I establish the important position of my platoon sergeant.
6. I have, I believe, established favorable policies in the minds of my non-commissioned officers and the good men of the platoon. This will enhance the growth of Peer Discipline in the platoon. I expect to rely on this to help solve my problems as platoon leader.

PRODUCING OUTSTANDING UNITS

“We cannot produce outstanding units from the ordinary run of personnel whom we enlist under the Modern Volunteer Army concept unless we train, coach, and develop our squad leaders, platoon sergeants, and platoon leaders to look after the men in their units and mold them into proud and winning teams under the direction of good commandership from above.”

HOW DO WE GO ABOUT PRODUCING OUTSTANDING UNITS?

An Army School recently asked me how **I would go about it**. This was my reply as applying to the Company Commander.

1. I would assemble my Platoon Leaders, Platoon Sergeants, Squad Leaders and Company Staff when I took command and orient and coach them as to how I wanted minor disciplinary cases handled, how I wanted soldiers handled, how I wanted training, instructions, athletics, details, maintenance, supply, administration, etc. handled. I would point out that I wanted the maximum handling of such things as low-down as possible, but I wanted things that needed my attention brought to me promptly. I'd be glad to hear their suggestions any time.
2. I would point out that I would observe all of these and hold a “critique” with them at least once a week.
3. I would orient and coach replacements for any of them as they arrived.
4. I would let them know that I expected high standards in all of these things, but I wanted to be sure to commend all who were doing a better than acceptable job. I wanted all such cases reported to me.
5. I wanted reported to me promptly those who, after adequate instruction and coaching, failed to measure up or produce.

6. I wanted to develop "Peer Discipline" in our company by having the men remind each other, when appropriate, "you don't do that in _____ Company" or "you do that in _____ Company."
7. I'd remind them that these instructions were designed to produce the best Squad, Platoon, and Company teams in the Battalion; and the best team leaders also.

ON LEARNING/INSTRUCTION

- Unless someone learns, you don't teach.
- Giving instructions so they can be understood is not enough. They must be given **so they can't be misunderstood.**
- When an organization is sound, it approaches being superior by the accumulation of a lot of "little pluses."
- An organization that is reasonably well trained can be kept well trained by less than 20 hours of **good** "training" a week.
- Do not dignify other activities by calling them "training."
- Curtail the written instructions to the company level — replace them with oral instructions to company commanders by the battalion commander and his staff.
- Our schools should train leaders and commanders in how to train for battle, not just for battle.
- Start off each period of instruction with two statements:
 - Tell them what they are going to learn today.
 - Tell them why they need to know it.
- The principal job of the army in the next 15 years appears to be training individuals and the producing of units of all kinds, ready to carry out operations. The commander who can do that will rise in the army.
- Good training starts with **good training management.** Battalion, regiment, brigade, and division commanders and their staffs should be well qualified in this. Our professional Army schools, to include career, C&GSC, and AWC, should stress this and the techniques necessary to carry out good training plans.

HOW TO TAKE EXAMINATIONS

There is a technique to taking examinations and tests which you may well follow. It will pay great dividends, I have found.

1. First read the whole examination over carefully. Find out exactly what is wanted. Check on the number of questions to be answered. Are there any specific instructions as to how the answers should be prepared or how the papers should be marked?
2. Answer first the questions about which you know the most. Then the next easiest ones, etc. Don't waste time at first on the hard ones. They will be easier later on. If you do not have time for all be sure you have answered the easy ones.

3. Do your scratch work on a separate pad if allowed. Put your full required work on the answer sheet in an orderly, neat arrangement. Label your answers, if applicable.
4. Check your work. Do not let foolish errors pass. Make a quick rough check of numerical answers to see if the answer you obtained is approximately correct.
5. Re-read your paper. Check again what was asked for. Be sure you give what is wanted, in the way wanted. The ability to follow instructions counts a lot in an examination. Do not "second guess" your answers in case of doubtful answers unless you are sure of yourself.
6. Do not plan to cram the night before. If your basic preparation during the course has been good, you have nothing to worry about. Review your notes. Get a good night's sleep. Eat a light meal before an exam. Be sure you have adequate pencils, erasers, pen, ruler, paper, (glasses if you need them), etc., so you will not be distracted due to lack of equipment. Go to the toilet and get a drink of water before the exam.
7. Use only authorized references. In case of an obvious misunderstanding of a question, ask the instructor for clarification but do not keep running up to the instructor for information.
8. Pay no attention to others, especially those who leave early. Budget your time and use all you have to check and re-check.
9. In taking an examination, be careful of spelling, grammar and sentence structure. This, of course, is very important in any examination. In writing an English theme, the grammar, spelling, sentence structure, etc., are usually more important than great depth of thought. These are the things on which they usually grade. Write simple, concise, clear answers. Do not be long-winded. Check again on spelling, grammar, sentence structure. Did you say clearly, simply and correctly just what you wanted to say?
10. Carefully following the above will add many percentage points to your grades and may well mean the difference between passing and failure. Many failures are due to silly mistakes. A systematic, orderly and calm approach to an examination will prevent your becoming flustered and will help you avoid foolish errors.
11. Remember, before you turn in your paper, check. Have you fully answered the questions? Have you answered all that are required? Do not leave any questions unanswered — put down the best you know.
12. Examinations are prepared so that ordinarily good and careful students can pass them. They are not written to fail such students.
13. The above was first written to help students pass examinations. The hints are equally helpful in helping good students to get even better grades.

MISCELLANEOUS

- The army is not what it used to be — in fact, it never has been.
- The army can pride itself on its ability to produce superior units with the ordinary run of manpower.
- Prestige of an officer and a noncommissioned officer must be earned — it does not come with your commission or warrant.
- Since time immemorial we have had a chain of command (and policy information) in the Army. The discipline of the chain of command going up and also going down is of vital importance to those engaged in our military effort, whether they are members of a squad or are a part of the Pentagon staff. When we violate this chain, starting with bypassing the squad leader on up, or from above on down, we weaken the pride, prestige, enthusiasm, ability, and the attitude of these important key company leaders.
- Armor is more than a branch. It is a state of mind whereby a balanced team of arms and services work together in a climate of equal importance and equal prestige.
- I have heard it said that we violate the chain of command because the NCO's and officers on the company level are not adequately trained or experienced. Who is to blame for that? Certainly, not these NCO's and young officers! They need adequate training and coaching the same as commanders and staffs above them do when first assigned.
- All commanders have the basic responsibility to insure that those they are privileged to lead received realistic training to qualify them technically, and to assure that they are well grounded in the fundamentals of leadership, discipline, and soldiering. We must help them to become true professionals! Commanders will enhance the personal pride and professionalism of their subordinates by placing greater responsibilities, authorities, trust, and confidence in them. They will make some mistakes initially and some of our statistics will suffer. We may reduce a few statistics which are being highlighted for the moment by bypassing the chain of command but we pay a big price in a unit's effectiveness for its future missions.
- A commander should be both **energetic** and **lazy**: **Energetic** to coach, orient, instruct, observe, critique, and assist his subordinate commanders and staff, but **Lazy** in doing their jobs for them.
- The now-extinct Gilly Loo bird flew backwards because he was more interested in where he had been than in where he was going. The next war will not be won by Gilly Loo birds in places of responsibility.
- A job done right is too seldom complimented but it is never criticized.