

CHARACTER TIE-INS FOR BROWN BELT

COMBAT READINESS:

WHAT IS COMBAT READINESS?

There is no military in the world where effectiveness is more important than in the Marine Corps. Every individual Marine is essential to the performance of his unit, and all Marine units depend upon the effective performance of other units. With us, a loss in effectiveness can result in the loss of Marine lives. Every Marine must know how to and then do his job; this translates into unit effectiveness. But effectiveness is not necessarily combat readiness.

Combat readiness is effectiveness plus the desire and ability to keep on fighting until the mission is accomplished. Simply put it is the ability to maintain efficient and effective performance while under enemy fire; to fight and win. The objective of Marine Corps training is combat readiness.

HOW DO YOU ACHIEVE COMBAT READINESS?

- (a) Building unit discipline, proficiency, morale, and esprit de corps.
- (b) Training to enhance each Marine's knowledge of the job, self-discipline, self-confidence, and leadership.

Discipline, proficiency, morale, and esprit de corps are leadership indicators that were dealt with in some detail as leadership challenges. They are reflections of the willpower of the individuals in the unit and are crucial to combat readiness. We will now focus on the training concepts that contribute to a unit's ability to succeed in combat.

WHAT CAN WE DO DURING PEACETIME TO PREPARE OUR MARINES TO MEET THESE CHALLENGES?

"The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others." Why is this? Where/how can we instill

the "will?" How do we ensure individuals will receive the needed support? Some suggestions by follow:

(a) Develop a close knit and cohesive group.

(b) Avoid personnel turbulence.

(c) Know your Marines and be known by them.

(d) Promote and retain only the finest leaders.

(e) Train your Marines as they will be employed and as nearly accurate to a combat environment as possible.

(f) Ensure all are physically fit.

(g) Train to ensure competent administration, logistics, and communication.

(h) Train on how to identify and cope with combat stresses.

(i) Provide realistic and stressful training to build proficiency and confidence in leaders, unit, equipment, tactics, weapons, and self.

(j) Provide firm fair discipline but ensure that you emphasize and recognize superior performance.

(k) Cross train to ensure depth in unit proficiency and leadership.

MARINES MUST TRAIN THE WAY THEY INTEND TO FIGHT

(a) Realistic Training. Combat training must be stressful and incorporate noise, smoke, danger, confusion, and fatigue if it is to be moderately effective. The conditions that are anticipated must be duplicated as much as possible. In training exercise your ability to handle everything you expect to handle in combat. Carry heavy loads; go on forced marches; conduct low-level flight training; operate without supplies on occasion to simulate the necessity of sharing rations, water, and ammunition; practice care for casualties; and develop physical strength and endurance to the level where everyone has confidence in their ability to persevere. Use your imagination;

it is the responsibility of the leader to prepare the minds of Marines for the shock of combat. Captain Von Schell said it best in Battle Leadership:

"In peace we should do everything possible to prepare the minds of our soldiers for the strain of battle. We must repeatedly warn them that war brings with it surprise and tremendously deep impressions. We must prepare them for the fact that each minute of battle brings with it a new assault on the nerves. As soldiers of the future, we should strive to realize that we will be faced in war by many new and difficult impressions; dangers that are thus foreseen are already half overcome."

(b) Train in the basic fundamentals.

Emphasize camouflage; cover and concealment; helo operations; movement; preparation of battle positions; accuracy, control, and distribution of fire; use of supporting arms; land navigation; communicating with and without radios; noise and light discipline; and other basic skills. All are essential elements the combat leader must teach Marines so they can survive on the battlefield.

(c) Unit leaders must learn the skills and techniques themselves before they can teach them, and learn how to train to develop them in their Marines.

(d) Training should emphasize the attack. We don't win by defending. Defense is something that is only accomplished when we are preparing to continue the attack. Even when defending, aggressive patrol actions should take the fight to the enemy, and familiarize him with what he can expect if he elects to attack. Instinctively think of forward movement and instill a desire to close with and destroy the enemy. Concentrate on day and night offensive operations.

(e) Training should develop an aggressive spirit and confidence in the fighting ability of the individual and the unit. Emphasize close combat training. A Marine should be an expert in unarmed combat and be able to skillfully fight with the knife and bayonet. These skill areas require extensive training to master requisite speed and technique for effective use, but it is worth it and Marines thrive on it. Hand-to-hand combat training, bayonet training, unit events such as bear pits, push ball, or other physical team oriented efforts develop confidence and aggressive spirit.

(f) Cross training is essential. All Marines must not only be able to perform their individual jobs, they must know how to keep the unit operating at peak efficiency. This means knowing one another's job and being able to keep the essential equipment/weapons operating when combat power is crucial. Cross training is a key element for maintaining cohesion when taking casualties. All Marines must understand instinctively that their first responsibility in combat is to join their force to others; the unit must prevail. Only through effective control of unit firepower can combat success be attained. Cross training will also develop a depth of leadership ability that will allow for the continued effectiveness of the unit if any leader becomes a casualty. Train all your Marines to be ready and able to take charge and make decisions if their leader is hit!

(g) Train under adverse conditions. Combat will test your ability to endure hardship. Marines must be conditioned to withstand the effects of weather. Recall the experience of Captain Barrow in Korea. Extreme weather conditions offer a distinct advantage to the side best prepared to continue fighting amidst such hardships. Training in adverse weather will build confidence in your Marines' ability to care for weapons, equipment, and themselves. Remember, merely enduring is not enough; they must be able to use adverse conditions to their advantage to fight.

(h) Drill. Drill is the beginning of the process that turns an uncoordinated group of individuals into a tight military unit. Drill produces a habit of prompt obedience to orders and instills pride, a sense of unity, and discipline. The habit of responsiveness that is developed through drill will help carry the unit through the terrifying moments when the shock of enemy fire is first felt.

CITIZENSHIP:

A citizen is a person who owes **loyalty** to and is entitled by birth or nationalization to the protection of a state or a nation. He is entitled to vote and enjoy other privileges there. A citizen also has duties and responsibilities that stem from his rights and privileges. As a member of the armed forces you understand some of these duties and have already done much to contribute to our country and its citizens. But as a Marine you know that we continually develop ourselves and seek self-

improvement. Additionally, citizenship is the fifth stage of the transformation we undergo by becoming Marines.

Part of the process of being a citizen is developing the **knowledge, skills, and values** it takes to be a citizen, in ourselves and in others. A solid base of **knowledge** is the background all other decisions are made from and our skills and values are developed from. A basic, working knowledge of our country's history is a solid base to begin with when building a productive member of society. You should be familiar with The Constitution, which you have sworn to protect and defend, and is in the Commandant's reading list. Familiarity with The Bill of Rights and how they came about can deepen your grasp on our country's history. Understanding how we fit into world history can help us understand many of the twists and turns the United States has been through, from its inception up to present day. There is an old maxim that states that, "those who do not learn from history's mistakes are doomed to repeat them".

In the military it is important to know how our chain of command works. Similarly, as a citizen, we need to know how our government works. Many of the skills we develop as citizens, such as voting and taking an active role in our society, are based on our understanding of the government and how it works. An uninformed decision can often do more damage than no decision at all.

Keeping in tune with current events also assists us in our path toward becoming solid citizens. Understanding international events can help us understand the bigger issues that, as Marines, we are often called upon to help resolve. It can also help us understand some of the bigger issues that lead to decisions that affect us as citizens and Marines.

Some of the **skills** we develop as citizens are voting, being proactive, and critical thinking. Voting based on our knowledge of the issues, current events, and a candidates platform is one of the basic rights and responsibilities we enjoy as a citizen. Being proactive takes a little more work and dedication. Being attuned to developing situations often allows us to take action on issues before they spin out of control. Critical thinking allows us to take all of the information presented to us and determine priorities and logical, workable courses of action.

Developing all of these skills and accumulating this requisite knowledge will significantly contribute to the

development of our **values**. These values should lead us to make a positive impact or contribution to society. They should inspire us to be better leaders and set the example, encouraging others to develop as citizens of this great country.

COMMUNICATIONS AND COUNSELING:

THE MARINE CORPS COUNSELING PROGRAM.

The Marine Corps counseling program consists of two parts. The first is performance evaluation contained in the fitness report or pro/con marks, and is based upon the documented past performance of the Marine. It should be noted that the time to counsel the Marine of the past performance is not when giving him the fitness report or pro/cons, but prior to this point so that corrective action may be taken and documented. The second part and what we are going to focus on today is performance counseling which focuses on the Marine's future. These two program parts are considered to be separate but complementary.

Performance counseling should be a two-way communication between the junior and senior that is positive and forward looking with the ultimate purpose of developing the individual Marine. The aim is to strengthen an individual's performance to make our unit more capable of going places and achieving objectives.

THE COUNSELING PROCESS.

The counseling process is broken down into three types of counseling sessions: initial, follow-on, and event related. Initial and follow-on sessions are considered formal counseling. Event-related sessions are defined as INFORMAL counseling.

Let's start off by discussing the first type of counseling-formal counseling. The characteristics of a formal counseling session are that it is planned:

- (a) The senior evaluates how the Marine has been doing.
- (b) The senior develops future targets.

(c) The Marine is informed of the upcoming session and its content.

(d) The senior prepares an agenda ahead of time.

How much time should you set aside for a formal counseling session? The answer is to make sure you don't shortchange the Marine. You must allow sufficient time to focus on the junior's overall performance and SPECIFIC expected accomplishments over the next several weeks or months.

The initial counseling session is the first time the two of you formally sit down and discuss the future of the junior Marine. This session should lay the ground work for the continuing professional relationship. This is when the senior explains his/her goals and expectations for the unit, and how they relate to the junior. They should also jointly arrive at targets for the junior to meet before the next session.

Any other formal session that occurs after that initial session is considered to be a FOLLOW-ON session. Here the individual's progress is monitored, any problems are worked on, and senior and junior plan future targets for the next period.

The event-related counseling is also known as the spot correction. You notice a deficiency in performance, error in judgment or lapse of discipline and you take immediate corrective action. As such, it is done on the spot and usually with no documentation until after the counseling is completed.

ELEMENTS OF FORMAL COUNSELING.

Now let's look at the actual parts of a formal counseling session. These are the five elements: Preparation, Opening, Main Body, Closing, Follow-Up

Let's look first at the PREPARATION phase. The preparation phase is where the seniors make their money. You should:

(a) Review the Marine's current performance in relation to the previous targets that were set.

(b) Give the junior advance notice of the time and content of the session.

(c) Select an appropriate location.

(d) Make a plan, or AGENDA, in writing for the session.

(e) Decide what approach to take. Directive (senior does the talking), Non-directive (junior does the talking), Collaborative (both do the talking).

Once the preparation phase is done you are actually ready to conduct the session, which takes us to the next element of a formal session, the OPENING. The Marine will formally report to you and you should set him at ease by making some small talk or maybe offering him some coffee.

Now you are ready for the MAIN BODY of the counseling session. This is when you review the Marine's progress against previous targets and develop a plan and targets for the next period. Unless you are using a complete directive approach, ensure that you INVOLVE THE MARINE IN THE PROCESS. If he feels that he has input into his own future, he will be that much more inclined to excel.

At this point (CLOSING), you must ensure the Marine understands the targets and is committed to them. If you don't summarize what conclusions have been reached, you risk having the Marine leave without being on your "sheet of music."

Two things occur during this last element of a formal session: DOCUMENTATION and FOLLOW UP. Documentation is not mandatory, but highly recommended. You can use the forms located in the Marine Corps guide for counseling, which contains one example for lance corporals and below and one form for corporals and above.

FREQUENCY.

An initial counseling session must occur according to the Marine Corps order within 30 days of the establishment of a new senior subordinate relationship. This occurs when the new leader joins a unit or a new Marine joins the unit.

A platoon commander will normally counsel all of his Marines. This does not relieve subordinate leaders from counseling. This counseling will probably be more detailed than

the platoon commander's. Additionally, the platoon commander's counseling should compliment the subordinate leaders counseling.

It is clear that lance corporals and below must receive a follow-on session every 30 days. These Marines have the most developing to do and need frequent feedback. For corporals and above, once the initial counseling session is done, a follow-on counseling session must occur within 90 days. After that a follow-on session must be done at least every six months.

The above are only guidelines for the minimum counseling requirements. Good leaders counsel their subordinates as often as necessary in order to develop their subordinates as well as improve unit readiness.

COHESION:

Cohesion is the intense bonding of Marines, strengthened over time, that results in absolute trust. It is characterized by the subordination of self and an intuitive understanding of the collective actions of the unit and of the importance of teamwork, resulting in increased combat power. Cohesion is achieved by fostering positive peer pressure and reinforcing our core values to the point that our core values become dominant over self-interest.

A good example of this esprit is when the individual Marine risks his life to aid a fellow Marine or to accomplish the mission at hand. An example is that of a trapped Marine division that bravely fought its way across the frozen wastes of Korea, through six communist divisions, to the sea. Cohesion provides Marines with supportive relationships that buffer stress and increases their ability to accomplish the mission or task. Strong unit cohesion results in increased combat power and the achievement of greater successes.

There are five dimensions of cohesion: individual morale, confidence in the unit's combat capability, confidence in unit leaders, horizontal cohesion, and vertical cohesion. In combination, these dimensions dramatically affect the capabilities of a unit. Historically, the Corps has fostered individual morale, confidence in the unit's combat capability, and confidence in unit leaders. We understand the benefits attained through developing and maintaining high morale, and we

have always stressed the technical and tactical proficiency of every Marine. Equally, our Corps has always emphasized the importance of developing solid, trustworthy leaders. Our reputation is built on the emphasis our fore bearers put on these three dimensions of cohesion. The remaining two dimensions, horizontal and vertical cohesion, are also of equal importance to combat readiness.

As leaders, we must know our Marines and look out for their welfare. Leaders who understand that "individual morale as a foundation under training and discipline, will bring victory" are more likely to keep morale high among individual Marines. A high state of morale, in turn, enhances unit cohesion and combat effectiveness.

Marines' confidence in their unit's combat capability is gained through unit training. The longer Marines serve and train together in a unit, the more effective they become and the more confident they are in their unit's capabilities. They know what their unit can do because they have worked together before. Keeping Marines together through unit cohesion is a combat multiplier. Rarely do those who maintain confidence in their unit and in their fellow Marines lose battles. Success in battle can be directly attributed to a unit's overall confidence in its level of performance. "If the history of military organizations proves anything, it is that those units that are told they are second-class will almost inevitably prove that they are second-class."

Confidence in unit leaders' abilities is earned as Marines spend time in the company of their seniors and learn to trust them. Leaders must earn the respect of their Marines, and doing so takes time. As Marines develop confidence, based on their prior achievements, in their units' ability to accomplish their assigned missions, they also develop confidence in their leaders as they work and train together.

Horizontal cohesion, also known as peer bonding, takes place among peers. It is the building of a sense of trust and familiarity between individuals of the same rank or position. Sense of mission, teamwork, personnel stability, technical and tactical proficiency, trust, respect, and friendship are some elements that contribute to peer bonding. An example of horizontal cohesion is the relationship between members of a fire team. Over time, each member develops a sense of trust in the other. This trust is born of several elements. The first

is a common sense of mission, the act of placing personal goals aside to pursue the goals of the entire team. Other elements include teamwork and personnel stability. Teamwork is the result of mutual support provided by each member of the team. Teamwork is further enhanced by personnel stability, which promotes familiar and effective working relationships. Perhaps most important is the development of tactical and technical proficiency that continues to support and reinforce the trust and respect between the team members. Shared hardship also promotes horizontal cohesion.

Vertical cohesion is not new to our Corps; this dimension of cohesion involves the vertical relationship between subordinate and senior. Vertical cohesion is what draws peer groups into a cohesive unit, such as a battalion or squadron. It is, in part, the building of a mutual sense of trust and respect among individuals of different rank or position. Additionally, vertical cohesion is the sense of belonging that the squad or section maintains relative to its role in the battalion or squadron. Some characteristics of vertical cohesion include unit pride and history, leaders' concern for the Marines, leaders' example, trust and respect for leaders, and shared discomfort and danger.

Since the birth of our Corps, Marine units have evidenced horizontal and vertical cohesion to varying degrees and with varying success. However, it is vitally important that these two qualities be developed in combination with each other. Just as the strength of combined arms comes from the combined effects of two or more different arms that mutually support one another, the strength of horizontal and vertical cohesion derives from the combined effects and mutual support they provide each other.

Blending vertical cohesion and horizontal cohesion ensures a strong, universal sense of bonding and teamwork among various types of units. If vertical and horizontal cohesion are mutually supported, all these units will be composed of Marines who trust and respect each other. Each type of bond reinforces the other. A cohesive battalion that is comprised of cohesive companies that place the goals and interests of the battalion or company above those of their squad and/or section is an example of the blending of both vertical and horizontal cohesion.

THE LAW OF WAR:

Discipline in combat is essential. Disobedience to the Law of War dishonors the Marine, our Corps, and our Nation. In most cases, Law of War infractions also constitute punishment under the UCMJ. Violations of the Law of War have an adverse impact on public opinion, both nationally and internationally. Violation of the Law of War can actually strengthen the enemy's will to fight. In fact, they have, on occasion, served to prolong a conflict by inciting an opponent to continue resistance.

THE NINE PRINCIPLES OF THE LAW OF WAR:

- (a) Fight only enemy combatants.
- (b) Do not harm enemies who surrender: disarm them and turn them over to your superior.
- (c) Do not kill or torture prisoners.
- (d) Collect and care for the wounded, whether friend or foe.
- (e) Do not attack medical personnel, facilities, or equipment.
- (f) Do not destroy more than the mission requires.
- (g) Do not steal; respect private property and possessions.
- (h) Do your best to prevent violations of the law of war.
- (i) Report all violations to your superiors, a military lawyer, a chaplain, or provost marshal.

Violations of these principles prejudice the good order and discipline essential to success in combat.

Other Codes that work in conjunction with the Law of War. If you take a look at the Law of War you will see that without some of the other codes and values the Marine Corps instills in us, combined with our upbringing, you will find that it is not that difficult to enforce. Such as the code of conduct, the Marine Corps values of: honor, courage, and commitment. It is nothing more than doing what is right, as much as possible, even on the battlefield. If you take a look at many of the different

warrior cultures of the past, you will find that most of them had their own ethical or moral code that they abided by.

BAND OF BROTHERS:

"A spirit of comradeship and brotherhood in arms came into being in the training camps and on the battlefields. This spirit is too fine a thing to be allowed to die. It must be fostered and kept alive and made the moving force in all Marine Corps organizations."

Major General John A. Lejeune

As part of our transformation into Marines we are introduced to the history, customs, courtesies and traditions that are unique to our Corps. These traditions are part of the rich heritage of our Corps and are tied to the legacy of past generations of Marines. This legacy was established by the actions, sacrifices, and shared experiences of countless Marines. It is what binds all Marines into a "Band of Brothers". It not only links us to the Marines of yesteryear, but through our shared experiences it binds us to the Marines we are currently serving with. As noted in Major General Lejeune's quote above, the spirit that is evoked by the concept of a "Band of Brothers" is something special that must be kept alive. This concept is based upon cohesion, camaraderie and esprit d'corps. The responsibility to maintain this spirit rests with every Marine, regardless of rank or length of service. One way that we can perpetuate this spirit and ensure that we remain a "Band of Brothers" is by participation in traditional events that foster camaraderie and cohesion.

"We are all members of the same great family. On social occasions the formality of strictly military occasions should be relaxed, and a spirit of friendliness and good will should prevail."

- John A. Lejeune

Again we turn to our 13th Commandant for guidance on what it means to develop and maintain the tie of the "Band of Brothers. The "Band of Brothers" events are the social occasions when Marines gather together to celebrate and keep alive our traditions as well as to enjoy each others company. Marines hold a special place in the military establishment for many

well-known reasons. Because of the high standing the Corps enjoys, every Marine owes it to himself and to the Corps to be a model not only in combat and on parade, but also on social occasions as well. Being a Marine therefore puts you in a very special group. Like most special groups, the Corps has its own well-established rules, customs, and privileges that in effect add up to a code of social behavior for you, and for your family, too. This code shouldn't make you feel that rigid conformity is required everywhere and in every detail. As a matter of fact, there is probably no military group in the world where social and professional individuality are more appreciated, than among Marines. In the good sense of the phrase, a Marine need never be afraid of developing into "a character" - which really means not being afraid to be yourself. For a warrior this means being able to relax and have fun while always doing the right thing. The following are examples of traditional of social functions:

- (a) Marine Corps Birthday.
- (b) Mess Nights, Dining-In, Field Mess Night, Viking Night, Warrior Night.
- (c) Boss's Night.
- (d) Right-Hand Man Night.
- (e) NCO Appreciation Night.
- (f) Officer, Staff NCO, or NCO Calls.
- (g) Weddings, Christenings.
- (h) Formal/Professional Dinners.
- (i) Club and Mess Organization
- (j) Family days

When you joined the Marine Corps you voluntarily accepted the Marine Corps as your way of life whether for 4 years or 30. You became part of a warrior culture and a way of life that demands commitment far above that of a job. It means living by our Core Values, selflessness, sacrifice, and commitment. You will find that the time and effort of this commitment will bring you a lifetime of camaraderie and enjoyment.

RANK STRUCTURE:

Marines exercise their duties, responsibilities and authority within the Corps' organizational structure. The Corps would be a shapeless, ineffective force unable to carry out its assigned mission without organization. In other words, the success of the Corps depends upon each Marine in the organization carrying out his duties and responsibilities to ensure mission accomplishment. This rank structure provides for the following:

(a) A set chain of command that provides the "who is in charge" structure required to get things done.

(b) Individual authority to delegate authority to others in order to accomplish the mission.

(c) Standardized organizational structure that provides a set or base organization that allows personnel to move from billet to billet within the Corps and still know "what's going on."

(d) Lines of communication that establishes the "who needs to know" for the decision making process in the chain of command.

(e) Decentralized execution that allows execution of orders at the lowest organizational level directly affected by the decision/action.

DEFINITIONS.

Role. This is a socially expected behavior pattern that is usually determined by an individual's status in a particular society. It is the proper or customary function of a person; the part to be played by a person; what a person thinks he is supposed to do; or what others think he is supposed to do. The two major roles that a Marine is expected to fulfill are institutional (his role as a Marine professional) and organizational (how he functions in his role in his unit).

Institutional Role. This is a role, which is professional in nature.

EXAMPLES: An American fighting man in the Corps.

- A Marine serving in his role as either an enlisted man or officer.
- A Marine serving in his specific rank.
- A Marine serving in his MOS.
- A Marine serving as a role model -- as an example for others combining all of the above.

These institutional roles center on the ideals and goals of expected behavior for Marines by the Marine Corps as a professional institution. The leadership traits and principles are examples of institutional behavioral ideals and goals for Marines. Some of the institutional ideals and goals that we are expected to live by are:

- Adherence to the Code of Conduct.
- Service to country through mission accomplishment.
- To be prepared to inflict death or injury to an enemy during war.
- To comply with the basic customs, courtesies, and traditions of the Corps.
- To be an example to their Marines in the performance of duty, in the sharing of hardship and danger; and above all in upholding the high standards of moral and ethical behavior.
- To participate in the unit's and base's social life, such as Family Days, Marine Corps Birthday Celebrations, Mess Nights, and other special events and functions.

Organizational Role. These roles are often linked with or incorporated with institutional roles. These roles include additional expected behavior that goes with a specific unit, such as a member of a reconnaissance battalion, disbursing branch, or an aviation maintenance section. Organizational roles do the following:

- Enable the individual to identify with the unit.
- Set the organization apart and give it a special nature.
- May require the individual to adopt special customs, a different manner of dress, and a general personality characteristic.

EXAMPLE: Our rank in our billet, such as a sergeant section leader or a corporal fire team leader.

EFFECTS ON YOUR ROLE.

Your role is affected by the following:

- Your understanding of what role you should play.
- Your subordinates' expectations.
- Your institutional and organizational roles.
- Your acceptance of your responsibilities in your rank and position. What you think you're supposed to do.
- Your subordinates' realization of your responsibility to mission accomplishment. What they think you should do.
- Your subordinates' recognition that your ability to influence a given situation is limited.
- The standards and ethics of the Corps and your unit. (Ideally these should be the same, but different leaders have different personalities. They may have different missions and may interpret orders differently, which could result in slightly different standards from one unit to another.)

EXPECTATIONS.

Subordinates' Expectations of Their Leaders:

- Honest, just, and fair treatment.
- Consideration due them as mature, professional Marines.
- Trust and confidence.
- To accept their errors and use the errors as learning experiences.
- Personal interest taken in them as individuals.
- Loyalty.
- The best in leadership.
- 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.

Leaders' Expectations of Their Subordinates:

- Fulfill their institutional and organizational roles as expected by their seniors.
- Be responsible and use initiative.
- Display loyal behavior to seniors as an example for their subordinates and peers by giving willing and obedient service to seniors' orders, whether they are in agreement or not.

- If a conflict exists, have the moral courage to bring it to the senior's attention at the proper place and time, and in an appropriate manner.

INTERRELATIONSHIPS OF THE LEADERSHIP RANK STRUCTURE.

The key goal of this part of the lesson is to determine how the rank structure should be used to enable us to work together as a team to assure mission accomplishment and troop welfare.

The Function and Interaction of Marines within Their Organizational Role: The primary interrelationship is based on your organizational role. Here, operating within the authority of your position and rank, you work to accomplish your mission, and see to your Marines' welfare. Within this role you are a senior, a peer, and a subordinate. Your effectiveness in accomplishing these roles is the result of your ability to function as a link in the chain of command. As a subordinate you provide communication down to your subordinates on unit goals and objectives, disseminate information on policies, and interpret changes. As the senior you provide communication upward to seniors on your subordinates' requirements for resources to accomplish their mission, their goals, and their welfare.

Impact for Individual Responsibility Failure:

(a) When a Marine fails in his duties and responsibilities in fulfilling his institutional role, the following happens:

- He loses his credibility.
- His overall prestige, respect, trust, and confidence and that of the Marine Corps is damaged.
- He sets a poor example for seniors, peers, and subordinates.
- His failure may condone or reinforce the acceptance of lower standards of conduct, professionalism, discipline, morale, and esprit.

(b) When a Marine fails in his duties and responsibilities in fulfilling his organizational role, the following happens:

- He may be guilty of all those items previously listed under institutional role.
- He may disrupt the normal functioning of the chain of command and communication flow. These problems may eventually cause seniors to feel the need to provide more

supervision, to lose faith in their subordinates, or to make all the decisions themselves.

TASKS AND DUTIES.

(a) Officers: Some of the tasks and duties normally associated with officers are:

- General officers provide long range goals and objectives, general guidance, and acquire the resources necessary to accomplish them.
- Field grade officers develop the plans and policies to achieve the goals and objectives within the guidance, assign missions to units, and allocate the resources.
- Company grade officers implement and execute the plans and their assigned mission to accomplish the goals and objectives utilizing the resources provided.
- Officers exercise command.
- Officers are accountable for mission accomplishment.
- Officers are accountable for unit readiness and performance.
- Officers set standards for unit performance.
- Officers are responsible for collective unit training (including planning, providing resources, conducting, and evaluating).

(b) NCO's: NCO's are primarily concerned with their specific team and its individuals. They execute assigned tasks within a senior's guidance using available resources. The complementary relationship and mutual respect between the commissioned officer and the noncommissioned officer is based on traditional, functional, and legal reasons. Many tasks and duties are overlapping and must be shared to some degree. The leader's ability to clarify who is to do what, to whom, when, and how is an important part of his leadership role. Some specific duties normally performed by NCO's are to:

- NCO's train subordinates in their MOS and basic military skills.
- NCO's are accountable for the actions of their squad, section, or team.
- NCO's enforce standards of military and physical appearance.
- NCO's ensure supervision, control, and discipline of subordinates.
- NCO's assist in personal and professional development of Marines.
- NCO's provide communication link between the individual Marine and the organization.

- NCO's plan and conduct the routine and day-to-day unit operation within the policies established by the officers.
- NCO's maintain appearance and condition of unit billeting spaces, facilities, and work areas.

(c) Peers: Some of the roles and responsibilities of peers are as follows:

- Peers support and help each other.
- Peers compete in spirit of enhancing esprit and mission accomplishment, and perfecting individual/unit performance but not to cut each other down.
- Peers share victories, hardships, and lessons learned.
- Peers exert a positive influence on their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

HOW TO ESTABLISH AND MAINTAIN PROFESSIONAL WORKING RELATIONSHIPS BETWEEN RANKS.

As we previously discussed, the basic rank structure establishes the working relationships as seniors, peers, and subordinates. Understanding this should be easy, but because of promotions, transfers, and frequent policy changes many Marines are not really sure what their roles are. Some things you should do are:

- Understand your role so you can assist your subordinates and seniors.
- Know the roles of seniors, peers, and subordinates.
- Ensure your subordinates know and understand their roles and the roles of others around them.
- Train subordinates to accomplish their role, and be prepared to perform the role of their immediate senior.
- Provide subordinates feedback on how well they are accomplishing their role, and counsel them to improve their performance.
- Delegate the necessary authority for subordinates to accomplish their role, and ensure they realize just what they are accountable for.
- Give them the necessary resources and freedom of action to accomplish their tasks.
- Give them the respect due their position and require others to do the same.
- Insist they accomplish their duties and ensure they do the same with their subordinates.

- Adhere to the standards of the Corps and require all others under you to do the same.
- Maintain open communication lines and squelch rumors.
- Ensure subordinates are capable of accomplishing assigned tasks.

COUNSELING TECHNIQUES:

The Marine Corps Counseling Program has developed the following six techniques for effective counseling.

(a) Setting targets. Let's look at the first: setting targets. Realistic and specific targets are set during formal sessions and should be considered a motivational tool as well as a way to measure a Marine's progress.

(1) Targets must be measurable, realistic, challenging, and you MUST have them in order to effectively improve an individual's performance. They need to be SPECIFIC. Which is better? "Sgt White, you and I have determined that if you have a better military appearance, it will add to your leadership abilities." or... "Sgt White, as part of our plan to improve your appearance, let's say that every Monday morning, you will have a fresh haircut, and a set of utilities straight from the cleaners. Do you think you can do that?"

(2) These targets should be limited in number to avoid over-burdening the Marine, and unless it is a directive session, they should be jointly set by the junior and senior. Only revise them if circumstances outside of the person's control change, not if the Marine cannot perform them.

(b) Problem solving. The next counseling technique is problem solving. This technique is used when something has occurred that is hindering the Marine's performance. Use the following questions, according to the situation to help sort out the problem.

(1) Perhaps when you ask "If there is something about the junior that is preventing performance?" you might find out that he does not have the required mental or physical ability. When you ask the question "Is there something outside his control that is hindering him?" you may find out that he does

not know that his performance is not meeting expectations. Does he have the necessary knowledge? Or is he missing certain necessary skills? Perhaps the Marine has an attitude that prevents him from progressing.

(2) Whatever the problem turns out to be, we must always be willing to consider that it might be something outside the junior's control. More often than not, it is something that we have not done correctly. Confusion caused by poor targets, lack of feedback on his performance, and lack of positive reinforcement are common problems. Others can be conflicting demands on the junior's time, insufficient resources, and lack of delegated authority to achieve desired results.

(3) Once the problem is identified, we need to start looking at solutions. You must look at these factors and decide if the solution you have picked is the best one. Above all, it should be realistic and as simple as possible.

(c) Questioning. The next counseling technique is questioning. Questioning is valuable as a tool to bring problems, viewpoints, and attitudes to the surface, and to stimulate thinking. There are four types of questioning which are closely related to the type of counseling approach you decide to use.

(1) The closed ended question. Commonly used when you want a yes or no answer. What counseling approach would best be supported by this type of counseling? Yes, the direct approach.

(2) The open ended question. This prompts the individual to give an explanation and forces them to open up more in order to share their thoughts. What counseling approach would be best served by this kind of question? That's right, the non-directive approach.

(3) The probing question. This kind of question is meant to take the conversation further and force the junior to think. "What now, lieutenant" is a common one asked at TBS.

(4) The interpretive question. This question is one where you draw a conclusion and solicit the other's agreement or disagreement. This is a good way to wrap up a series of questions and to draw conclusions.

(d) Active listening. The next counseling technique is actively listening. When you manage to get your Marines to open up to you, you must be able to listen to what they are saying and interpret it. There are two barriers that can prevent you from doing this; lack of concentration and filters.

(1) Lack of concentration is simply that. We listen four times faster than we speak, and often we use that extra time to think about something else, like what we're going to say next. It is essential that you give 100% of your attention to the Marine; all the more important that you have scheduled the session in a place and time where you will not be interrupted.

(2) Filters occur when, because of a bias, we refuse to listen to a person. A Marine ignores directions because he does not like the appearance of the person giving directions. What would be some other examples of filters? If you think someone is unintelligent, out of shape, speaks differently or is from a different background.

(3) Some techniques for effective listening:

[a] Listen for generalizations or threads of meaning that can be deduced from the facts.

[b] Listen for facts (Pvt Jones was 30 minutes late) and distinguish them from opinions (Pvt Jones doesn't care about doing a good job).

[c] Listen for changes in tone of voice, rate of speech, and volume. This may indicate that the junior is unsure about something or may not want to come forth with some information. Watch for non-verbal cues (avoiding eye contact, slumping, clenching of fists). Remember, active listening is not only hearing what is said, but it is also interpreting the meaning of what is said.

(e) Feedback. The next counseling technique is giving feedback. Feedback is basically letting someone know how they are doing. Unless it is a directive session, you should use more positive than negative reinforcement. Focus on specific actions and events and not personal issues. Relate the feedback to the set targets and the unit's targets. If the person is silent, use probing questions to get responses. Allow the junior to vent emotions, but avoid arguments. Feedback is most effective if:

(1) It deals with things that can be changed.

(2) It is timely (If Sgt White doesn't have his hair cut on Monday, it is ineffective feedback if you don't speak to him until Wednesday).

(3) It should be geared toward the individual's needs, not yours. Simply venting your anger accomplishes nothing. You are not prepared to hear the junior's responses.

(f) Planning for improvement. The last counseling technique is planning for improvement. The important things to remember here is that the plan is JOINTLY developed, and should have specific steps and a timetable. The plan then becomes part of the on-going counseling process to track progress and problems.