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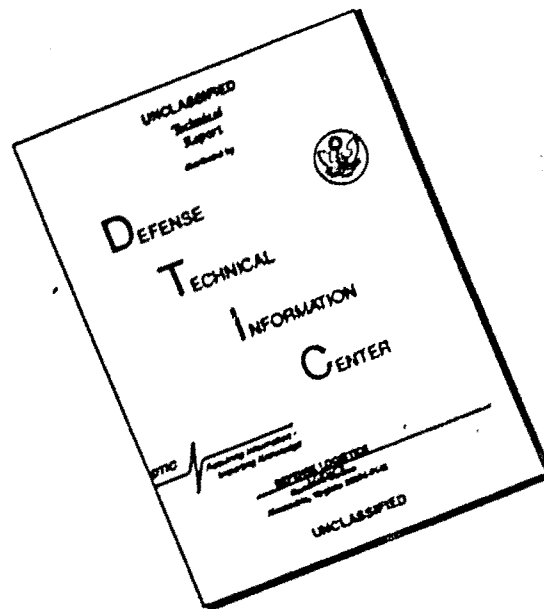
The objectives of this study are to: identify the organizational characteristics that differentiate the excellent brigades from other units; and to determine if the characteristics of the excellent brigades differ from those in the excellent battalions in the study "Excellence in Combat Arms." Data was gathered using a literary search, attendance at Army War College lectures on management and leadership, a survey of over 100 former battalion commanders, personal interviews with Corps and Division Commanders and Division Staff  
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officers, and over 200 interviews with soldiers in four excellent FORSCOM brigades. It is concluded that there are eight common characteristics or "pillars of excellence" in the excellent brigades--focus on combat, power down, teamwork, high standards and discipline, caring, consistent excellent performance, the winning spirit and a positive command climate. These pillars of excellence differ from those found in the excellent battalions in basically two areas--strong unit identity and the commander's influence. Although both are found in excellent brigades, their impact on excellence is far less than that found in excellent battalions. It is recommended that this study be: shared with future commanders at the Precommand Course and students at the Senior Service Colleges; and considered for publication Army-wide.



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# STUDY PROJECT

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## EXCELLENCE IN BRIGADES

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## USAWC MILITARY STUDIES PROGRAM PAPER

### EXCELLENCE IN BRIGADES

#### A GROUP STUDY PROJECT

by

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## PREFACE

This Group Study Project was produced under the aegis of the US Army War College Directorate for Communications, Leadership and Management (DCLM). The objectives were outlined by DCLM with the methodology determined by the authors. This research paper is designed to build upon a Masters thesis conducted by three Army officers at the Naval Post Graduate School titled Excellence in the Combat Arms. The four authors of the study elected to participate based on their prior experience as commanders from platoon through battalion and staff officers within brigades. We are grateful to the following units and individuals for the invaluable assistance they rendered to us during the course of our study: our faculty adviser, Dr. Herb Barber; our fellow classmates at the Army War College; Commanders of III Corps and XVIII Airborne Corps; Commanders and soldiers in the 1st Cavalry and 2d Armored Divisions at Ft. Hood, TX, the 82d Airborne Division at Ft. Bragg, NC, and the 101st Airborne (Air Assault) Division at Ft. Campbell, KY; and the soldiers who made our command experience so rewarding and positive.

## CHAPTER I

### INTRODUCTION

In August 1985, the four authors arrived at beautiful Carlisle Barracks, Pennsylvania to attend the Army War College. We were each coming out of the most enjoyable and rewarding assignment for a field grade officer and soon were suffering along with many fellow classmates from "post battalion command letdown." As we were lowering our "operating tempos" and transitioning into a period of reflection and study, we shared openly with each other our wonderful experiences in command. Invariably these discussions would orient on the type of environment in which we had worked and our bosses' influence on that climate. We soon realized that a great deal of our success was attributed to the strong influence of our boss--the brigade commander--and the positive command climate that was found in our brigade. We felt good about our units, our experiences, and were excited every time we described past events. It was this shared excitement and a strong desire to keep that "flame burning," that brought the four of us together to work on this study. Even though we came from different commands Army-wide (Germany, Texas, and Alaska) and had varying backgrounds (Appendix 1), we shared many common interests: we are combat arms officers (Infantry, Armor, Field Artillery); we had each read, studied and believed in the battalion study, "Excellence in the Combat Arms;" we had each truly enjoyed our battalion command experience; and we possessed a strong desire to study what makes the excellent brigades so good and then share our findings with our fellow students and the rest of the Army.

The objectives of this study as delineated by the Army War College were to: identify the organizational characteristics that characterize the excellent brigades; and determine if the characteristics of the excellent brigades differ from those found in the excellent battalions as described in the study "Excellence in the Combat Arms."

How we pursued these objectives and what we found follow.



## CHAPTER II

### METHODOLOGY

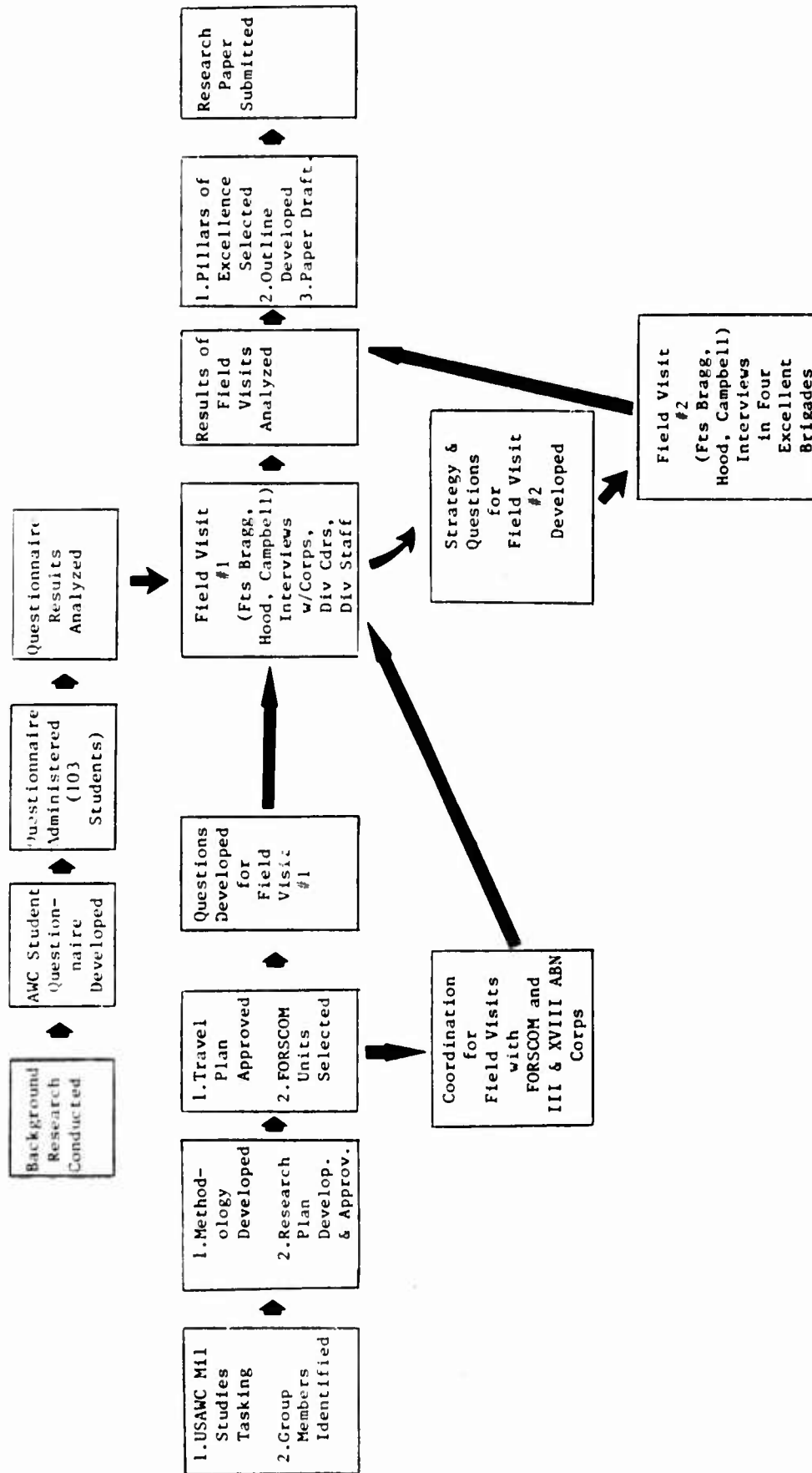
The methodology developed to determine the characteristics, hereafter called the "pillars of excellence," that characterize the excellent brigades is depicted in the flow chart at Figure 1. Our approach was quite simple: conduct background research; survey over 100 former battalion commanders at the Army War College; conduct field research in excellent brigades; analyze the results; and then select the pillars of excellence. The entire study took place over a 7 month period due to other War College curriculum requirements and time required for coordination and analysis.

Background research consisted of extensive readings (see Bibliography) in leadership and management and attendance at several guest lectures on the same subject at the War College. We used this research coupled with informal group discussions of our experiences to develop an extensive questionnaire (Appendix 2) for survey of our classmates. This tool met with very popular response (70 percent return) from 103 fellow students and provided extremely important data. Particularly valuable were the students' descriptions of the common characteristics of an excellent brigade. The most frequently emphasized characteristics are contained at Appendix 3.

Due to limited travel days and funds, we restricted field research to FORSCOM units. We chose to conduct research in a mix of combat arms brigades--Airborne, Air Assault, Armor--in order to ensure a broad base of comparison and to compare our results to those found in a similar

FIGURE 1

STUDY METHODOLOGY



SEP 85    OCT    NOV    DEC    JAN 86    FEB    MAR    APR    MAY

variety of units in the battalion study. We conducted two visits in the January-February timeframe with a total of 254 soldiers interviewed over a 7 day period. The purpose of the first visit was to interview Commanders and their staffs at Corps and Division level to hear their views on excellence in brigades and the pillars of excellence that characterized the excellent brigade(s) in their Division or Corps. Each author visited a different Division (82d Airborne, 101st Air Assault, 2d Armored, 1st Cavalry) to conduct research. The questions asked during this visit were developed from results of our literature review and the student questionnaire. They are contained at Appendix 4. The interview sessions were extremely lively and exhilarating and many of the most "infamous" quotes are contained in the subsequent chapters.

In February we returned to our respective Divisions to spend 4 days in an excellent brigade selected by the Division Commanders. During this week, we conducted extensive interviews with leaders and soldiers at every level within the brigade. Our questions differed for each group (Appendix 5) and were based upon data collected from background research, the student questionnaire, and findings during our first visit. This period was the most enjoyable for us during the entire study because we were back in BDU's with "real live" combat soldiers. The results of this visit confirmed our previous findings and served as the true "acid test." It was a week that we will cherish for years to come as we leave the War College in June for staff assignments.

Upon return from our second visit, we were ready to conduct a final analysis of all collected data to select the pillars of excellence. A

summary of our findings from each source (research, the battalion study, the student questionnaire and the two visits) and the methodology of our selection process is discussed in the next chapter.

## CHAPTER III

### THE BRIGADE PILLARS OF EXCELLENCE

The process that we used to make the final selection of the pillars of excellence for an excellent brigade was simple and straightforward. Through a process of comparison of findings from four sources--the battalion study, background readings and lectures, the AWC student questionnaire and two field visits--common pillars of excellence were selected. The schematic at Figure 2 depicts the pillars highlighted independently by each source and those ultimately selected by the authors. How we selected the pillars in each source follows.

The pillars highlighted under "Readings and Lectures" were selected because they were emphasized by the majority of the authors and speakers. Even though our list of readings in the Bibliography cuts across a wide spectrum of different size and type organizations, each deals with some aspect of high performing systems. The pillars listed under the "Army War College Class of '86 Questionnaire" were selected from our analysis of student responses. Of particular note were the last two questions ( 53 and 54) which allowed 103 former battalion commanders an opportunity to describe an excellent brigade in their own words. Over 70 percent highlighted the ten pillars, in one form or another, as common characteristics of an excellent brigade. A summary of the most frequently identified characteristics is contained at Appendix 3.

The pillars listed under "Visit #1" were gleaned from interviews with 36 senior leaders and staff officers in two Corps and four

# SELECTION OF THE BRIGADE

## PILLARS OF EXCELLENCE

| EXCELLENCE IN COMBAT ARMS<br>STUDY (DEC 84)                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. The Commander's Influence</li> <li>2. Focus on Combat</li> <li>3. Power Down</li> <li>4. Strong Unit Identity</li> <li>5. Caring</li> <li>6. High Standards</li> <li>7. Discipline</li> <li>8. Teamwork</li> <li>9. Consistent Excellent Performance</li> </ol> |

| READINGS & LECTURES (85-86)                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Focus on Combat/Mission</li> <li>2. Teamwork</li> <li>3. Caring</li> <li>4. The Commander's Influence</li> <li>5. Power Down</li> <li>6. Standards &amp; Discipline</li> <li>7. Consistent Excellent Performance</li> </ol> |

| BRIGADE PILLARS OF EXCELLENCE<br>(APR 86)                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Focus on Combat</li> <li>2. Power Down</li> <li>3. Teamwork</li> <li>4. High Standards &amp; Discipline</li> <li>5. Caring</li> <li>6. Positive Command Climate</li> <li>7. Consistent Excellent Performance</li> <li>8. The Winning Spirit</li> </ol> |

| VISIT #1-INTERVIEWS WITH CORPS,<br>DIV CDRS & STAFF (JAN 86)                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Focus on Combat</li> <li>2. Consistent Excellent Performance</li> <li>3. The Commander's Influence</li> <li>4. Power Down</li> <li>5. Caring</li> <li>6. Teamwork &amp; Mutual Trust</li> <li>7. Positive Command Climate</li> <li>8. Standards &amp; Discipline</li> <li>9. Open Communications</li> <li>10. Strong Resource Management</li> </ol> |

| VISIT #2-INTERVIEWS WITHIN<br>FOUR EXCELLENT BDES (FEB 86)                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Focus on Combat</li> <li>2. Power Down</li> <li>3. Teamwork &amp; Mutual Trust</li> <li>4. Standards &amp; Discipline</li> <li>5. Caring</li> <li>6. The Commander's Influence</li> <li>7. Open Communications</li> <li>8. Positive Command Climate</li> <li>9. The Winning Spirit</li> </ol> |

| ARMY WAR COLLEGE CLASS 86<br>QUESTIONNAIRE (JAN 86)                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Focus on Combat</li> <li>2. Power Down</li> <li>3. Teamwork</li> <li>4. Standards &amp; Discipline</li> <li>5. Positive Command Climate</li> <li>6. Open Communications</li> <li>7. Consistent Excellent Performance</li> <li>8. Professionalism</li> <li>9. The Winning Spirit</li> <li>10. The Commander's Influence</li> </ol> |

divisions (Appendix 6). The consensus strongly emphasized the ten pillars. The "Visit #2" pillars were selected based upon observations and interviews that emphasized them in at least three out of four brigades in four different FORSCOM Divisions.

As you compare the lists at Figure 2, the most frequently identified pillars were: "focus on combat, power down, teamwork, high standards and discipline, caring, positive command climate and consistent excellent performance." Each of these characteristics were strongly emphasized in one form or another everywhere we looked. The eighth pillar, "The winning spirit," was overwhelmingly present during our visit to the four excellent brigades and in the former battalion commander responses to the AWC questionnaire.

Frequently mentioned characteristics that were not selected as specific brigade pillars of excellence were "the commander's influence and open communications." Both characteristics are important to the success of a brigade however we found that they are integral elements of a "positive command climate" rather than separate pillars. Therefore you will find them discussed in Chapter XI, "Positive Command Climate."

As you can see from Figure 2, we found that the selected pillars of excellence for a battalion and a brigade differed in only four areas-- "positive command climate, the winning spirit, the Commander's influence and strong unit identity." Although we listed a "positive climate and the winning spirit" as brigade pillars of excellence and they were not specified as battalion pillars, both of these characteristics were highlighted under other pillars in the battalion study. As mentioned previously, "The Commander's influence" is included in the brigade pillar, "positive command climate." We did not feel that the brigade

commander's direct influence is as powerful in the brigade as that of a battalion commander within his battalion. However, his indirect influence in setting a positive command climate was highly evident. Basically, as one retired General noted--"battalion command is the last level that you reach in the Army where you know everybody in your organization." We found that the brigade commander wields much influence down to company level however his position keeps him removed from daily contact with platoons and squads. Based on our personal experience, a battalion commander has frequent contact with twice as many soldiers as the brigade commander. Additionally, there are only a few years difference in age and time in service between a brigade commander and his battalion commanders whereas between the battalion commander and his company commanders and platoon leaders the difference in time in service is normally two or three times as great. Consequently the need for more constant coaching and counseling by the battalion commander with his subordinates is much greater than that required by the brigade commander.

The pillar, "strong unit identity," was not as powerful an influence in the excellent brigade as in the excellent battalion. We visited only one brigade that was totally "regimentalized" with three battalions having the same regimental designation. Two other brigades had two battalions with the same regimental designation and the fourth brigade had no battalions the same. We found in combined arms brigades (mix of Armor and Mechanized Infantry) that "regimentalization" was impossible due to the different type units assigned. We also found in the brigade that had three battalions of the same regiment, the brigade commander pushed individual battalion unit identity in priority over



identification with the brigade. Generally, each brigade commander believed that soldiers more strongly identify with their platoon, company or battalion than with their brigade. We also found in comparing observations of the four different brigades, their excellence was not heavily influenced by the "regimentalization" of the unit. None of the other pillars were positively enhanced through strong brigade unit identification. We therefore elected not to include "strong unit identity" as a brigade pillar of excellence.

Now that we have explained our process in the selection of the brigade pillars of excellence, it is time to tell you why we selected them. Each of the pillars will be described in the next eight chapters. We think you will be excited by our findings.

## CHAPTER IV

### FOCUS ON COMBAT

"Getting ready for war is most important. You must go to the field to train, get away from the bureaucracy and train as you will fight" stated a corps commander.

Everywhere we went, everyone we talked to from the individual tanker/rifleman to the corps commander and every level in between talked about preparing for combat and winning. Nothing is more important or receives more attention from leaders at all levels in the excellent brigades we visited. They all focus on how to fight and defeat the Soviets on the AirLand Battlefield. Leaders at all levels in the excellent brigades clearly understood, as one brigade commander stated, that their "units have only a finite amount of energy, resources and time and cannot waste time doing those things that don't focus on war." In each of the brigades we observed, it was absolutely clear that there existed dynamic programs that focused on the development of the war fighting skills of the leaders and their soldiers. In one brigade, the entire leadership to platoon level is removed from their units quarterly. During this period the leaders devote an entire week to developing and honing their war fighting skills through the brigade's "Go to War" Seminars, tactical simulation exercises, and Tactical Exercises Without Troops (TEWT's). All of the forums/exercises incorporate likely contingency plans that the brigade will be required to execute in the event of war.

In the excellent brigades we noticed the leaders and soldiers spending a great deal of time studying our likely enemy, the Soviet.

These leaders and soldiers were determining how the Soviet fights, his strengths in organizations and firepower, and his weaknesses. The leaders in these brigades are using this knowledge to determine how to use current doctrine, tactics, and weapon systems to defeat the Soviet on the battlefield. Throughout the brigades visited, the leaders and soldiers believe they can and will defeat the Soviet. As one tank commander stated:

We will kick the Russians butts because in this outfit we know how to do our job better than the Russian soldier. Our leaders all the way to the brigade commander have taught us how to execute our combat missions and we are ready for anything the Soviets throw at us.

We found that the excellent brigades go to the field often and conduct hard, tough and realistic training at every level within the brigade. Training is conducted in a stressful environment and under conditions as close to combat as possible. Combined arms training is the normal mode of training conducted in the outstanding brigades. Combat Support (CS) and Combat Service Support (CSS) elements that support the brigade are full partners in all brigade operations and activities. These elements participate in the planning as well as the execution of actual operations. The excellent brigade performs and operates in the field as it will in combat to the extent possible. Little simulation takes place in field tactical training in the combat, CS and CSS areas in these excellent brigades. As an example, in one of the excellent brigades we visited, Ammo (Class V) resupply is

accomplished using ammunition boxes/containers filled with sand to the appropriate weight to ensure that soldiers and leaders gain an appreciation of the time and effort required to effect the resupply of Class V. The units in the excellent brigade focus on developing habits, skills, techniques and Standardized Operating Procedures (SOP's) and processes that are applicable to fighting and defeating the Russians. As one squad leader said, "Every task a soldier performs has a reason related to combat. For example, you are not digging a foxhole, you are preparing a position to defend against the enemy's attack."

Live fire exercises are conducted frequently in the excellent brigades. However, units of the brigade don't go to the firing range just to qualify. All live firing is conducted as part of a tactical operation i.e., defend, delay, attack, movement to contact, etc., with an appropriate threat force portrayed. Even individual weapons qualification is conducted in tactical situations using a five paragraph operation order and the targets used are displayed in Soviet tactical formations. Live fire exercises are conducted as part of combined arms operations. Leaders are required to coordinate and control not only their organic fires but those of their supporting arms as well, i.e., Air Defense Artillery, Field Artillery, Helicopter, and Tactical Air, and Engineer.

In the brigades visited we were told, and there was evidence to support the concept, that the units concentrated on the "hard core items" i.e., how to fight and combat readiness. The leaders in the units we visited had identified those critical tasks/missions that the leadership (Officers and Non-commissioned Officers) believed to be "critical" to the accomplishment of the brigade's war time missions. As

one brigade commander articulated his brigade's focus, "Everything we do must in some way contribute to enhancing our capacity and capability to wage war against the Soviet and win." The Brigade clearly understood this focus and devoted its energies and resources to preparing the units of the brigade and its supporting elements (CS and CSS) to achieve a state of excellence in these critical tasks/missions.

The attainment of the capability to execute the brigade's "Go to War" missions was the focal point of leaders at all levels in the brigades we observed. The leaders and soldiers fully understand the special trust and faith the Army and our country have placed in them and their units to deter war. They also understand that in the event that deterrence fails they must be ready to win the war. The leaders and soldiers fully accept this awesome responsibility and are extremely proud to serve our country and its people. One senses, as he talks to the leaders and soldiers of the excellent brigades, that none relish the thought of war, but realize that should war come they must be ready; so they devote themselves and their units to being ready to fight and defeat the enemy anywhere and anytime.

## CHAPTER V

### POWER DOWN

As in the previous battalion study completed on "Excellence in the Combat Arms," "power down" remains a firm conviction of the leadership within the brigades observed. "Power down" is a catchy term largely attributed to the former III Corps Commander, LTG (Ret) Ulmer, who used it as a pivot point in his command philosophy. In his III Corps Commanders handbook he said, "it means push enough power downwards so that subordinates can do their job." However, our research found mixed results about the concept. Some general officers, who wholly supported the intent of LTG Ulmer, cautioned against this being interpreted as turning the power off. Even LTG Ulmer warned against this idea in his Commanders Handbook, "power down doesn't mean turn off the power." We are glad to report that power down, as practiced in the brigades we observed, was fully consistent with that espoused by the senior officers we interviewed and former commanders we surveyed.

There was no doubt that "power down" did not mean power off. There was no disassociation of responsibility between the levels of command. While authority and accountability rested at one level, the next higher level did not abrogate its role or responsibility.

While our interviews produced positive results, we ought to consider the comment of a division commander who suggested we use the term "power placement." In his view this term, in no way, suggests any relinquishing of responsibility. Rather, there remains a sharing of responsibility with authority placed at the appropriate decisionmaking

level. More appropriate consideration ought to be given to the views of one brigade commander we interviewed. In his opinion it was time to eliminate any catchy phrases and begin to routinely push authority to its appropriate level without some unique definition. He viewed that new soldiers and officers would know of no other way to operate. However, new replacements from other commands would be told how the chain of command operates and further told that they would have to operate within those parameters. After a fashion everyone is accustomed to this standard because that is the way it is, not because a unique label has been placed upon it.

Within the brigades visited, authority was placed at the lowest level appropriate. Without exception, each level of leadership felt they had the authority to do the job and were also confident that the chain of command supported them in that authority. Experience was kept in perspective. The difference between brigade and battalion commanders was a matter of a few years; however, between battalion and company commanders, flexibility was tempered by the understanding that the experience factor was often 15 years and two tours in the Republic of Vietnam. Accordingly, the teaching and coaching requirement differed based on rank. Likewise, the experience difference among the NCO's, was a consideration.

Just how did "power down" work in the units we visited? One philosophy seemed to prevail. Subordinates were allowed the latitude to lead. Commanders from brigade on down determined what had to be done; then gave their subordinates the freedom to execute. In fact, one commander talked of "possessive leadership." He would tell a unit leader, "this is your unit, you are responsible for each member and I

expect you to teach them, lead them, and correct them." Needless to say there was no doubt where the focus was. The reluctance to command the subordinate unit was another common attribute observed. Albeit frustrating, the brigade commanders did not immediately go down into the battalions to straighten out a problem. They let their commanders grow. The solution was at times slow, but the growth of the subordinate commander benefited the unit in the long run. Risk taking without fear of punishment was common to these units. While the freedom to fail has often been used in the past, in those units where risk taking is encouraged we found a more positive term existed. It was the "opportunity to grow." Though only a difference in semantics, this more positive approach appeared to provide more encouragement to leaders to exercise their authority.

Subordinate involvement in providing input to decisions existed within these units. The prevailing attitude was that each member of the command was part of the process and someone cared about his views. One brigade commander had his staff solicit comments from the battalions prior to putting out a policy. Consequently, the battalions commander found it easy to do the same. The Battalion Training Management System was practiced in these units as it was designed. Leaders down to squad leader and in many instances individual soldiers had a part in identifying training needs. The collective approach made each player feel like he had a part in the success of the unit.

The units that practice the "power down" philosophy understand that the key to success rests with the leadership at all levels. Their authority and responsibility rested not on their rank or position but on their tactical and technical proficiency. Evolving out of this was a



trust by the chain of command that the subordinates could perform the job and a confidence within the subordinates that their chain of command, not only knew they could do the job, but would support them and take the risks to allow them to do the job. However, this didn't occur by some official directive announcing that the unit was now powering down. It was recognized as a difficult procedure that requires time to mature. It requires the patience to let it evolve, structure training programs to improve leader proficiency, and have the courage to identify and remove those who cannot meet the stress of responsibility placed upon them.

Without exception, the brigades we visited had control of these procedures. They had solid officer and NCO development programs that prepared the leaders to do their job more effectively. Brigade commanders, not only trained battalion commanders, but were instrumental in training company commanders. It should be noted that the company commanders welcomed and were enthusiastic about their relationship with the brigade commander. In one unit, the brigade commander spent the majority of his time training company commanders. In the field and in garrison he was always visible to them, probing, teaching and coaching. These officers were totally dedicated and capable of supporting his training priorities. Likewise, the battalion commanders were focusing on the platoon leaders with the same result.

One command sergeant major (CSM) stated, "the excellence of a unit is based on strong NCO leadership." While this has been a long standing cornerstone in our Army, the excellent brigades were imbued with this principle. The NCO's in these units welcomed the responsibility and, as a result, we observed an enhanced prestige among these NCO's. In our

view the NCO Corps has recovered well from the centralization of so many commanders in Vietnam.

While CSM's provided a significant amount of NCO teaching and coaching, it was the platoon sergeant in the better units who was the doer, who made things happen. The training and supervision of squad leaders or tank commanders, was truly their responsibility. In one unit we observed newly arrived NCO's were evaluated by the platoon sergeant before they assumed their roles as leaders. One brigade also gave a three part diagnostic to all new staff sergeants and below. It covered combat skills, maintenance and knowledge of the Threat. This test was between leader and led, thus affording the leaders an understanding of what their subordinates knew or did not know. The follow up training was the responsibility of the leaders. In this brigade as in the others, the care and training of soldiers, was in the hands of their NCO leaders and supported the statement of one CSM, "soldiers don't read manuals they read sergeants."

The concept of "power down" is not without its dangers. This was expressed by some general officers who feared that misunderstanding would lead to an abrogation of authority by some levels of leadership. Yet, the brigades observed had come to grips with this. They understood that for it to work, guidelines and priorities had to be established by the commanders and be understood by the command. The lack of positive direction only leads to unproductive wandering. Competence at the proper level of authority is critical as has already been mentioned. Finally, the successful units has a viable feedback mechanism to check on all the systems. This appeared to be best accomplished by a visible and active leadership checking to identify problems. They didn't over

supervise, but rather were there to identify those processes that needed to be fixed and became a conduit of information to improve the command.

There is no doubt in our minds that "power down" or "power placement" is a key characteristic in excellent brigades. They have decided that in the chaos and fog of the modern battlefield leaders at all levels may have to make rapid decisions on their own initiative. If they are not accustomed to this freedom, it may be difficult to realize success on the battlefield. Where decentralization exists it is easy to centralize for brief periods owing to the urgency of the mission; however, the opposite may leave the battle in the balance.

## CHAPTER VI

### TEAMWORK

The spirit of teamwork was clearly alive and well in every brigade we visited. One could see it in the snappy salutes, greetings, and sharp appearance of the soldiers. The sound of the Brigade's motto and regimental name could be heard throughout the brigade's area and everywhere that we observed soldiers of the brigade. It was readily apparent to an outsider that cooperation, trust, mutual support, and unity of effort flourished among the leaders and soldiers of the excellent brigade. There was an excitement in all, not about individual accomplishments, rather about the achievements of the brigade at the National Training Center (NTC), performance on peacekeeping mission in the Middle East, and as the Division's Ready Brigade. All the brigades visited had recently completed a major mission or exercise that required the efforts and teamwork of the entire brigade. Plenty of information was available about the exploits of the brigade on each operation.

The battalion commanders in one of the brigades visited stated, "We are not competing against each other rather we are competing against a standard which we decided upon as a group along with the brigade commander." This attitude was prevalent at all levels throughout this brigade. Another group of battalion commanders in a different brigade stated "we are a team and everything we do is done with that idea as a part of the process." It was clear to the observers that these battalion commanders really believe that they are one team and they and

their units operate as such daily. These battalion commanders share their good ideas with each other because they believe that they are "in this thing together."

Every brigade visited demonstrated a high degree of teamwork all the way down the chain of command. Every unit within the brigades observed was, however, highly competitive. They, however, were competing against an established standard, not each other. In almost every case observed, the key to excellence in teamwork was the brigade commander. He, more than anyone else, determined whether his battalions would compete against each other or not. The brigade commander in the excellent brigades never compares the statistical data of one of his battalions against those of the other battalions. In the excellent brigades statistics are used only as a management tool to help determine whether a system within the brigade is out of line. For example, in one of the brigades visited the only statistical data seen by the brigade commander was the number of AWOL's and this datum was rolled up into a brigade total rather than shown by battalions.

The brigade commander in an excellent brigade spends a great deal of time and effort developing teamwork among all of his units. He develops and publishes brigade tactical SOP's for use throughout the brigade. The brigade commander provides the assets and insures that combined arms training is habitually conducted. He insures policy letters, personnel, SOP and other management programs are discussed with his battalion commanders and their input in these matters is considered and used whenever possible.

We found, in each of the brigades visited, that communication was alive! The brigade and battalion staffs talked to and exchanged

information and ideas. Good ideas are shared among the staffs of the battalions. Common goals/objectives are understood and articulated throughout the brigade and these goals/objectives require the battalions to work together to accomplish the mission. As one brigade staff officer stated, "Everyone is pulling on the rope together, in the same direction."

There are strong social, family support and sports program in the excellent brigades. In every unit observed frequent social events among the commanders (Bde & Bn) occurred. Viable family support programs enhance cooperation and teamwork in the excellent brigade because all feel they are a part of the brigade team. There were many sports activities available to the soldier in these units and many soldiers and leaders participated. Sports greatly assist the leaders in developing esprit and comraderie, two of the essential components of teamwork.

We saw battalions sharing ideas and resources. No one goes it alone. As one division Inspector General stated, "You'll never catch a First Brigade battalion with a recurring deficiency found previously in another battalion of the brigade." We even observed one battalion in a brigade helping another prepare for a general inspection. This act really demonstrated teamwork at its finest, in that the helping battalion had just completed the same inspection and was not scheduled for another inspection until long after the battalion commander's departure.

Teams are recognized for excellent performance/achievements. Teams at all levels, squad to battalion are recognized when they exceed the standard or accomplish some noteworthy task. Time off, letters of appreciation, plaques, trophies and ceremonies are used to promote

teamwork and cohesion in the brigades observed. As one brigade commander stated, "Teamwork develops units that care about their people and focus on creating the winning edge in everything they do."

As a squad leader stated:

Individuals don't win wars and battles, teams do.  
We team members must know each personally and professionally because in combat our lives and the accomplishment of the mission depend on how well we work together.

Teamwork is one of the high priority items on the brigade commander's plate. In the excellent brigades we saw brigade commanders who realize that as the synchronizer of the battle he must have well trained teams at the battalion and company level if he is going to win. These commanders know that these teams must trust and have confidence in each other's war fighting skills. They are fully aware that this confidence and mutual trust and respect can only be accomplished by the development of strong teams in peacetime. One CSM state: "No one has a corner on good ideas. . . . We share to make the brigade better." Our visits to these excellent brigades clearly demonstrated that the sharing of ideas, working together toward common goals and objectives and being a part of the team contributed immensely to the great teams and teamwork at every level throughout the brigade.

## CHAPTER VII

### HIGH STANDARDS AND DISCIPLINE

It was no surprise to us that everyone interviewed and surveyed listed high standards and discipline as one of the necessary cornerstones for an excellent brigade. Historically, discipline in our Army goes back to the cold winter at Valley Forge as Von Steubon drilled the Continental Army. In War as I Knew It General Patton said, "There is only one sort of discipline--perfect discipline." Our recent history during the Seventies saw an erosion of discipline that really strained the fiber of the Army. Yet the Army recovered, and this recovery was never more evident than during our research where we observed the quality of excellent units built on a strong foundation of high standards and discipline.

Future battles are at best difficult to forecast, however, we feel that a researcher in the year 2000 will look back on the Army of the 80's and 90's, and say that it derived its strength from its discipline and high standards of performance. On the modern battlefield near perfect execution and unflinching compliance with orders are demanded.

While the phrase high standards and discipline appear to be self-explanatory our research revealed the finer definition. Essentially you have high standards of discipline and performance. Then discipline is further subdivided into three categories. They were organizational, unit, and individual discipline. Organizational discipline centered on long range plans and objectives and the ability of the entire organization to keep their sights firmly set on them. The main theme of



unit discipline was the execution of its tactical missions when the entire team characteristically performed as one. Individual or self-discipline was the nucleus around which the other two revolved. One brigade commander noted, "that an excellent brigade is disciplined and pays attention to institutional ethics and individual moral values."

The central role of the brigade commander as the pacesetter in establishing standards and discipline was true in the brigades we observed. Leaders throughout the units interviewed understood what was expected because it was clearly articulated by the commander. It should also be noted that the soldiers also understood the expectations. One brigade commander added that, "not only must the standards of performance and discipline be widely known throughout the command, they must be believable, achievable and enforced."

The common vehicle used by the commander to announce this standard was some form of policy or objectives letter that supplemented existing regulations or training standards. Policies on tough punishment for alcohol and drug offenders were routine and vigorously enforced by the entire chain of command. In one brigade the commander published an extensive set of guidelines that outlined not only standards of discipline, but also a list of demanding training standards far above those stipulated in training publications. The subordinate leaders and soldiers welcomed the challenge of reaching just a bit higher.

Another useful vehicle in establishing standards was the use of inspections. While checklists detailed the expected standards, the commanders personal inspection of some particular area proved most effective in making known what was expected and simplified, especially for junior leaders what had to be accomplished. A note of caution

should be kept in mind. The standards must be consistent and not varied from inspection to inspection.

Once the policies were spelled out, the brigade commander continued to set the tone and climate for his subordinates. "Integrity is key and full and honest reporting is a way of life," noted a general officer. The brigade commander fostered an atmosphere of calm professionalism in dealing with all situations, especially when the news was not good. Statistics, if used at all, were used in a nonthreatening manner and he did not allow a system to exist that might encourage or provide room for compromise of personal integrity.

Across the board, the excellent brigades were similar with respect to the roles of the leaders in establishing and enforcing standards. Following the lead of the brigade commander, the officer leadership set the standards for field operations. In garrison the NCO's also played a key role in establishing standards. However, the NCO's were the primary enforcers of the standards. In one brigade we visited, the entire focus was on combat. Routine day to day tasks such as care of equipment, billets and soldier appearance were not listed as a high priority. At first glance you might expect a problem. What we found was a strong NCO Corps that understood that these were universal military requirements which need not be articulated. They took charge and set the standards and supervised the soldiers in meeting the criteria. This fully supported the philosophy we found at every unit--"the NCO is the key enforcer of standards."

In all brigades we visited, the officers were also out front visibly demonstrating to the soldiers that they also can meet the standards. Road marches and physical training formations found the

brigade commander and his subordinate leaders highly visible and participating. During annual gunnery the commander led the way during qualification. One brigade commander, who already had the Expert Infantryman's Badge, participated in the testing along with his men. The excellent brigade commanders are also out in the cold and rain along with their soldiers. While we couldn't place a statistical measurement on this, all members of the unit readily accepted the standards because all members live under one standard.

Our interviews also revealed that the chain of command was using established standards as the basis for a strong counselling program. We further found the soldiers were self-policing. They took pride in their units, knew what was expected, then went about not only doing their jobs but even correcting those who didn't meet the criteria. They became especially incensed when someone outside the unit had to make corrections.

As previously indicated in one unit, but common to all, was that performance standards were higher than the accepted norm. As one general officer said "just passing is not enough, you have to be good." These units exhibited that quality. In one brigade, each company was expected to have 65 percent of its members as holders of the Combat or Expert Infantryman's Badge. Another brigade developed a diagnostic test for new soldiers that they felt was more difficult and comprehensive than a like test developed at division level. The division CSM readily admitted that this was the case. That brigade continues to use its own test.

While the signs or indicators of a lack of discipline such as AWOL or poor appearance are low in the excellent brigade they, like other

units, have to deal with those soldiers who don't measure up. In all the observed units, we found breaches of discipline handled in a firm, quick and consistent manner. These soldiers were treated with dignity and not subject to some established "max punishment" for their infraction. Each case was treated individually and punishment determined accordingly. Administrative actions were handled as swiftly as military justice. Consistent poor performers faced bars to reenlistment and if performance continued to be substandard they faced elimination under the appropriate chapter action. We further found that the excellent brigades did not, as a routine, transfer problem soldiers to other units. Transfers are made within the battalion for the most part but not beyond brigade. Every opportunity was provided to the soldier to make a fresh start prior to being eliminated for his failure to rise to the standards.

The brigades we observed were vibrant and exuded confidence throughout the ranks. The atmosphere was positive and everyone was contributing. Their standards were tough and symptomatic of excellence. The units were ready to perform their mission if called upon and perform it well, not because it was written down in some policy or in some manual. They lived it everyday. Those of us conducting the study were fortunate in that we observed the standards of performance and discipline that are really a tradition in our history. The positive attitude that bleeds off to those around them enabled us to get our "batteries charged" in anticipation of returning back to the field someday.

## CHAPTER VIII

### CARING

We, like the authors of the "Excellence in the Combat Arms" study, found that one of the most exciting things noticed in our visits to the excellent brigades was the way in which they took care of their soldiers and families. And, like the previous study, the most impressive part of our finding was that it was the soldiers who talked most about the feeling of being cared for. The importance of caring was also clearly evident from the survey we conducted among our classmates.

Caring. What is it? Everybody talks about it and how important it is. We shall try in this chapter to describe it as we saw it being practiced in the excellent brigades. There were no new or magical techniques being employed. What seemed to differentiate the excellent brigades from some others we have known was the genuine sincerity of the chain of command about it. One brigade commander put it this way, "Caring for soldiers and their families is not a program, it is an embedded way of life." Its essential ingredients were described as being heartfelt, consistent, manifested in deeds not words and impossible to fake. What emerged in the minds of the soldiers was a high degree of trust that his chain of command held his personal and professional welfare in the highest regard and that they would never sacrifice it needlessly or for personal gain. One ISG said, "The support you get from a soldier is proportional to the support you give him." Another Specialist Four, when asked why he was so proud of his

unit, replied "I'm made to feel important and the chain of command is for me not against me."

Some of the categories in which caring was demonstrated follow and it is important that the reader keep in mind not only the what, but the how as expressed in attitudes of the leadership and as perceived by the soldier. Also, Officers and NCO's were beneficiaries as well as executors of the caring attitude.

Environment. This refers to both the physical and emotional aspects of the environment. Work places, dining facilities and barracks were kept in top-notch condition. Neatness and cleanliness was a source of pride to the soldiers. One brigade lived in the oldest barracks on post but the soldiers said they wouldn't trade their billets with anyone on post. What the soldiers were convinced of was that the emphasis on keeping the facilities in top condition was for their benefit, not as eyewash or to make the chain of command look good to outsiders. Special attention was paid to the dining facility. If things weren't right, the chain of command saw that it was fixed quickly. Pay and administration were timely and accurate. Personnel Administration Centers (PAC's) were customer and service oriented. Late pay documents were a "no-no" and pay problems were resolved at whatever level of command it took to do it promptly. Combat training and survivability were viewed properly. Soldiers understood that digging a foxhole (even when exhausted) and keeping their steel pot on was a discipline needed to protect them. Hard training was seen as necessary to acquire skills that would make you survive and win. Inspections of personal clothing and equipment were perceived not as an effort to catch somebody short, but as a demonstration of the commands interest in insuring the soldier could

stay dry, warm and perform his mission. Concern about living conditions extended to the off-post soldier as well. Members of the chain of command paid regular visits to off post soldiers and were aware of the conditions in which their soldiers lived. Single soldiers were often invited to share a meal in the home of married soldiers. Human dignity and self-esteem of the soldier were mentioned time and again by the leaders in the brigade. Shouting and screaming were disdained. A platoon sergeant (PSG) said "you don't have to belittle a soldier to correct him." A CSM reminded us that "When dealing with soldiers we must recognize that soldiers do not always have a good day." The chain of command stressed the need to avoid being always or overly critical. They were sensitive to looking for the good as well as that which needed improvement. One PSG put it simply "there's a golden rule around here, we treat people like we would like to be treated." Much attention was devoted to constructive off-duty activity like sports and trips. Drug users were absolutely not tolerated and the barracks were visited frequently on weekends and after-duty hours by members of the chain of command. Finally, there was a strong positive reinforcement attitude in the excellent brigades. Outstanding service and achievements were recognized promptly. While there seemed to be a liberal awards program it was supplemented by lots of verbal and written "atta boys." The point is that conscious effort was made to always recognize good service or achievement. One squad leader put it eloquently, "You don't work as hard the next time if you put your heart and soul into something and nobody noticed."

Personal/Professional Growth. The Army slogan "be all you can be" is perhaps overused but it still has a deep meaning. In the brigades we

visited, the leadership was committed to the notion of helping every member of the unit realize his full potential. . . and that's how the soldier saw it too. In each of the brigades, we saw outstanding counseling programs. Every soldier (officers and NCO's too!) in the brigade received periodic counseling at specified intervals. (Varied among some of the brigades). The counseling was specific. There was none of this "you did good. . .keep up the good work." There was a mention of both strengths and weaknesses and in the case of weaknesses, there were specific recommendations on how to improve. In the case of SSG's and below, the counseling was documented and kept in a file (often subject to inspection by the battalion and brigade commander). Soldiers knew how they stood with regard to promotion and reenlistment eligibility. They were aware of time in service, time in grade requirements and the educational and aptitude scores required. Many soldiers reported that when they are scheduled to appear before a promotion or soldier of month/quarter board, they are schooled and given ad hoc boards by NCO's in the unit. They make time to do it. Leaders at all levels admitted that counseling took a lot of time, but they were sold on its value and devoted the necessary time. The long term development of the NCO's seemed to take priority over the short term requirements of field exercises. When it was time to attend a school (i.e., PLDC, BNCOC or ANCOC) he went and the most deserving went in highest priority. Soldiers who needed to improve Armed Services Vocational Aptitude Battery (ASVAB) scores or obtain GED's were given time to do that during duty hours (during post support or individual training cycles). One unit we visited even had some NCO's enrolled in college courses during duty hours. As one NCO put it "we've got a



Colonel who gives a damn." SQT preparation tended to be a year around effort and not a crash project at test time. The leaders were described as more teachers than critics.

Communications. We found that information flowed freely in the excellent brigades. Both formal and informal lines of communications were open. This was most evident when you found that the goals and objectives, long and short range schedules were known at the junior enlisted level. It was obvious that they were being kept informed about what was important and how the unit planned to accomplish its objectives. Every new soldier had an introductory interview with his company commander within 24 hours of his arrival and was informed of unit standards, goals, history, etc. The brigade and battalion commanders were highly visible. They fenced a considerable amount of their calendar to wander around and observe training, inspect barracks, look in motor pools and talk to soldiers, etc. They used those opportunities to gauge the pulse of the units as well as observe standards. Soldiers who surfaced problems were given feedback; yet special attention was given to protecting the integrity of the chain of command. Good ideas were solicited from the working level and many were found, adopted, and the appropriate recognition given. The chain of command was perceived to be accessible and the brigade commanders were all credited with being attentive listeners.

Sponsorship. All of the excellent brigades had strong sponsorship programs. Comments like "My family and I have never been made to feel more welcome" were representative. The program was monitored (usually by the CSM) and feedback from the arriving soldier was solicited. The sharpest soldiers were selected to act as sponsors and were given ample

direction. The sponsors, themselves were recognized and appreciated for their efforts. Favorable first impressions of the unit were reported by almost all of those interviewed. Last impressions were also a matter of interest in the excellent brigades. Soldiers who had served honorably were invariably recognized before their departure. Awards, if appropriate, were given before the soldier left and not forwarded to the gaining unit. Assistance with transportation, out-processing and other clearing actions was invariably given.

Family Programs. All of the excellent brigades had active programs to inform, involve and support the families. The emphasis from the brigade was unmistakable; however the executor of the programs was clearly focused at the battalion/company level. The prevailing attitude was that supportive families was indeed a combat multiplier. Soldiers report a high degree of confidence that the unit cared about his family as well as himself. Many units made use of newsletters telling families what the unit was doing and when it scheduled to do it for planning purposes. The units mailed the newsletter directly to the spouse rather than risk that the distribution system would break down. All ranks functions, organized activities like shipping trips, unit parties, and family days to observe what husbands and fathers did during training were widely reported. One battalion boasted that 200 wives turned out for their last battalion coffee. Baby showers and support for families during emergencies were reported as commonplace. Whenever the unit was scheduled to deploy on a major exercise, a support network was established which designated points of contacts to resolve difficulties encountered in the husband's absence. Post support agencies were effectively integrated into the package and most importantly a line of

communications with wives of the leaders and the rear detachment was established. This "chain of concern" had been judged as highly effective and almost all of the problems encountered by the families were resolved without having to return the husband. The longer the scheduled exercise (6 month Multi-Force Operation as an example) the more detailed was the planning and execution by the family support group. The spirit of "We are family" and "We take care of our own" abound in these units.

Balance. All of the brigades we visited bragged about receiving the toughest and most demanding missions. The members of the units all attested that the pace was fast but there was not a feeling of becoming "burned out." Indeed a pace had been established and members of the unit enjoyed it. One PSG commented that "We've all worked for the 100 mph commander who uses up all of the energy in a unit. That doesn't happen here." One general officer put it this way, "Work long hours during the crisis mode--when its over don't make work--soldiers need time off." This relates also to the family considerations. The family whose husband or father never comes home from work does not enjoy a very high quality of life. One division we visited had instituted a concept called "The decent duty day." This was an effort to force the leadership to work smart and be organized. Except for the prime training cycle when there was an all-out effort at collective training in the field, units were required to release their people (including leaders) at a reasonable hour . . . and the chain of command came around in the evening to question why people were still working. Leaders generally felt that they got as much if not more accomplished during the

"decent duty day" as they had before. "We've become more efficient time managers" was a reflective comment.

The excellent brigades, by their sincerity and deeds had all convinced their members that the welfare of the soldier and his family would always be considered. We are convinced that this was a major component of the high morale we observed in these brigades.

## CHAPTER IX

### CONSISTENT EXCELLENT PERFORMANCE

"Just passing is not good enough" stated a company commander. Throughout the chain of command there is a feeling that the brigade is excellent and can do any task well. In the excellent brigades, we observed organizations that consistently achieved superior results in everything the unit did. We saw brigades that had clearly articulated their performance goals and objectives; existed in an environment that was nonthreatening; and that allowed its leaders and soldiers to excel and grow personally and professionally. As a number of General Officers interviewed stated, an excellent Brigade does things well all the time. It is at or near the top in any measurable activity and is never at the bottom and these results are consistent over the long term. These excellent units achieve superior results in those critical "go to war" tasks/missions. They achieve outstanding results in live fire exercises, ARTEP's, Individual and Crew Weapons Qualifications, General Inspections, unannounced Readiness Inspections, Emergency Deployment Readiness Exercises (EDRE's), and at the National Training Center. They also excel in helping programs such as Combined Federal Campaign, Army Emergency Relief, Blood Drives, and Family Support to name a few.

Everyone of the brigades visited are high performing units. These brigades have clearly defined performance goals/objectives that are understood and accepted by leaders and soldiers at all levels within the brigade. These performance objectives are measurable and considered to be reasonable and attainable by the soldiers and leaders. We saw

competent leaders and soldiers with high standards and discipline working together achieving outstanding results. These results were particularly noticeable in the tough and stressful tasks/missions assigned to the brigade by higher headquarters.

The environment in the excellent brigade is such that the level of performance of the individual soldier and his unit is higher than it would be in an average brigade. It was apparent to us that in these brigades superior performance and excellent results are expected and are a part of a common "thread" that binds the brigade together as a fighting unit preparing for war. We saw that missions given and standards expected are clearly articulated, however methods to achieve the desired results are empowered to the leader, who is directly responsible for accomplishing the mission. Although results achieved in the excellent brigades are consistently high, leaders operate in a nonthreatening environment and have the freedom to "do it my way." There are few "peaks and valleys" performance wise in these brigades. The standards are such that when there is a decline in performance, due to some external influence, the level of performance continues to exceed the expectations and standards of higher headquarters.

We saw leaders at all levels in the excellent brigades striving to achieve common goals and consistently keeping themselves and their units and organizations focused on those goals that the brigade as an entity has accepted as paramount. There are few "super stars" in the brigades we visited rather a solid quality of leaders throughout the brigade. Leaders set the tone for consistency and insure that operations/activities are conducted by the "book." Shortcuts are not acceptable in the excellent brigade. Leaders do their jobs and insist that everyone

does his fair share. We observed leaders and staff officers in the brigades visited, who are proactive and don't wait for the complete picture from higher headquarters. They commence the planning process, setting tentative goals/objectives and desired results without the benefit of completed plans and guidance from higher headquarters. This technique allows missions to be adequately staffed and discussed throughout the chain, consequently few "crash" programs are implemented in excellent brigades.

Quick public recognition is given to those individuals, teams and units that exceed standards and achieve superior results in personal and professional activities. Many awards are given to members and units of the excellent brigades. These brigades make extensive use of the printed and visual media to support its awards and recognition programs. The leaders in these brigades believe that success and recognition not only enhance morale and esprit, but contribute immensely to continued excellent performance.

Every commander and staff officer from corps to battalion level agree that the excellent brigade is a consistent high performing organization. It is at or near the top in all positive indicators of combat readiness and is at or near the bottom of all negative indicators. These leaders and staff officers also agree that the environment is one in which a clear focus and understanding of the combat mission of the brigade exist. The role (part) each member of the brigade plays in achieving excellence is accepted by all. The leaders and soldiers alike firmly believe that consistent excellent performance in peace equals winning combat units in war.

## CHAPTER X

### WINNING SPIRIT

In all of the brigades we visited, there was kind of supercharged electricity in the air. As the authors of the battalion study called it, there was a "look in the eye;" a high level of confidence in ability to do anything "against all odds," and soldiers throughout each of the brigades would tell you "we are the best." How did this attitude come to be? We saw and heard much which gives clues to this story, but will also readily admit that there are some inferences and subjectivity attached to our views on how this spirit came to be. The previous study found that a strong unit identity was an integral part of this spirit. We found the same thing, but it was much less pronounced at the brigade level. One brigade commander told us he was interested in opportunities to promote soldier identify with the brigade, "but not at the expense of the company and battalion identity." He felt that if he had three outstanding battalions and nurtured the teamwork (staff, slice elements and battalions), he would have an outstanding brigade. What we did notice from the brigade level was that the units in it did a lot of things together. They trained together by task force and opposing force opportunities. They had brigade sponsored social and sporting activities. They periodically had brigade runs and always there was sharing of ideas and experiences in the various NCO and officer professional development forums. Identity with the regiment and its history was actively promoted. Three of the brigades we visited had battalions at least two of which were from the same parent regiment.



The soldiers knew the unit history, its accomplishments in combat, its heroes and what they had done. There was reputation to be upheld. As one Specialist four told us "I don't want to let myself or the unit down--nor can I fail the former soldiers of this unit." The current and past reputation of the unit represented a standard which must be maintained. Soldiers indicated that they would not hesitate to correct a fellow soldier from their unit if he was "messing up" or not meeting standards. Unit reputation was clearly a big thing in their minds. Success breeds success. This was evidenced everywhere we went through an impressive array of visible symbols of success in all of the units. Huge trophy cases laden with trophies for sporting events, dining facilities, reenlistments--you name it. All over the walls were certificates of appreciation and recognition for all kinds of things. Pictures of famous and successful former members of the unit; copies of citations of Medal of Honor winners. You could develop a sense of pride in the achievements displayed simply by going through the area. New members of the organization could not look at all of these visible indicators of success without feeling an obligation to uphold the standards and reputation they represented.

Demanding field training which demonstrated to each soldier that he could do more than he thought he could was cited by several junior soldiers as a factor. Standards in training were clearly defined in advance so that when an exercise was finished, the soldiers knew that they had individually and collectively succeeded; and if they hadn't, what they needed to do to succeed. As mentioned in Chapter IV the focus of almost all effort was on combat and combat related tasks. The soldiers were "involved" with looking for a better way. It was reported

that after action reviews of training were very spirited affairs. Also, as mentioned in other chapters, the brigade and battalions were very aggressive. They went after and got the tough and challenging missions. They sought and actively recruited the best people. They did not wait for all of the information and then publish a complete but late order. They operated on frag orders, initiated planning and actions, adjusted as necessary and when it came time to execute they were ready and leaning forward. There was a tremendous amount of energy, both potential and kinetic, noticeable--and none of it seemed to be wasted. The leaders were confident and assertive and the soldiers were too. It was no wonder with this focus and energy that things were done well which further reinforced confidence. These units appeared to be doing a good job of sticking to their long and short range plans. Yet each prided itself in its ability to adapt and be flexible. And because they had succeeded with so many challenges, it was small wonder that they believed that there was nothing they couldn't do! Our bottom line is that pride was the key factor. The excellent brigades missed no opportunities to build the feeling of success in both the individual and his group (squad, section, platoon, company, battalion, etc.).

## CHAPTER XI

### POSITIVE COMMAND CLIMATE

We debated long and hard whether to include this characteristic as a separate pillar of excellence since so much of what we discovered about the command climate is discussed in our other chapters. However, based on input from our classmates and many of the members of the brigades we visited, so much of that intangible called "climate" results directly from the influence of the brigade commander. So we decided to devote a separate chapter discussing his impact on the environment of the brigade.

Notice that the first word we use in describing the command climate of the excellent brigades is positive. Company commanders and their subordinate leaders invariably described the frequent visits of the brigade commander to their area as a positive learning experience. "He always has something good to say and when things are not going well, he has a way of asking you questions that cause you to think and learn," and "He's never condescending" are typical comments. These brigade commanders created what was called a "non-threatening environment," i.e., subordinates are permitted . . . even encouraged, to use initiative and learn by doing. And if mistakes were made in the process but led to learning and getting better . . . so be it. Leaders said "we don't feel like we have to look over our shoulders." Each brigade commander was described by his subordinates as calm, confident and "out front." He shared their hardships and championed their cause. One company commander said, "I get energy from just being around him." They

were upbeat and had a way of making people feel good about themselves. Even we were recipients of this talent as each of us at four separate locations were made to feel what we were doing was important.

The brigade commanders all saw a major part of their role as providing vision and direction. They were the standards setters and while the members of the brigades all agreed that their standards were high, none felt them unrealistic or unattainable. The majority of the brigade commanders used a participatory process in deriving goals, objectives and policies. Battalion commanders felt they had a say in the direction and were encouraged to speak candidly. Disagreement was not equated with disrespect. Each was described as an active listener who sought good ideals from anywhere within and outside the command.

The excellent brigade commanders all believed in and practiced power down. One said (speaking of his battalion commanders) "I have three of the finest commanders I've ever seen and yet each one is different and I have to give them room to do it their way." Another said "you have to realize that your way is not necessarily the only way." Still another said "the best advice I received from my predecessor was to resist the temptation to go down and fix things I see wrong in the battalions . . . that's what battalion commanders are for." To a man, the battalion commanders in these excellent brigades felt they had the "freedom to command" and this enabled them to employ the same techniques with their subordinates.

Intrinsic to the notion of power down was the focus on combat. All of the brigades had a clear picture of what was important. One brigade commander phased the mission as "to be able to deploy in 18 hours, go anywhere in the world, fight and win." And this was what the brigade

spent its time doing. If something did not contribute to that end, it received little or no emphasis. They were all very proactive and hated reacting. In fact they were the most zealous guardians or umbrella for requirements which jerked the battalions around or disrupted the training schedules.

The commanders of the excellent brigades all actively promoted teamwork. The spirit was one of "we." They encouraged cross-fertilization of ideas, expertise and effort. The battalions were never compared with each . . . especially based on statistics. Instead, each time a unit exceeded standards, it was given recognition and he made sure there was enough to go around. The members of one unit had every right to be proud of their unit but there was also a high degree of respect for the other battalions in the brigade. Willingness to help each other seemed to be the norm. It was a "win-win" situation where one battalion did not have to "one-upsmanship" another to get ahead. Brigade staffs were considered supportive of the battalions with a mission of helping solve problems not create them. Anyone on the staff could say "yes" to the battalions but only the commander could say "no." "Slice" elements were included in planning and their training needs were considered. Support units were not always having to "react" to the brigades' requirements. They were in it from the planning stage. One brigade commander stated that he expected his battalion commanders to be the "advocates" for their battalions and he expected them to view him as the "statesman" for the brigade. "I don't like them to strain friendships. If, for example one unit needs to rehabilitatively transfer a problem soldier, it is my job to decide where he shall go."

Finally, the caring attitude described in another chapter got its emphasis and sincerity from the brigade commanders in each of the excellent brigades. We know because the soldiers told us so. Brigade commanders seemed to set the tone for the positive versus negative, making people feel important, and professional development aspects of caring. They set the example when it came to counseling and teaching and were generally noted as the best communicators in the brigade. They played a major role in maintaining a balance between work and quality of life. They had an uncanny ability to know how "full to keep the plate" and to recognize when it was running over. The atmosphere of trust which existed in the brigades originated with them.

## CHAPTER XII

### CONCLUSIONS AND RECOMMENDATIONS

The last 7 months of research confirmed for us the "suspicion" that we had from the start--that true excellence is becoming the norm for units in our Army. Our travels took us to four different brigades commanded by four different style leaders and yet each unit shared common characteristics of excellence. Likewise, our survey of over 100 former battalion commanders from units Army-wide yielded similar characteristics when descriptions were given of excellent brigades. This consistency in our findings left us with a wonderful feeling that our Army is in great shape in its most important resource area--people.

Everywhere we visited we saw the highest quality soldiers being led by the very best commanders. The centralized command process is selecting the most experienced and competent Colonels to command and it is paying off. The brigade commanders we visited had three basic attributes in common. They are highly competent and extremely confident leaders, and they truly care for their soldiers and their families. The same could be said for the vast majority of their battalion and company commanders. Consequently, this combination of quality soldiers being led by quality leaders has resulted in winning teams at every level.

A summary of the eight brigade pillars of excellence that we selected is:

Focus on Combat. Everything the brigade does must in some way contribute to enhancing its ability to wage war against an enemy and win.

Power Down. Placing the responsibility to execute missions or tasks at the lowest level appropriate. Standards are not compromised and the chain of command ensures that tactical and technical proficiency exists at the level of responsibility.

Teamwork. Battalions are not competing against each other, rather against established standards. Units train together emphasizing combined arms operations. Everyone believes that individuals don't win battles, teams do!

High Standards and Discipline. The standards of performance and discipline are consistently tough, believable, attainable, and enforced. Without exception, they apply to all members of the command. Officers are primarily responsible for establishing standards, while the NCO's are charged with enforcing the standards.

Caring. There is an environment of genuine concern for the soldier, regardless of rank, and he clearly senses it. This concern extends also to the soldier's family and occurs both on and off duty. Good training, a healthy environment, accurate administration and concern for the personal and professional growth of the soldier are clearly observable.

Consistent Excellent Performance. There are few "peaks and valleys" in performance of all tasks and missions. Excellent results are consistently achieved particularly in the critical "go to war" missions. Performance objectives are jointly prepared by the brigade commander and his battalion commanders and are understood and accepted by leaders and soldiers throughout the brigade.

Winning Spirit. A winning attitude is fostered throughout the brigade. History and tradition are integrated with more recent successes to



promote a feeling of individual and unit self-confidence. Soldiers believe they are the best.

Positive Command Climate. The brigade commander is key in setting the tone for the brigade. The atmosphere is charged with the electricity of people working hard but excited about what they are doing. Attitudes are upbeat; there is much positive reinforcement; and the environment is non-threatening. Soldiers are learning by doing and they all know where they are going.

As we are sure you have learned from the preceding chapters describing these pillars of excellence, there is nothing magical about excellence. It comes as a result of hard work and the dedicated effort of every soldier in a unit. It can never be dictated nor forced upon soldiers and expected to be sustained. Even though we determined the characteristics of excellent battalions to vary minimally from those of the excellent brigades, a "cookbook" approach would never work in attempting to mold a battalion or brigade in the image of those described. Each brigade had a special chemistry about it that came as a result of many patriotic, dedicated professionals working together toward a common mission. We have concluded that as long as a unit's core of officers and noncommissioned officers are competent, confident and caring, that special "winning" chemistry will develop and produce excellent units. As the "Army of Excellence" continues to grow outstanding leaders and recruits and retains the finest soldiers, we are confident that excellence will soon be the norm Army-wide.

A few recommendations are in order for those who are kind enough to review this paper. First, we were limited to research within CONUS. It would be interesting to contrast the characteristics of forward deployed

brigades (i.e., USAREUR, Korea) to those of CONUS based brigades. We have the feeling that there would be little difference based upon our survey of former "overseas" battalion commanders, however it's worthy of further research. Second, we recommend that research be conducted through a survey or questionnaire to compare the characteristics of an average brigade to an excellent brigade. Third, we recommend that the authors of draft FM 22-999, "Leadership and Command at Senior Levels," review this paper and integrate our findings into the manual. Fourth, we recommend that this paper be distributed to battalion and brigade command designees at the Pre-Command Course (Leavenworth phase) and to students at the Army War College during Course 1. Lastly, if deemed to have merit, we recommend publication in any Army-wide periodical. We are excited about our findings and would like to share them with the rest of our Army.

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### Lectures

1. Bartlett, Gerald T. MG. Command of a Division/Installation. Lecture. Carlisle Barracks: US Army War College, 6 January 1986.
2. Henson, Joe M. Managing a Large Organization in a Complex, Changing Environment. Lecture. Carlisle Barracks: US Army War College, 16 December 1985.
3. Kingston, Robert C., GEN. Command in Peace and War: Senior Leader's Perspective. Lecture. Carlisle Barracks: US Army War College, 27 August 1985.
4. Livsey, William J., GEN. Korean Campaign Plan. Lecture. Carlisle Barracks: US Army War College, 19 February 1986.
5. Richardson, William T., GEN. TRADOC's Role in the Management of the Army's Supporting System. Lecture. Carlisle Barracks: US Army War College, 10 December 1985.
6. Solymosy, Edmond S., BG. The Community and Family Support Center. Lecture. Carlisle Barracks: US Army War College, 17 December 1985.
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#### Interviews

1. Burleson, W.M., BG, Headquarters 2d Armored Division. Personal Interview. Fort Hood: 22 January 1986.
2. Conrad, M.J., MG, Headquarters 1st Cavalry Division. Personal Interview. Fort Hood: 27 January 1986.
3. French, U.S., BG, Headquarters 82d Airborne Division. Personal Interview. Fort Bragg: 22 January 1986.
4. Lindsay, J.J., LTG, Headquarters XVIII Airborne Corps and Fort Bragg. Personal Interview. Fort Bragg: 22 January 1986.
5. Marsh, C.G., BG, Headquarters 101st Airborne (Air Assault) Division. Personal Interview. Fort Campbell.
6. Saint, C.E., LTG, Headquarters III Corps and Fort Hood. Personal Interview. Fort Hood: 21 January 1986.
7. Scholtes, R.A., MG, Headquarters 2d Armored Division. Personal Interview. Fort Hood: 22 January 1986.
8. Shoffner, W.A., BG, Headquarters 1st Cavalry Division. Personal Interview. Fort Hood: 22 January 1986.
9. Trefry, R.G., LTG, (Ret.), Personal Interview. 24 January 1986.
10. Waller, C.A.H., BG, Headquarters 82d Airborne Division. Personal Interview. Fort Bragg: 22 January 1986.
11. Wasson, H.M., BG, Headquarters 101st Airborne (Air Assault) Division. Personal Interview. Fort Campbell:
12. Interviews with soldiers of III Corps (2d Armored Division and 1st Cavalry Division) and XVIII Airborne Corps (82d Airborne Division and 101st Airborne (Air Assault) Division). January-February 1986. See Appendix 6.

APPENDIX 1

TURCHIANO, Nicholas J. (Nick)  
LTC Inf 067-34-5326

DOR: 4 Dec 79 (64 Yr Gp)

BORN: 13 Jan 42, New York, NY

WIFE'S NAME: Jean Guissanie

CHILDREN: Elena, 20; Christopher, 17;  
Thomas Hoover, 13; Christopher  
Hoover, 9



EDUCATION:

| <u>Dates</u> | <u>Name and Place</u>              | <u>Study</u> | <u>Degree</u> |
|--------------|------------------------------------|--------------|---------------|
| 1959-63      | Hofstra Univ, Hempstead, NY        | Hist         | BA            |
| 1970-72      | Worcester State Col, Worcester, MA | Educ         | ME            |

CAREER HIGHLIGHTS:

| <u>Dates</u>  | <u>Position, Organization and Location</u>                             |
|---------------|------------------------------------------------------------------------|
| Apr 64-Sep 65 | Rifle Plt Ldr, 4th Bn, 9th Inf, 171st Inf Bde, Ft Wainwright, AK       |
| Sep 65-Mar 66 | Hvy Mort Plt Ldr, 4th Bn, 9th Inf, Schofield Bks, HI                   |
| Apr 66-Apr 67 | Hvy Mort Plt Ldr/CO, Co B, 4th Bn, 9th Inf, Cu Chi, Vietnam            |
| Apr 67-Jun 68 | Op Off, Tac Com Gp, 3d Tng Bde, USATC, Ft Jackson, SC                  |
| Nov 68-May 69 | CO, Co A, 3d Bn, 60th Inf, Dong Tam, Vietnam                           |
| Jul 70-Jun 74 | Asst PMS, Worcester Polytech Inst, Worcester, MA                       |
| Jul 74-Jun 76 | S3, 4th Bn, 20th Inf, Ft Clayton, CZ                                   |
| Jul 76-Jun 77 | Chief, Plans Br, DOPT, 193d Inf Bde, Ft Amador, CZ                     |
| Jul 77-Jul 80 | Sr Instr/Chief, S&F Tng Div/Deputy Director-Tng, USAIS, Ft Benning, GA |
| Jul 80-Feb 82 | S3/XO, 197th Inf Bde, Ft Benning, GA                                   |
| Mar 82-Jun 84 | Cdr, 2d Bn, 7th Cav, Ft Hood, TX                                       |
| Jul 84-Jun 85 | Chief, NTC Plans/Progs, USACATA, Ft Leavenworth, KS                    |

SERVICE SCHOOLS: Grad - USACGSC, 78

SPECIAL QUALIFICATIONS: OPMS - Inf (11); Op, Plans, Tng & Force Dev (54); Prcht, Instr, EW

BATTLE CAMPAIGNS: Vietnam, 4

AWARDS: SS, BSM w V & 2 OLC, PH w 2 OLC, MSM w 1 OLC, AM w 2 Numeral, ARCOM w V & 1 OLC, RVN Gallantry Cross w Silver Star, CIB, EIB, PrchtBad



DOR: 1 Oct 82      (66 Yr Gp)

BORN: 2 Aug 43, Shreveport, LA

WIFE'S NAME: Dorothy Maxey (Dot)

CHILDREN: Darieck, 20; Dionne, 16

## EDUCATION:

| <u>Dates</u> | <u>Name and Place</u>                         | <u>Study</u>    | <u>Degree</u> |
|--------------|-----------------------------------------------|-----------------|---------------|
| 1959-64      | Southern Univ, Baton Rouge, LA                | Lib Arts        | BS            |
| 1976-77      | North Carolina A&T State Univ, Greensboro, NC | Counseling/Educ | MS            |

## CAREER HIGHLIGHTS:

| <u>Dates</u>  | <u>Position, Organization and Location</u>                                  |
|---------------|-----------------------------------------------------------------------------|
| Feb 64-Nov 65 | Plt Ldr, Trp A, 2d Sqdn, 10th Cav, 7th Inf Div, Korea                       |
| Jul 68-Feb 69 | Tng Off, Co C, 3d Bn/CO, Co B, 1st Bn, 1st Tng Bde, Ft Benning, GA          |
| May 69-Apr 70 | S4/CO, Trp D, 1st Sqdn, 9th Cav, 1st Cav Div, Phouc Vinh, Vietnam           |
| May 70-May 72 | Asst S3/CO, HHT/Adj, 1st Sqdn, 14th Cav, Fulda, Germany                     |
| Jun 72-May 73 | Adj, 1st Sqdn, 11th Cav, Fulda, Germany                                     |
| Jun 74-Jun 77 | Asst PMS, North Carolina A&T State Univ, Greensboro, NC                     |
| Jul 77-Jun 80 | Deputy IG/XO, 1st Bn, 37th Armor, 1st Armd Div, VII Corps, Ansbach, Germany |
| Jul 81-Aug 82 | Stf Off, War Gaming, CACDA, Ft Leavenworth, KS                              |
| Dec 82-Jun 85 | Cdr, 1st Bn, 8th Cav, 1st Cav Div, Ft Hood, TX                              |

SERVICE SCHOOLS: Grad - USACGSC, 81

SPECIAL QUALIFICATIONS: OPMS - Armor (12), Pers Progs Mgt (41)

BATTLE CAMPAIGNS: Vietnam, 3

AWARDS: BSM w V & 2 OLC, MSM w 1 OLC, AM, ARCOM w 1 OLC, AAM, VUA, RVN Gallantry Cross w Bronze Star, CIB



GASS, James M. (Jim)  
LTC FA 510-42-7777

DOR: 5 Nov 80 (65 Yr Gp)

BORN: 30 Oct 41, Garden City, KS

WIFE'S NAME: Joan Goodbary

CHILDREN: Deborah, 16; Stephen, 14;  
Brian, 12



EDUCATION:

| <u>Dates</u> | <u>Name and Place</u>                 | <u>Study</u> | <u>Degree</u> |
|--------------|---------------------------------------|--------------|---------------|
| 1959-64      | Oklahoma State Univ, Stillwater, OK   | Pers Mgt     | BS            |
| 1977-79      | Central Michigan Univ, Alexandria, VA | Pers Mgt     | MA            |

CAREER HIGHLIGHTS:

| <u>Dates</u>  | <u>Position, Organization and Location</u>                |
|---------------|-----------------------------------------------------------|
| Jun 64-Aug 64 | Asst XO, Btry B, 2d Bn, 13th FA, Ft Sill, OK              |
| Sep 64-Mar 65 | S3, 52d FA Gp, Ft Sill, OK                                |
| Mar 66-Mar 67 | RW Avr, 25th Avn Bn, Cu Chi, Vietnam                      |
| Dec 67-Jul 68 | Asst S3, 55th Avn Bn, Ft Hood, TX                         |
| Aug 68-Feb 70 | Plt Ldr/Op Off/XO, Co A, 4th Bn, 77th FA, Cp Eagle, Korea |
| Jul 71-Dec 72 | S3/CO, Btry B, 2d Bn, 2d FA, Ft Sill, OK                  |
| Jan 73-Jul 73 | Asst S3, 214th FA Gp, Ft Sill, OK                         |
| Jul 74-Sep 75 | R&D Stf Off, USAAVNC, Ft Rucker, AL                       |
| Oct 75-Feb 79 | Prof Dev Stf Off/Asgmt Off, MILPERCEL, DA, Alexandria, VA |
| Mar 79-May 80 | XO, 2d Bn, 35th FA, Ft Stewart, GA                        |
| May 80-Jul 82 | SGS/ACofS, G1, 24th Inf Div, Ft Stewart, GA               |
| Oct 82-Jan 83 | Deputy Cdr, USMCA, Aschaffenburg, Germany                 |
| Jan 83-Jun 85 | Cdr, 2d Bn, 41st FA, Bad Kissingen, Germany               |

SERVICE SCHOOLS: Grad - USACGSC, 74

SPECIAL QUALIFICATIONS: OPMS - FA (13), Pers Progs Mgt (41); R&D, Avr, EW

BATTLE CAMPAIGNS: Vietnam, 4

AWARDS: DFC, BSM, MSM w 2 OLC, AM w V & 37 Numeral, ARCOM w V & 1 OLC, VUA, MUC,  
RVN Gallantry Cross, SrARAvBad

| FOREIGN LANGUAGES: | <u>Read</u> | <u>Speak</u> |
|--------------------|-------------|--------------|
| German             | Fair        | Fair         |

PUBLICATIONS: "Aviation as OPMS Specialty", Aviation Digest, 1976

MAGRUDER, Lawson W., III  
LTC Inf 224-70-0729

DOR: 1 Nov 82 (69 Yr Gp)

BORN: 5 Nov 47, Bryan, TX

WIFE'S NAME: Gloria Ann Banton

CHILDREN: Shannon, 15; Loren, 11;  
Matthew, 7



EDUCATION:

| <u>Dates</u> | <u>Name and Place</u>                  | <u>Study</u> | <u>Degree</u> |
|--------------|----------------------------------------|--------------|---------------|
| 1965-69      | Univ of Texas, Austin, TX              | Intl Mktg    | BBA           |
| 1978-79      | Central Michigan Univ, Kansas City, MO | Pers Mgt     | MA            |

CAREER HIGHLIGHTS:

| <u>Dates</u>  | <u>Position, Organization and Location</u>                                  |
|---------------|-----------------------------------------------------------------------------|
| Oct 69-Jul 70 | Plt Ldr, Co C/S3 Air, 2d Bn, 504th Inf, 82d Abn Div, Ft Bragg, NC           |
| Sep 70-Dec 70 | Plt Ldr, Co B, 3d Bn, 1st Inf, 23d Inf Div, Duc Pho, Vietnam                |
| Jan 71-Sep 71 | Asst S3, 11th Bde, 23d Inf Div, Duc Pho, Vietnam                            |
| Oct 71-Dec 72 | S3 Air, 2d Bde, 82d Abn Div, Ft Bragg, NC                                   |
| Dec 72-Feb 74 | Cdr, Co C, 3d Bn, 325th Inf, 82d Abn Div, Ft Bragg, NC                      |
| Mar 75-Jul 77 | Cdr, Co B/S1, 2d Rgr Bn, 75th Inf, Ft Lewis, WA                             |
| Jul 77-Jun 78 | S3, 3d Bn, 39th Inf, 9th Inf Div, Ft Lewis, WA                              |
| Jul 79-Apr 82 | Dist Mgt Off/Proj Dev Off/Asgmt Off, OPMD, MILPERCEN, DA,<br>Alexandria, VA |
| Apr 82-Jun 83 | S3, 172d Lt Inf Bde, Ft Richardson, AK                                      |
| Jun 83-Jun 85 | Cdr, 5th Bn, 327th Inf, Ft Richardson, AK                                   |

SERVICE SCHOOLS: Grad - USACGSC, 79

SPECIAL QUALIFICATIONS: OPMS - Inf (11), Pers Prog Mgt (41); Prcht

BATTLE CAMPAIGNS: Vietnam, 2

AWARDS: BSM w 1 OLC, MSM w 1 OLC, AM, ARCOM w 1 OLC, CIB, MastPrchtBad, SrPrchtBad,  
PrchtBad, RgrT

APPENDIX 2



•

- (49 COMBAT SPT/SVC SPT BDES & 54 COMBAT ARMS BDES)

C. Your duty position (if more than one, the job you held the longest):

E. I would "rate" my brigade in relation to all other brigades in  
the U.S. Army (circle one):    Upper Third       Middle Third       Lower Third

(73)                      (29)                      (1)

F. If your brigade was in a division, rate it in comparison to other brigade-size units in the division (i.e., 2 of 5, 3 of 5, etc.):

G. On the average, how many hours per day, and number of days per week did you work while in garrison? (i.e. "12 hours per day/6 days a week):

(AVERAGE: 11.6 HOURS PER DAY/5.2 DAYS PER WEEK)

H. Of the time you spent on the job (answer to question G), what percent was productive?

(AVERAGE 80%)

Instructions: Read each statement, then circle one of the five choices indicating whether you agree or disagree with the statement as it relates to the last brigade you served in.

If you STRONGLY AGREE with the statement, circle "SA"

If you AGREE, CIRCLE "A"

If you neither AGREE nor DISAGREE, circle "N"

If you DISAGREE, circle "D"

If you STRONGLY DISAGREE, circle "SD"

Feel free to comment on any answer on the backside of the questionnaire. We welcome additional notes.

(RECAP IN %)

1. The Bde CDR allowed Bn CDRs the freedom to command their battalions.
2. a. The Bde CDR formally counselled officers he rated.  
b. The Bde CDR formally counselled officers he senior rated.
3. The Bde CDR was readily available for advice and counsel.
4. The Bde CDR led by example.
5. The BDE CDR was a good listener and could be reasoned with.
6. The Bde CDR encouraged competition between battalions.
7. The Bde CDR openly encouraged the exchange of ideas between battalions.

| SA  | A  | N | D | SD |
|-----|----|---|---|----|
| (59 | 31 | 3 | 7 | 0) |

| SA  | A  | N  | D  | SD |
|-----|----|----|----|----|
| (23 | 34 | 15 | 22 | 6) |

| SA | A  | N  | D  | SD  |
|----|----|----|----|-----|
| (8 | 22 | 13 | 44 | 13) |

| SA  | A  | N  | D | SD |
|-----|----|----|---|----|
| (49 | 30 | 11 | 8 | 2) |

| SA  | A  | N  | D | SD |
|-----|----|----|---|----|
| (44 | 35 | 12 | 8 | 1) |

| SA  | A  | N  | D  | SD |
|-----|----|----|----|----|
| (41 | 28 | 12 | 17 | 2) |

| SA  | A  | N  | D  | SD |
|-----|----|----|----|----|
| (13 | 37 | 20 | 21 | 9) |

| SA  | A  | N  | D | SD |
|-----|----|----|---|----|
| (43 | 38 | 10 | 8 | 1) |

|                                                                                                                                             |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 8. Battalions were judged against well defined standards and not against other battalions.                                                  | SA A N D SD<br>(30 40 14 13 3)  |
| 9. The Bde CDR tolerated mistakes.                                                                                                          | SA A N D SD<br>(32 47 7 12 2)   |
| 10. Most command directives from brigade were issued after being discussed with the Bn CDRs.                                                | SA A N D SD<br>(24 35 11 25 5)  |
| 11. People were encouraged to express their opinions on any issue.                                                                          | SA A N D SD<br>(31 42 11 13 3)  |
| 12. The Bde CDR was respected by the soldiers of the brigade.                                                                               | SA A N D SD<br>(38 41 15 5 1)   |
| 13. The Bde staff was a professional group of officers and NCOs.                                                                            | SA A N D SD<br>(11 47 25 15 2)  |
| 14. The Bde staff provided help and support to the battalions.                                                                              | SA A N D SD<br>(12 42 31 13 2)  |
| 15. The Bde staff ensured that battalions had the opportunity to input on decisions impacting them.                                         | SA A N D SD<br>(13 38 29 18 2)  |
| 16. The norm for my brigade was to follow the Long Range Plan with minimal changes.                                                         | SA A N D SD<br>( 9 39 21 25 6)  |
| 17. A spirit of teamwork existed between the Bde staff and Bn CDRs and staffs.                                                              | SA A N D SD<br>(11 43 21 22 3)  |
| 18. Bn CDRs and their spouses frequently socialized with other Bn Cdrs and their spouses.                                                   | SA A N D SD<br>(33 34 16 15 2)  |
| 19. Bde staff members and their spouses frequently socialized with Bn CDRs and their spouses.                                               | SA A N D SD<br>( 5 35 22 35 3)  |
| 20. The Bde CDR filtered excessive requirements and set clear priorities (i.e., there was no doubt about what was most or least important). | SA A N D SD<br>(26 48 9 15 2)   |
| 21. The number one priority in the brigade was preparation for combat.                                                                      | SA A N D SD<br>(40 42 5 10 3)   |
| 22. Statistics were the most important measure of success in the brigade.                                                                   | SA A N D SD<br>( 6 19 17 43 15) |
| 23. Excellent units have good statistics but not all units with good statistics are excellent.                                              | SA A N D SD<br>(41 48 9 2 0)    |
| 24. Live Fire exercises were habitually conducted at the lowest level.                                                                      | SA A N D SD<br>(29 28 30 10 3)  |

25. When the Bde CDR or above visited a battalion, the Bn CDR was required to escort him.  
( SA A N D SD  
8 12 10 45 25)
26. For command briefings (i.e., training, maintenance), the Bn CDR was required to brief.  
( SA A N D SD  
11 31 14 29 15)
27. Bn CDRs were frequently called out of the field to attend meetings.  
( SA A N D SD  
2 14 10 47 27)  
( SA A N D SD  
29 28 7 22 14)  
( SA A N D SD  
42 22 15 18 3)
28. The brigade celebrated organization day.
29. The brigade conducted a Bde FTX annually.
30. The Bde CDR conducted periodic officer professional development classes.  
( SA A N D SD  
35 43 2 14 6)
31. Bde size social events (i.e., Dining In, Formal) were conducted.  
( SA A N D SD  
41 40 8 8 3)
32. The Bde CDR and his staff had a genuine interest in the welfare of the assigned soldiers.  
( SA A N D SD  
43 45 7 5 0)
33. Positive reinforcement was the motivational atmosphere within the brigade (i.e., "atta-boys" were generously given even to senior people).  
( SA A N D SD  
30 41 11 12 6)
34. The brigade had a strong family support system.  
( SA A N D SD  
22 35 21 18 4)
35. The Bde CDR was personally involved in the family support system.  
( SA A N D SD  
23 38 17 16 6)
36. There was a good balance between people, time and mission accomplishment. There was time for soldiers to be with their families.  
( SA A N D SD  
21 33 20 20 6)
37. The Bde CDR frequently visited company-size units, unannounced, in garrison.  
( SA A N D SD  
18 35 14 25 8)
38. Rewards and punishments were promptly administered at brigade level.  
( SA A N D SD  
18 55 15 9 3)
39. The Bde CDR tried to visit each company during Bde field exercises.  
( SA A N D SD  
30 43 13 11 3)
40. The Bde staff frequently visited with the Bn staffs on an informal basis.  
( SA A N D SD  
9 37 12 34 8)
41. The Bde CSM played an important role in the brigade.  
( SA A N D SD  
26 28 16 19 11)

- |                                                                                 |                                |
|---------------------------------------------------------------------------------|--------------------------------|
| 42. The Bde CSM frequently visited company-size units.                          | SA A N D SD<br>(20 30 11 32 7) |
| 43. The Bde CSM was well respected by the soldiers of the brigade.              | SA A N D SD<br>(23 31 25 17 4) |
| 44. The Bde CDR demanded the same standards from all battalions in the brigade. | SA A N D SD<br>(45 42 4 8 1)   |
| 45. The brigade was one team - striving for the same goals.                     | SA A N D SD<br>(25 44 16 10 5) |

Questions 46-51 will be answered only by officers who were Bn CDRs in the brigade described above.

- |                                                                                                  |                                 |            |
|--------------------------------------------------------------------------------------------------|---------------------------------|------------|
| 46. Did you receive formal performance counseling from the Bde CDR? (circle one)                 | YES<br>(54)                     | NO<br>(46) |
| 47. I felt I was in competition with my fellow battalion commanders.                             | SA A N D SD<br>(18 30 15 19 18) |            |
| 48. My battalion command OER(s) were based primarily on the combat readiness of my unit.         | SA A N D SD<br>(33 34 16 12 5)  |            |
| 49. Given the multitude of daily requirements, standards expected in my brigade were attainable. | SA A N D SD<br>(45 43 1 10 1)   |            |
| 50. My battalion would have felt secure fighting alongside the other battalions in the brigade.  | SA A N D SD<br>(39 38 16 6 1)   |            |
| 51. I respected my fellow battalion commanders.                                                  | SA A N D SD<br>(50 37 6 5 2)    |            |

EVERYONE PLEASE ANSWER QUESTIONS 52-54.

52. If your rating in question E was "lower third," what type things were done in the brigade that caused its substandard rating?



53. If your rating in Question E was "upper third," what type things were done in the brigade that contributed to its excellence?

54. Please describe in your own words, the common characteristics of an excellent brigade:

(SUMMARY OF RESPONSES IS CONTAINED IN APPENDIX 3.)

Thanks for your time and assistance. We hope to give you feedback on our findings toward the end of the school year.

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LTC(P), INF

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### APPENDIX 3

#### ARMY WAR COLLEGE STUDENT RESPONSES TO QUESTION #54

Please describe in you own words, the common characteristics of an excellent brigade?

1. Below is a summary of responses to the above question by 49 combat support and combat service support officers who were students in the US Army War College Class of 1986.

- o The focus is on the mission and time is protected so that the unit training orients on the important components of its mission.
- o Taking care of all soldiers and families.
- o There exists a freedom to command and delegate authority.
- o A nonthreatening environment exists where mistakes are tolerated and risks taken.
- o Clearly defined and achievable standards of performance and discipline are articulated.
- o A feeling of teamwork and mutual trust exists between all units and staffs.
- o There are good channels of open communication that is participating and invites innovation.
- o Counseling and coaching are both formal and informal and the central theme of officer and noncommissioned officer development.
- o The unit is forward looking and visionary. It sets realistic goals and charts a positive course.

- o The Brigade staff exists to support the battalions.
- o Leadership is visible and by example. When the environment is professional and does not lack dignity--loyalty is a two way street.
- o Training is conducted with slice elements that develops the technical and tactical proficiency of the team.
- o The unit is strongly cohesive and demonstrates a winning attitude.
- o The Brigade commander is calm, steady, and approachable. He likes his job and his soldiers and is not merely punching a ticket.

2. Below is a summary of responses to the above question by 54 combat arms officers who were students in the US Army War College Class of 1986.

- o The primary focus of the brigade was on its mission. Preparing for combat was the most important task.
- o Mutual trust, comradeship and loyalty among all commanders is essential. Open communication and showing of good ideas is the norm not the exception.
- o Performance is consistently high regardless of the task.
- o The brigade commander is a selfless professional who is actively involved in counseling and coaching. He is highly visible to all members of the brigade.
- o Training is realistic, tough and always mission related. The brigade minimizes distractors and filters requirement well.

- o A command climate in which soldiers believe in themselves, believe they contribute and have confidence in their leaders.
- o A genuine sense of caring for soldiers and families exists in the unit. Soldiers at all levels are rewarded. Soldiers are realistically cared for by the leadership and not categorically shuffled off to other agencies.
- o The brigade commander clearly states the unit goals and gives timely guidance. He then allows the units to execute.
- o The "power down" philosophy is supported by a strong office/NCODP which prepares leaders to do their jobs.
- o Standards of performance and discipline are clearly defined.
- o Disagreement does not mean disrespect or disloyalty.
- o Planning is sound and changes are the exception not the rule. BTMS is used and the short and long range plans are abided by.
- o Statistics are only used for trends. The ARTEP is used as a working document to validate strengths and identify weaknesses.

## APPENDIX 4

### QUESTIONS FOR FIELD VISIT #1

The following questions were asked of General Officers, Corps and Division CSM's, and Division Staff Officers during field visit #1 conducted 20-23 January 1986.

Question 1: Please prioritize the key elements that characterize an excellent brigade.

Question 2: Do the key elements that characterize an excellent brigade differ from those of an excellent battalion? If yes; what are the differences?

Question 3: Based on your many years of experience, is it possible to have excellent battalions in a poorly run brigade or vice versa? Please amplify.

Question 4: If you are counseling a newly assigned brigade commander, what are the most important bits of advice you would give him?

Question 5: (For Serving Corps and Division Commanders.) Please identify the best combat arms brigade in the Corps or Division and explain why you selected it. If you do not desire to identify the best combat arms brigade, please identify the best brigade you have served in and explain why you feel it was excellent.

Question 6 (All Others): Please identify the best brigade that you have served in and why you feel it was excellent.

## APPENDIX 5

### QUESTIONS FOR FIELD VISIT #2

The following questions were asked during field visit #2 conducted 10-13 February 1986.

1. To Brigade Commanders.

a. Question 1: Your brigade has been identified as an excellent brigade. Why is it excellent?

b. Question 2: How do you spend your time daily while in garrison and the field?

c. Question 3: Describe the command climate that you are trying to create in your brigade. What tools or policies are you using to promote this climate?

d. Question 4: How do you see your role as the "synchronizer" of resources?

e. Question 5: Which brigade was the most excellent that you have served in and what distinguished it from others?

2. To Brigade CSM and Battalion CSMs.

a. Questions 1 and 2: Same as Questions 1 and 2 for the Brigade Commander.

b. Question 3: Describe your role in the caring for soldiers and their families.

c. Question 4: Describe the ideal individual education and training program. What's the program in this brigade?

3. To Battalion Commanders.

a. Question 1: Describe the command climate that you are trying to create in your brigade. What tools or policies are you using to promote this climate?

b. Question 2: Do the Brigade Commander and his staff allow you the latitude to achieve this climate? If yes--how? If no--what are the impediments?

c. Question 3: What makes this brigade excellent?

d. Question 4: What could be done to make it even more excellent?

4. To Brigade Executive Officer and Battalion Executive Officers.

a. Question 1: Your brigade has been identified as an excellent brigade. Why is it excellent?

b. Question 2: How do you promote teamwork within this brigade?

c. Question 3: How do you resolve differences over taskings?

d. Question 4: How do you see your role as the synchronizer of resources?

5. Brigade S1 and S4; Brigade S2, S3 and Battalion S3s.

a. Question 1: Your brigade has been identified as an excellent brigade. Why is it excellent?

b. Questions 2 & 3: How do you promote teamwork within this brigade? How do you resolve differences over taskings?

c. Question 4 (S1 only): Describe the Family Support Program in this brigade.

d. Question 5 (Bde S3 only): Describe your role as the synchronizer of resources?

6. Brigade and Battalion Chaplains:

a. Question 1: What makes this brigade an excellent unit?

b. Question 2: How much emphasis is place on families?

Describe the balance between families and job.

c. Question 3: Describe the command climate in this brigade.

d. Question 4: How does the chain of command deal with problems?

e. Question 5: Describe the family support program in your unit. Who runs it?

7. Company Commanders (Bde HHC and Two per Bn):

a. Question 1: What makes this brigade so good?

b. Question 2: How would you describe the command climate?

c. Question 3: How do you spend your time?

d. Question 4: Describe the care for soldiers in this brigade.

e. Question 5: Describe how the Brigade Commander influences you and your actions.

f. Question 6: What are the goals of this brigade?

g. Question 7: Describe the counseling program in your company.

8. Platoon Leaders (Two per Bn from different companies).

a. Question 1: How often do you see the Brigade Commander in garrison and the field and what role does he play in your development?

b. Question 2: Do you have adequate authority to do your job?

c. Question 3: What programs does this brigade have to enhance the technical and tactical proficiency of leaders?

d. Question 4: How are standards set and discipline enforced?

e. Question 5: What are the goals of this brigade?



9. Platoon Sergeants (Two per Bn from different companies).

- a. Question 1: How often do you see the Brigade Commander in garrison and the field and what role does he play in your development?
- b. Question 2: Do you have adequate authority to do your job?
- c. Question 3: What programs does this brigade have to enhance the technical and tactical proficiency of leaders?
- d. Question 4: How are standards set and discipline enforced?
- e. Question 5: What are the goals of this brigade?

10. Squad Leaders (Two per Bn from different companies).

- a. Question 1: How often do you see the Brigade Commander in garrison and the field and what role does he play in your development?
- b. Question 2: Do you have adequate authority to do your job?
- c. Question 3: What programs does this brigade have to enhance the technical and tactical proficiency of leaders?
- d. Question 4: How are standards set and discipline enforced?
- e. Question 5: What are the goals of this brigade?
- f. Question 6: Describe the NCO Professional Development

Program in your unit.

11. Junior Enlisted Soldiers (Four per Bn from different companies; Married and Single).

- a. Question 1: How do you know how you are doing?
- b. Question 2: What makes your unit good?
- c. Question 3: Does everyone in your unit meet the standards and pull his own weight? What happens if he doesn't?
- d. Question 4: Describe some things that make you proud of your unit.

e. Question 5: Do you feel that the chain of command truly cares about you and your family? How do they demonstrate this concern?

# APPENDIX 6

## SUMMARY OF FIELD INTERVIEWS

|                                    | <u>Visit #1 (Jan 86)</u> | <u>Visit #2 (Feb 86)</u> |
|------------------------------------|--------------------------|--------------------------|
| CORPS CDRS                         | 2                        |                          |
| CORPS CSMS                         | 2                        |                          |
| DIV CDRS                           | 2                        |                          |
| ASST DIV CDRS & CHIEFS OF<br>STAFF | 7                        |                          |
| DIV CSMS                           | 4                        |                          |
| DIV STAFF OFFICERS                 | 19                       |                          |
| BDE CDRS                           |                          | 4                        |
| BDE CSMS                           |                          | 4                        |
| BDE STAFF OFFICERS                 |                          | 24                       |
| BN CDRS                            |                          | 12                       |
| BN CSMS                            |                          | 10                       |
| BN STAFF OFFICERS                  |                          | 28                       |
| CO CDRS                            |                          | 28                       |
| PLT LDRS                           |                          | 24                       |
| PLT SGTS                           |                          | 24                       |
| SQUAD LDRS                         |                          | 24                       |
| JR EM (E4)                         |                          | <u>36</u>                |
| TOTAL INTERVIEW                    | <u>36</u>                | 218                      |