



Research Product 2008-01

**A U.S. Army Reserve (USAR) Noncommissioned
Officer (NCO) Tacit Knowledge Inventory: Flexible
Structure for Squad-Level Leader Self-Development**

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June 2008

ARI- Boise Research Unit

**United States Army Research Institute
for the Behavioral and Social Sciences**

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**Personnel, Performance
and Training**

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A U.S. ARMY RESERVE (USAR) NONCOMMISSIONED OFFICER (NCO) TACIT KNOWLEDGE INVENTORY: FLEXIBLE STRUCTURE FOR SQUAD-LEVEL LEADER SELF-DEVELOPMENT

EXECUTIVE SUMMARY

Research Requirement:

Because the development of leaders is a top priority, the Army continues to sponsor a wide-ranging array of research into ways leaders can be most effectively developed. The Army's leader development program is based on three 'pillars': Institutional training, operational assignments and self-development, designed to teach commissioned and noncommissioned active and reserve component (RC) leaders how to be, what they need to know, and how to do what they need to do. One body of leadership research involves learning how tacit knowledge contributes to the effectiveness of leaders. Tacit knowledge is knowledge accrued through experience gained during operational assignments and is related to an individual's ability to solve problems. The primary product from the seminal research was an inventory that compiled leader tacit knowledge for active Army commissioned officers at three leader levels: Platoon, Company and Battalion. Active Army leaders are able to more readily share tacit knowledge through informal networks because they live and work together for extended periods of time. Leaders within the RC are more geographically dispersed, which may affect their ability to form mental models through shared tacit knowledge. The goal of this project is to develop a tacit knowledge inventory composed of tacit knowledge items identified as important for the development of Squad Level noncommissioned officers (NCO) within the USAR to facilitate knowledge sharing, as well as provide structure for self-development.

Procedure:

The procedure in this project was based on an action research model, in which ARI partnered with the USAR and collaborated to develop a product for use by the USAR. Interviews were conducted with Squad Level NCOs to gather raw material which was then organized into 106 tacit knowledge items in the form of 'If-Then-Because' statements. A subject matter expert (SME) panel consisting of 6 senior (E9) USAR NCOs evaluated the tacit knowledge items to determine which items were most important for the development of Squad Level NCOs. Analysis of their evaluation narrowed the number to 20 tacit knowledge items, from which problem-scenario vignettes and better/worse response options were developed. These 20 vignettes were submitted to another panel of SMEs consisting of 29 senior (E8) USAR NCOs, who evaluated the response options. Upon completion of this evaluation, means and standard deviations for each response option were calculated, which identified the better response options from the worse (means) as well as the degree of agreement amongst the SMEs (standard deviations). The USAR NCO Tacit Knowledge Inventory for Squad Level Leaders was then formatted into a self-assessment inventory and delivered to the USAR for use.

Utilization and Dissemination of Findings:

The products developed in this project (which consist of the USAR NCO Tacit Knowledge Inventory as well as the summary of means and standard deviations for each response options) have been delivered to the USAR. The Directorate responsible for overseeing leader development within the 84th Training Command is exploring ways to incorporate the inventory into NCO Academy curriculum, as well as publishing it on the Battle Command Knowledge System.

A U.S. ARMY RESERVE (USAR) NONCOMMISSIONED OFFICER (NCO) TACIT
KNOWLEDGE INVENTORY: FLEXIBLE STRUCTURE FOR SQUAD-LEVEL LEADER
SELF-DEVELOPMENT

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A U.S. ARMY RESERVE (USAR) NONCOMMISSIONED OFFICER (NCO) TACIT KNOWLEDGE INVENTORY: FLEXIBLE STRUCTURE FOR SQUAD-LEVEL LEADER SELF-DEVELOPMENT

Overview

Because the development of adaptive leaders is a top priority for the U.S. Army, the Army continuously seeks ways to improve its leader development programs. One way is by sponsoring research programs aimed at finding strategies to enhance leader competencies by examining the degree to which knowledge, particularly tacit knowledge (TK), contributes to a leader's effectiveness. TK is informal knowledge (not taught in institutions), accrued during the experience of operational assignments, and contributes to an individual's ability to problem-solve (e.g., how a leader establishes credibility upon assignment as a new leader). Improved problem-solving directly supports the Army's goal of growing adaptive leaders. Research suggests that TK levels reflect the culture of an organization through a shared mental model of how leader problems are solved. Thus far, the focus of TK research has been on identifying and mapping it among active Army officers at three leader levels, as well as measuring its relation to other leader competencies. The goal of this project is to identify and map TK among USAR Squad Level NCOs, and develop an inventory of this knowledge for use as a leader self-development tool. This research report summarizes the process by which the USAR NCO TK Inventory was developed.

Background

The Tacit Knowledge for Military Leaders (TKML) project was initiated in the early 1990s and sought to articulate the informal knowledge leaders accrue through the experiences they have during operational assignments (Horvath et al., 1994). Ultimately TK for leaders at three levels (Platoon, Company and Battalion) was identified and organized into inventories (Hedlund et al., 1999a,b,c). Since the development of the inventories, TK research has focused on its nature and acquisition (Antonakis, Hedlund, Pretz and Sternberg, 2002; Matthew, Cianciolo and Sternberg, 2005); its relation to learning (Zbylut et al., 2007); its relation to self-knowledge (Psocka, Legree and Gray, 2007); and the role that the organizational culture of the reserve component plays in its acquisition (Taylor, 2007).

The Army's leader development program (for commissioned and noncommissioned officers) is based on three 'pillars': institutional training, operational assignments, and self-development (HQDA, 1994; HQDA, October 2002, p. 1), and teaches officers and NCOs the knowledge, skills, and abilities necessary to be leaders. The process of leader development in the Army involves learning how to 'Be' (development of an identity), learning what to 'Know' (accruing knowledge), and learning what to 'Do' (gaining skills) (HQDA, 1999). Formal training takes place during professional military education provided at institutions. Informal learning, where leaders can practically apply institutional training occurs during operational assignments. Throughout their career, leaders are expected to engage in a continuous, career-long process of self-development, which is less structured. Thus, the Army's program is part content and part process. In other words, a leader's development takes place through learning, which is the

combined result of the experiences and knowledge made available to the individual, as well as the process by which a leader becomes aware of that knowledge and how to make meaning of those experiences.

While the learning process is unique to each individual, it doesn't happen in a vacuum. A leader's effectiveness and professional identity is assessed not only on his or her technical proficiency, but also on the individual's ability to interact successfully with others and adapt to new situations (Gherardi et al., 1998, as cited in Elkjaer, 2003, p. 43). Thus, the complexity of the learning process aligns with the complex nature of a leader's job. In fact, the definition of learning is multifaceted, simultaneously termed: "(1) the acquisition and mastery of what is already known about something; as well as (2) the extension and clarification of meanings of one's experience" (Smith, 1982, p. 34). From this perspective, the learning process may be viewed not just as 'informative', but more appropriately as 'transformative' (Kegan, 2000, p. 50).

A transformative program changes participants, not only through the introduction of new knowledge but also through the need to modify and enlarge perceptions, beliefs, insight and create shared mental models resulting from constructive discourse with team members (Mezirow & Assoc., 2000, pp. 7-8; Plaskoff, 2003, p. 164). The nature of leadership is such that it requires a wide-ranging individual set of skills and abilities as well as the capacity to structure interaction with others based on the situation at the time. Thus an effective leader development program simultaneously prepares one for each career stage while transforming that leader into who he or she needs to be for the next stage, concurrently developing or enhancing the individual's capacity to adapt.

Within institutional training, the transformative learning process is structured, with leaders working through a prescribed curriculum of individual and group activities, and progress measured through end-of-course examinations. During operational assignments, leaders apply institutional training in the course of daily operations which involve interaction with superiors, subordinates and peers. Leaders receive feedback throughout their assignments, and also through a formal, periodic performance evaluation by their supervisors. The self-development process is less structured for both officers and NCOs; however, there are published guidelines that describe it (HQDA, 1991). For NCOs, the self-development 'pillar' is intended to be a "planned, progressive and sequential program," (HQDA, October 2002, p. 3), that combines structured and non-structured elements conducted in a variety of environments, using "traditional, technology-enhanced and self-directed methods" (HQDA, December 2002, p. 1-29).

Despite the professional expectation that one engage in continuous self-development, the capability to successfully do that is not automatic. An NCO must have the ability to self-diagnose knowledge strengths and weaknesses, and select an appropriate remedial course of action. In short, it requires a variety of higher order self-management skills, which include: information retrieval, time management, goal setting, problem solving, and even critical thinking (Wang, 1983, as cited in Candy, 1991, p. 319). In addition to self-management skills, NCOs should have a sense of autonomy, (e.g., the freedom to choose to spend time on the necessary skills), and structure the self-development learning goals as he or she sees fit (Candy, 1991, p. 413).

While the motivation for an NCO to engage in a continuous self-development program is regulatorily prescribed, whether an individual has all the requisite skills to successfully craft and implement an effective self-development program is another story. USAR NCOs attend the same institutional training as their active Army peers, and they gain important developmental skills during operational assignments. However, when it comes to self-development, USAR NCOs may be at a disadvantage. Active Army NCOs, because they live within an Army community, have an opportunity to network with peers more readily. The Reserve Component (RC) NCO is geographically dispersed and members live within civilian communities, commuting sometimes long distances to attend military training. Because of this, the opportunity to network and build shared mental models of leadership and problem-solving strategies may be less available. A TK inventory that packages information deemed important by the NCO corps could provide a flexible structure to guide an NCO towards achieving professional goals. It could combine elements of important intrapersonal, interpersonal, and organizational knowledge in such a way that an individual NCO could challenge his or her own assumptions and knowledge, or in a facilitated group discussion setting.

In sum, to adequately structure a productive self-development program, NCOs need self-assessment skills, time management, goal setting, access to the right materials, and a professionally supportive environment (Candy, 1991, pp. 419-420). Research has established that TK is related to leader effectiveness (Hedlund et al., 1999a,b,c). Findings in research conducted by Taylor (2007) suggest that an individual's metacognitive capacity to know one's own knowledge strengths and weaknesses is related to one's level of TK, and that the Army component to which one belongs (active, USAR, Army National Guard (ARNG)) influences one's ability to build TK. A TK inventory composed of items selected as critical to the development of junior NCOs can serve as a structured guide around which to organize a self-development program. The process by which the USAR NCO TK Inventory was created is explained below.

Procedure

Method

The conceptual framework used in this project was based upon action research (Whyte, 1991) and involved a collaborative partnership between the U.S. Army Research Institute for the Behavioral Sciences (ARI) and the USAR. Action research combines input from both stakeholder and researcher to create a tool through which change can be assessed. Development of the USAR NCO TK Inventory was modeled upon the process used in the TKML Project (Hedlund et al., 1999a,b,c). After a letter of introduction to the 84th Training Command (Leader Readiness), USAR, an initial coordinating meeting was conducted with senior leaders at Fort McCoy, WI. During this meeting, attendees were provided information about the role TK plays in the development of effective leaders, as well as shown a copy of the TKML. A point of contact within the NCO Academy was identified and a collaborative relationship was established with senior NCOs within the organization.

Data Collection

Initial data collection was scheduled to be conducted during a Basic NCO Course (BNCOC) at Fort McCoy. Using an interview protocol (Appendix A), a team of three researchers interviewed 41 NCOs attending the BNCOC in a seven day time period. Interviews (which took approximately one hour) were open-ended and asked the NCOs to tell a story about something they learned early in their career that was significant to their development as an NCO or as a leader, that they did not learn in an institutional setting, but rather ‘on-the-job.’

Data Analysis and Evaluation

Each interview was transcribed and then read by each interviewer. All stories shared by each interviewee that recounted an experience important to the individual’s development as a leader were structured into ‘If-Then-Because’ statements to more readily identify the components of the item (Hedlund et al., 1999a,b,c). Stories that were incomplete or not related to leader development were not included in this process. Table 1 shows an example of an interview story, reorganized into an If-Then statement:

Table 1. Sample Leadership Story and Summarized TK Item

Leadership story: Taking Charge

You were recently promoted to SSG, and you were assigned to a Squad/Section leader position. Your PSG has assigned all the Squads/Sections a lot of tasks to complete in preparation for an upcoming major field training exercise. Time is short and tensions are high. Your Squad/Section members are not as focused as you would like. You’ve seen other leaders ‘crack the whip’, intimidating their Soldiers to perform better, and it seems to get results. However, you’ve also noticed that the Soldiers in those units are not very committed to their organization. You’ve also observed other leaders who provide very little leadership or information, and the Soldiers in those units are always continuing to try to find out what direction they should be going. How should you motivate the members of your Squad/Section?

Coded TK item: Intrapersonal knowledge on leader style

IF you are a newly assigned leader, and
IF you are preparing for an important mission, and
IF time is short
THEN fully explain the upcoming mission, giving your squad the ‘big picture’, and don’t yell and scream,
BECAUSE Soldiers will work better together and harder when they know why they are accomplishing the tasks for the mission and they are doing things that will make them better as a team and will contribute to the success of the squad.

A total of 106 'If-Then-Because' statements were compiled representing TK items. These items fell into three major categories, each with sub-categories: a) Intrapersonal (Knowledge of Self and Problem-Solving Abilities); b) Interpersonal (Knowledge of Professional Interpersonal Skills, Knowledge of How to Build a Team, Knowledge of Soldier Development and Mentoring); and, c) Organizational (Knowledge of Professional Ethics and Values, Knowledge of Leader Attitudes and Behaviors, and Knowledge of Training and Unit Systems).

These 106 items were then submitted to a subject matter expert (SME) panel composed of six Command Sergeants Major and Sergeants Major who held senior leadership positions within the USAR. These senior NCO SMEs were chosen because during their career they were Squad Leaders, and as they were promoted, supervised Squad Leaders. Additionally, as senior NCO's they were responsible for the recommendation and/or implementation of topics to be included in leader development programs for NCOs. Thus the SME's had served at the operational, tactical and strategic levels of leadership, and were considered qualified to evaluate tacit knowledge items. These NCOs were asked to rate how important (on a 7-point Likert scale) each item was to the development of expert Squad Leaders (7: Critically Important; 6: Very Important; 5: Moderately Important; 4: Important; 3: Moderately Unimportant; 2: Very Unimportant; 1: Totally Irrelevant). In addition, respondents were asked to evaluate the TK items listed in each section and select a specific number (out of the total) they would recommend be included in a Squad Leader Development Program (LDP). The evaluation instrument is at Appendix B.

Items that received the highest rating score (6 or above) in each sub-category were cross-indexed with the items (receiving at least 4 votes) that were recommended for inclusion in an LDP by the SME Evaluators. This analysis resulted in 20 items. The composition of the 20 items represented all the categories listed above and are summarized in Table 2:

Table 2. Breakout of Categories and Sub-Categories of 20-Item TK Inventory

<u>Category</u>	<u>Number of Items</u>
Intrapersonal (Self and Problem-Solving Abilities)	2
Interpersonal (Professional Interpersonal Skills)	2
Interpersonal (How to Build a Team)	4
Interpersonal (Soldier Development and Mentoring)	2
Organizational (Professional Ethics and Values)	3
Organizational (Leader Attitudes and Behaviors)	3
Organizational (Training and Unit Systems)	4
	20

Development of USAR NCO TK Inventory

Vignettes describing a scenario of a problem a Squad Leader might encounter were composed from each of the 20 TK items. Response options were also developed that presented different ways (some better, some worse) that one might solve the problem. Both the vignettes and response options were developed using the raw material from the interview transcripts. This 20-item TK inventory was then sent to another Senior NCO Expert Panel composed of USAR NCOs who were attending a First Sergeant's Course. A total of 29 Master and First Sergeants were administered the inventory and asked to evaluate to what degree they agreed with each response option using a 6-point Likert scale (6:Agree Strongly; 5:Agree Moderately; 4:Agree Slightly; 3:Disagree Slightly; 2:Disagree Moderately; 1: Disagree Strongly). Means and standard deviations were calculated for each response item. Results from this rating process comprise the expert means against which Squad Leaders who take the inventory can compare their responses.

Conclusion

Utilization of Product

Upon finalization of the inventory, the package, which included the inventory and the expert response means and standard deviations (Appendix C), was sent to the 84th Training Command. The Directorate is responsible for developing strategies designed to enhance USAR leader effectiveness and is exploring ways to incorporate the inventory into the curriculum at the NCO Academy. Uploading it onto the NCO Website associated with the Battle Command Knowledge System (BCKS) so that it is available to NCOs who use the knowledge-sharing site is also being considered.

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Appendix A

Interview Protocol

INDIVIDUAL INTERVIEW QUESTIONS AND PROBES

[Involve the interviewee as a partner in the tacit knowledge (TK) acquisition. Stay with the story line and the affect. Try to get the TK in their own words. Interviewers work together with interviewee to develop as clear a description of the TK as is possible. Once a story has been mined, if time permits, ask the interviewee to tell another story. Follow same line of conversation until time is up or interviewee is ready to stop.]

As we begin, let us make sure that you understand what we're looking for. We want to hear about lessons you learned that you later realized were important in your development as a leader. We want to hear about how you solved problems. We want to hear about experiences you had where you learned about successful ways to accomplish things, and about what ways were not successful. We want to hear about examples of things about leadership that aren't written in books or taught in classes. These lessons learned and experiences are more about the process involved in accomplishing something. This knowledge may have been learned because of some challenge or problem you faced. It may have been acquired by watching someone else's successes or failures.

We would like to focus about lessons learned and experiences at the Squad Leader level. We would like to start out by asking you to tell us a story focused in a certain area, about: **[Drill weekends; annual training; pre-mobilization or deployment preparation; deployment; post-deployment; JRTC or NTC; FTXs; part-timer versus full-timer relationships; leadership; maintenance; personnel; training; professional relationships]**. The lessons you have learned in these areas could be about yourself, your team members, or your unit.

Sample Probes:

- Could you give us an example of someone who did not do the right thing, and what the consequences were?
- How do you put that into action? What do you do?
- Why did you do that? What were some of your other options?
- What happened? Or...How might it have worked out?
- What would be examples of expert ways to solve the problem?
- What would be examples of totally wrong ways to solve the problem?
- Have you had a similar experience (challenge or problem) before? If so, tell us about that.
- Have you had a similar experience since this one? If so, please tell us about it.
- How will you handle a similar experience if it happens in the future?
- What were the lessons learned from this experience?
- What is important about this experience that makes it important enough to share?
- If this story is about a problem you had to solve, please tell us about 'good' solutions to the problem as well as 'bad' solutions to the problem.

[Categories from which to gather stories:

- **Actions that distinguish experts from novices**
- **Pre-mobilization experiences**
- **Mobilization experiences**
- **Post-mobilization experiences**
- **IDT experiences**
- **AT experiences**
- **Garrison experiences**
- **Part-timer versus full-timer experiences**
- **FTX experiences**
- **CTC experiences**
- **Intrapersonal; interpersonal; organizational experiences]**

Appendix B

Senior NCO SME Evaluation

U.S. ARMY RESEARCH INSTITUTE (ARI) AND U.S. ARMY RESERVE (USAR) NONCOMMISSIONED OFFICER (NCO) TACIT KNOWLEDGE (TK) PROJECT

Overview

The following pages contain tacit knowledge items that were obtained through interviews of USAR NCOs attending the Basic NCO Course (BNCOC) and 1SG Course at Fort McCoy. Tacit knowledge is knowledge gained through the experience of operational assignments, and is not generally taught during formal professional military education. Each tacit knowledge item on this list represents knowledge that is potentially useful to the development of expert Squad Leaders. The items are organized into groupings which represent categories of intrapersonal (knowledge about oneself), interpersonal (knowledge about one's team) and organizational (knowledge about one's unit or the larger Army organization) tacit knowledge.

In each Section, you are asked to first, evaluate the importance of each item to the development of expertise in Squad Leaders, and second, select the one's you think would be most important to include in a Squad Leader Development Program. Please complete this instrument, following the instructions in each Section.

TACIT KNOWLEDGE ITEMS FOR SQUAD LEADERS

Instructions: The following 11 items represent intrapersonal tacit knowledge, which is knowledge about oneself. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Intrapersonal – Knowledge of Self and Problem-Solving Abilities

<p>1. IF you are a Squad Leader AND you want to honor the NCO creed, “No one is more professional than I AND you want to model that creed THEN you develop a self-awareness of your leadership style and its effect on your Soldiers BECAUSE your Squad watches everything you do and say and both your professional and unprofessional behaviors will impact them.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND you have been recently promoted to the position AND you are a high energy, excitable individual AND you want to provide stable, consistent leadership for your Squad THEN you must learn to rein in your emotions BECAUSE it is critical that leaders serve as an anchor for Soldiers during periods of extreme stress.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>3. IF you are a Squad Leader AND you are new AND you want to establish credibility with your PSG THEN you work hard to present a professional image, maintain your technical and tactical skills, always be on time AND you volunteer for missions BECAUSE that will demonstrate your dependability, trustworthiness and professionalism to the PSG.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Intrapersonal – Knowledge of Self and Problem-Solving Abilities (continued)

<p>4. IF you are a Squad Leader AND you want to be an effective leader THEN you should develop an understanding of different leadership styles as well as how and when to employ them BECAUSE this will allow you to effectively lead your Squad under all conditions.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>5. IF you are a Squad Leader AND you are on a deployment in a combat theatre AND your mission requires that you perform your tasks in a dangerous environment THEN you must take steps to maintain emotional consistency BECAUSE if you ‘blow up’ over everything, the performance of your Squad will be degraded BECAUSE they will be focused on tiptoeing around you, rather than performing their mission.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>6. IF you are a Squad Leader AND you want to model positive leadership qualities for your Soldiers AND you have more responsibilities than you have time for THEN you must be prepared to spend some of your own time checking on your Soldiers and preparing training BECAUSE that is what is required in order to be a good leader.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>7. IF you are a Squad Leader AND you are given the opportunity remove Soldiers in your Squad, and replace them prior to a deployment THEN you must follow a procedure to select and train your team BECAUSE if you indiscriminately remove Soldiers from your Squad AND you don’t make an attempt to train them THEN you might find yourself in a position where you don’t have enough trained Soldiers to perform your mission.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Intrapersonal – Knowledge of Self and Problem-Solving Abilities (continued)

<p>8. IF you are a Squad Leader AND you have a problem between the Soldiers in your Squad THEN you must listen to both sides of the problem BECAUSE it is important to hear both sides to be able to understand the nature of the problem AND formulate a fair and appropriate solution.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>9. IF you are a Squad Leader AND you have critical information to communicate to the members of your Squad AND you want to make sure the Squad receives all the information THEN you should form your Squad AND deliver the message to the group BECAUSE this eliminates any filters blocking the message AND allows the Squad to ask questions to clear up misconceptions or clarify a point.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>10. IF you are a Squad Leader AND your Soldiers have been working excessively long hours AND you see that they are beginning to make mistakes, they are getting sloppy in following procedures and are performing their duties incorrectly because of fatigue AND you are concerned that fatigue-related errors could lead to accidents and problems THEN you work with your chain of command to rotate them temporarily to other duties BECAUSE this will give them an opportunity to have a break which will refresh them and will make them more effective.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Intrapersonal – Knowledge of Self and Problem-Solving Abilities (continued)

11. IF you are a Squad Leader AND your Squad needs a piece of equipment as soon as possible AND you know that the requisition must go through both the supply and maintenance channels THEN you contact both the supply and maintenance offices and ask for guidance to complete the paperwork correctly AND you walk the paperwork through all the approving office BECAUSE you can get your equipment faster than if you sent the paperwork through normal channels.

- 7 ___ Critically Important
- 6 ___ Very Important
- 5 ___ Moderately Important
- 4 ___ Important
- 3 ___ Moderately Unimportant
- 2 ___ Very Unimportant
- 1 ___ Totally Irrelevant

Please review the 11 Intrapersonal Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 5 (out of the 11) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 5 items below.

1. _____

2. _____

3. _____

4. _____

5. _____

Instructions: The following 9 items represent interpersonal tacit knowledge, about professional interpersonal skills. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Interpersonal – Knowledge of Professional Interpersonal Skills

<p>1. IF you work for a Commander, who is inexperienced and difficult to work for AND you have to plan for a complicated operation AND, the Commander likes to figure things out, individually THEN you find ways to assist the Commander in planning, organizing and individual problem-solving BECAUSE reading and adapting to superior's needs is as important as being able to read and adapt to subordinate needs.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND you are on a deployment AND you notice that one of your Soldiers spends a great deal of time alone AND is ignored by the other Soldiers THEN you make a point of talking with the Soldier and finding out if he is OK BECAUSE that is one of the danger signals of suicide.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>3. IF you are a Squad Leader AND you recently returned from a deployment AND you notice that one of your Soldiers is behaving differently than she has previously THEN you should speak with that Soldier to evaluate her need for counseling support BECAUSE PTSD can be difficult to spot and Soldiers may be embarrassed to ask for help.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Very Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of Professional Interpersonal Skills (continued)

<p>4. IF you are a Squad Leader AND you want to put stress on your Squad to develop them AND you know that each of your Squad members handle stress differently THEN you read each person's behavior to determine how close they are to the breaking point BECAUSE you don't want to push them over the top.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>5. IF you are a Squad Leader AND you want to be an effective leader THEN you take the time to know all the Squad members AND you record information about each Soldier in a leader book BECAUSE this will assist you in learning who the Soldiers are as people and will facilitate building a rapport with them.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>6. IF you are a Squad Leader AND you want to be an effective leader AND the Team Leaders bring you 'bad news' about mistakes Soldiers have made THEN you never berate and belittle them BECAUSE if you do, you are telling them that they don't matter and their opinions don't matter AND your subordinates will stop giving you suggestions because they know you won't listen to them anyway.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>7. IF you are a Squad Leader AND you have a Soldier who is experiencing a lot of personal problems AND you want to support the Soldier THEN you work with the Soldier to allow him or her to take care of the personal problems AND you let the Soldier know that he or she is important to the mission BECAUSE if the Soldier feels like you are supportive, the individual will return and be ready to serve when the personal problem is resolved.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Interpersonal – Knowledge of Professional Interpersonal Skills (continued)

<p>8. IF you are a Squad Leader AND you know that you have biases about people or racism THEN you will quickly learn to change your mind or hide your true feelings AND you will learn you can work with people, even if you don't like them BECAUSE the Army does not expect you to like everyone but the Army does expect you to be respectful of others and work together to accomplish the mission.</p>	<p>7 _____ Critically Important 6 _____ Very Important 5 _____ Moderately Important 4 _____ Important 3 _____ Moderately Unimportant 2 _____ Very Unimportant 1 _____ Totally Irrelevant</p>
<p>9. IF you are a Squad Leader AND your style of leadership is to yell and criticize your Soldiers BUT you are only interested in short-term results THEN you will create a 60% Soldier who will only do the minimum to get the job done BUT will have no loyalty to you or the organization AND you won't build an effective working relationship or inspire them to become a Soldier that is ready for promotion BECAUSE for long term commitment you must use positive developmental motivation to inspire Soldiers.</p>	<p>7 _____ Critically Important 6 _____ Very Important 5 _____ Moderately Important 4 _____ Important 3 _____ Moderately Unimportant 2 _____ Very Unimportant 1 _____ Totally Irrelevant</p>

Please review the 9 Interpersonal Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 5 (out of the 9) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 5 items below.

1. _____
2. _____
3. _____
4. _____
5. _____

Instructions: The following 21 items represent interpersonal tacit knowledge, about how to build a team. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Interpersonal – Knowledge of How to Build a Team

<p>1. IF you are a Squad Leader AND you have a mixture of dependable and undependable Soldiers in your Squad AND you have missions to accomplish that you want to ensure are completed AND you have a tendency to always give the high priority missions to the dependable Soldiers THEN you must work out a system where the undependable Soldiers get tasked equally AND Soldiers pull together to get the job done BECAUSE if you don't you will burn out the dependable Soldiers.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND you have been activated AND you have new Soldiers who are cross-leveled into your Squad AND you want to form a strong cohesive team THEN you must take the time to get to know your Soldiers lifestyles and backgrounds BECAUSE if you have this knowledge about them you will understand how to motivate and develop them.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>3. IF you are a Squad Leader AND you want you want to build a cohesive, effective team THEN you need to get to know the Soldier's strengths and weakness as well as the best way to motivate them SO you find out which Soldiers need more positive encouragement AND which Soldiers need more mentoring to build their confidence AND which Soldiers need less supervision THEN you adjust your leadership style to fit each Soldier BECAUSE when you take the time to know each Soldier's strengths and weakness you can better lead and build a better team.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of How to Build a Team (continued)

<p>4. IF you are a Squad Leaders AND you have Soldiers in your Squad who are of a different race, religion, gender or culture AND you want to build an effective team THEN you must educate yourself AND your Soldiers on cultural, racial, religious, or gender-related differences in the Soldiers which may impact how teambuilding should be conducted BECAUSE it is critical that you develop a competent and cohesive team.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>5. IF you are a Squad Leader AND you must counsel a Soldier THEN you sit down with them in a private area AND you discuss problems and provide feedback with the Soldier in a calm and dignified manner AND you hold them fully accountable for their behavior AND you don't yell, verbally abuse, or publicly humiliate the Soldier BECAUSE to do so would cause the Soldier to mistrust you and withdraw from the unit.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>6. IF you are a Squad Leader AND you see one of your Team Leaders chewing out a Soldier in front of other Soldiers THEN you pull that Team Leader aside and tell him that behavior is inappropriate BECAUSE it will not solve the Soldier problem AND it demoralizes Soldiers AND it will cause them to lose trust in their leaders.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of How to Build a Team (continued)

<p>7. IF you are a Squad Leader and you are given a task that your Squad must perform AND in the process of briefing the Squad, a Soldier suggests an alternative method to accomplish the task THEN you should allow the group to try the alternative way, as long as it is legal, ethical, does not compromise safety, and still accomplishes the mission on time BECAUSE to do so encourages the Squad members to think of better ways of approaching a task AND provides a sense being able to provide input to the unit as well as take ownership in the outcome.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>8. IF you are a Squad Leader AND one of your Squad members starts slacking off AND you sense that the Soldier is thinking of withdrawing from the unit THEN you approach that Soldier and ask him about his goals AND you give him more responsibilities BECAUSE that can inspire and challenge Soldiers who are losing their motivation.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>9. IF you are a Squad Leader AND you want to build a cohesive, effective Squad THEN you must cultivate in your Soldiers the ability to recognize each other's strengths and weakness AND understand what can be improved through training AND what must be managed through maintaining a positive professional attitude BECAUSE if you don't make your Soldiers aware of how to build the team THEN they will never learn the value of it.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of How to Build a Team (continued)

<p>10. IF you are a Squad Leader AND a new Soldier is transferred into your Squad AND the Soldier receives a Welcome Letter from you before the Soldier arrives AND you introduce the Soldier to the unit after the Soldier arrives THEN the Soldier will be more inclined to report to drill weekend AND perform his or her duties and responsibilities better BECAUSE the Soldier has been made to feel welcome as well as a part of the team.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>11. IF you are a Squad Leader AND you have a lot of young Soldiers in your Squad AND you must train them to transition between civilian and military life THEN you systematically emphasize the appropriate professional behaviors, attitude, and communication style AND you model the appropriate professional behavior BECAUSE younger Soldiers sometimes have a difficult time understanding that a certain level of social interaction may be appropriate in the civilian world, but is not appropriate in the military world.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>12. IF you are a Squad Leader AND you are assigned Soldiers right out of Basic Training AND you want to maintain their enthusiasm and positive attitude THEN you must create a high energy, professional command climate AND monitor their attitude so they can make the transition from Basic/AIT OPTEMPO to unit OPTEMPO and not lose their positive attitude BECAUSE if you do not assist the new Soldiers in this transition, they will lose trust and confidence in the organization.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of How to Build a Team (continued)

<p>13. IF you are a Squad Leader AND you have a Soldier who has developed a bad attitude that is influencing the rest of the Squad AND you have counseled this Soldier, which hasn't worked AND the Soldier is unwilling to change AND you don't want to pass your trouble onto another Squad THEN you request permission to initiate discharge proceedings for the Soldier BECAUSE you don't want the climate of your Squad degraded further.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>14. IF you are a Squad Leader AND you want to develop the Soldiers in your Squad THEN you make sure you outline the standards you want them to adhere to AND you hold them consistently and fairly to the standards BECAUSE in doing so, you instill a professional model in them AND you also establish accountability along the way by following up on tasks you assign them.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>15. IF you are a newly assigned Squad Leader AND you knew members of your Squad personally before you were assigned to your duty position AND you encounter them during social occasions AND you want to establish your professional credibility in your new Squad THEN you must establish, maintain and adhere to a social distance between you and the Soldiers AND treat everyone equally and fairly BECAUSE if you remain too friendly you will compromise your authority AND degrade the cohesion of the team.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of How to Build a Team (continued)

<p>16. IF you are a Squad Leader AND you have females assigned in your Squad AND the females are noticeably more friendly towards the NCOs than the Soldiers AND you want to establish and maintain a professional climate THEN you must counsel all the NCOs in the Squad about how to model an appropriate professional demeanor and attitude AND when it might be necessary to counsel the female Soldiers BECAUSE is necessary to maintain a consistent, respectful, fair and professional climate in the Squad.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>17. IF you are a Squad Leader AND you notice that one of your Soldiers tends to take more time off to smoke cigarettes AND you want to make sure that everyone does their fair share of the work THEN you approach that Soldier and discuss the issue with him BECAUSE the rules must be applied fairly and consistently to everyone in the Squad.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>18. IF you are a Squad Leader AND you are personal friends with other leaders in your unit, outside of drill weekend AND you want to model professional leader behavior THEN you address others by their rank and last name while on IDT and AT BECAUSE that sets the most professional example for enlisted Soldiers AND establishes a disciplined unit environment.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>19. IF you are a Squad Leader AND you have been given tasks to accomplish AND you know your Soldiers are tired AND you know that because they are tired, they may want you to relax the standards THEN you must give them more resources to accomplish their task while maintaining the standards BECAUSE to do so would send the wrong message.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Interpersonal – Knowledge of How to Build a Team (continued)

<p>20. IF you are a Squad Leader AND one of your Soldiers requests information THEN you make a point of finding the information and answering the Soldier's question BECAUSE to not do so would degrade the Soldier's trust in you AND it demonstrates your respect for your Soldiers AND it is a leader skill that should be cultivated.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>21. IF you are a Squad Leader AND you want to build trust with your Soldiers AND you want to demonstrate that you care about your Soldiers THEN you stick up for them when necessary and protect their work from interference by other Soldiers and leaders BECAUSE if Soldiers know that you are committed to them, they will have higher morale, will work harder and be more committed to the organization.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Please review the 21 Interpersonal Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 10 (out of the 21) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 10 items below.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Instructions: The following 8 items represent interpersonal tacit knowledge, about how to mentor and develop Soldiers. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Interpersonal – Knowledge of Soldier Development/Mentoring

<p>1. IF you are a Squad Leader AND you have Soldiers who are doing a lot of whining AND you want to toughen them up and make them aware of their behavior THEN you find a way to call their behavior to their attention BECAUSE if you don't, the morale of the other Soldiers will go down.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND you have a Squad of male and female Soldiers AND one of the female Soldiers is acting in an unprofessionally provocative manner THEN you must take the female Soldier aside and explain why her behavior is communicating an unprofessional image for a Soldier BECAUSE it is essential for her to have the feedback to be able to understand how to be a member of the team.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>3. IF you are a female Squad Leader AND you have both male and female Squad Leaders in your Platoon AND you see male Squad Leaders treating female Squad members unprofessionally OR you see female Squad Leaders treating male Squad members unprofessionally THEN you have a professional obligation to do a peer correction BECAUSE to do nothing will degrade the effectiveness and cohesion of the team.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Interpersonal – Knowledge of Soldier Development/Mentoring (continued)

<p>4. IF you are a Squad Leader AND you have a Squad of part time Soldiers who are having a difficult time transitioning between civilian and military life AND you know that physical appearance is a key element of professional military bearing THEN you counsel your Soldiers on the need to shave, take care of their uniform, clean their uniform and boots, and conduct personal hygiene BECAUSE this is the way to present a professional military appearance, and transition more smoothly into military life.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>5. IF you are a Squad Leader AND you have some older Soldiers in your Squad AND you want to prepare them to be able to physically withstand the rigors of deployment THEN you must rigidly enforce the PT and weight standards BECAUSE if your Soldiers are not physically fit THEN they risk having serious health problems in extreme environments AND you will have failed your Soldiers by not demanding they achieve and maintain a basic level of physical fitness before they deploy.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>6. IF you are a Squad Leader and you want to prepare a Soldier for promotion THEN you must be able to communicate to the Soldier during regular counseling sessions his or her strengths and weaknesses BECAUSE the Soldier will only achieve his or her potential WHEN the Soldier understands his or her true capabilities as a process to improve.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Interpersonal – Knowledge of Soldier Development/Mentoring (continued)

<p>7. IF you are a Squad Leader AND a new Soldier transfers into your Squad AND this Soldier did not receive proper sponsorship when he joined the Army AND got into trouble repeatedly AND was demoted to E-1 AND was transferred into the assignment involuntarily THEN you should take the time to provide guidance AND coach and mentor the Soldier BECAUSE the Soldier may have abilities that are usable in the Army AND has potential to be a good Soldier WHEN an interest is shown to his well-being and professional development.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>8. IF you are a Squad Leader AND you have part time Soldiers AND the Soldiers have a lot of personal problems AND your unit gets mobilized AND the Family problems are negatively impacting the Soldier's performance THEN you may have to get involved in the Soldier's personal lives AND counsel both the Soldier and his or her spouse BECAUSE part time Soldiers do not understand the impact of personal problems on the military when they become full time Soldiers under mobilization.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Please review the 8 Interpersonal Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 4 (out of the 8) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 4 items below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Instructions: The following 8 items represent organizational tacit knowledge, about professional ethics and values. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Organizational – Knowledge of Professional Ethics/Values

<p>1. IF you are a Section Leader AND you have a boss that gives you a lot of freedom but depends upon you a great deal AND you are given a responsibility (for example, supply) to manage for the Commander AND you have to make decisions on behalf of the Commander who is ultimately signed for the equipment THEN you must act professionally, ethically, and responsibly to manage those resources BECAUSE your actions will cause the Commander to get in trouble or to succeed.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND you have more to do on drill weekend then you have time for AND other leaders in your unit sign off on PT tests without making Soldiers actually take them AND it is suggested to you that you do the same THEN you should give them peer feedback that their decisions are unethical and you should administer the PT tests to standard, no matter how long that takes BECAUSE it is the right thing to do.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>3. IF you are a Squad Leader AND you have an outstanding Soldier who is overweight AND the Soldier has developed a program to reach their required weight THEN the Soldier should be allowed to remain a member of the unit AND continue his weight control program BECAUSE the Soldier is an asset to the unit AND is making slow, but steady progress towards the goal.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Organizational – Knowledge of Professional Ethics/Values (continued)

<p>4. IF you are a Squad Leader AND you are deployed AND you need to equip and re-supply your Squad AND you come across supplies meant for another unit THEN you submit your supply request through the proper channels, BECAUSE you are an NCO and you live by a code of ethics that you model for your Soldiers.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>5. IF you are a Squad Leader AND you are invited by your subordinates for non unit-sponsored social activities THEN you must turn down the offer BECAUSE it may undermine your authority WHEN you fraternize with your subordinates.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>6. IF you are a female Squad Leader in a CSS unit AND you do not have as much experience in the field as other Squad Leaders AND they behave towards you in a manner that is disrespectful and unprofessional THEN you have to take them aside and confront the issue in a professional manner BECAUSE they will never accept you as a member of the team if you do not.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Professional Ethics/Values (continued)

7. If you are a Squad Leader in an MP unit AND you have a mission to guard detainees AND you want to make sure that your Soldiers understand the appropriate professional behaviors THEN you make sure all your Soldiers understand what the standards are AND you enforce them consistently and fully BECAUSE the mission is to secure the detainees, make sure they stay where they are supposed to be, give them food, showers, and recreation, and make sure they are in their cells when it is time to do accountability AND it is not appropriate to harass, physically intimidate or beat them.

- 7 ___ Critically Important
- 6 ___ Very Important
- 5 ___ Moderately Important
- 4 ___ Important
- 3 ___ Moderately Unimportant
- 2 ___ Very Unimportant
- 1 ___ Totally Irrelevant

8. IF you are a Squad Leader AND you have recently replaced a Squad Leader who is being investigated for Section 15-6 violations AND you witnesses one of your subordinates following the procedures endorsed by the previous Squad Leader THEN you must take immediate action to stop the illegal, unethical or immoral activities and make sure Army procedures and standards are followed AND you need to make sure the Squad becomes properly trained BECAUSE if the Squad members do not understand what is right and what is wrong, unit members could compromise and misrepresent the values of the Army.

- 7 ___ Critically Important
- 6 ___ Very Important
- 5 ___ Moderately Important
- 4 ___ Important
- 3 ___ Moderately Unimportant
- 2 ___ Very Unimportant
- 1 ___ Totally Irrelevant

Please review the 8 Organizational Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 4 (out of the 8) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 4 items below.

1. _____ 3. _____
 2. _____ 4. _____

Instructions: The following 14 items represent organizational tacit knowledge, about leader attitudes and behaviors. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Organizational – Knowledge of Leader Attitudes/Behaviors

<p>1. IF you are a Squad Leader AND you are on deployment supporting an active duty unit AND there are other leaders in your unit who feel like they have a say in how things go AND there is pressure to exceed active Army standards THEN the most important thing is to make the Soldiers the priority BECAUSE you should never over commit the Soldiers in your Squad just to make yourself look good BECAUSE this will result on the Squad losing trust in you AND loyalty goes both ways.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND one of your fellow Squad Leaders demonstrates repeatedly that she doesn't care and doesn't take pride in her work AND you see that her Squad has adopted her attitude and it is negatively impacting the platoon THEN you should first approach the Squad Leader and provide her with some peer feedback about how her behavior is negatively impacting the Squad AND if that doesn't work you should approach the PSG with the problem BECAUSE to do nothing will negatively impact the cohesion and effectiveness of the platoon.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>3. IF you are a Squad Leader AND you must organize PT for your Soldiers THEN when you organize it, you perform the PT right alongside your Soldiers (as opposed to driving along behind them) BECAUSE it is critical that you model the performance you expect from your Soldiers AND they will not trust or respect you if you do not participate in PT with them.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Leader Attitudes/Behaviors (continued)

<p>4. IF you are a Squad Leader in a maintenance unit AND you want to develop your Soldiers, AND you have a busy mission THEN you work with your Soldiers assisting them in diagnosing, troubleshooting, and repairing equipment and vehicles BECAUSE then you will not only be providing them with your technical expertise, you will also be modeling professional leadership.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>5. IF you are a Squad Leader AND you want to model positive leadership for your Soldiers THEN you will never bad-mouth your chain of command BECAUSE to do so would be contributing to the creation of a negative command climate.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>6. IF you are a Squad Leader AND your unit is experiencing continuous change AND your Soldiers are having a difficult time adapting THEN you must model a positive attitude to continuously emphasize the positive outcomes that can come from the change BECAUSE if you don't, a negative climate will infest the whole Squad.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>7. IF you are a Squad Leader AND your Squad has been tasked with a mission AND you have a lot of paperwork to complete THEN you manage your time so that you are physically present with your Squad as they work to accomplish the mission AND you complete your paperwork on your own time BECAUSE your priority is to 'lead from the front'.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Leader Attitudes/Behaviors (continued)

<p>8. IF you are a Squad Leader AND a Soldier in your Squad has a problem AND the Soldier's Team Leader is not available AND the Soldier discusses the problem with you AND you give the Soldier counseling and guidance THEN you should telephone the Soldier's Team Leader AND inform the TL of the issue and the counseling AND follow up the telephone call with an email AND instruct the TL to do their own follow up with the Soldier BECAUSE the Soldier is the most important element of the unit.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>9. IF you are a Squad Leader AND you want to teach your Squad leadership THEN you delegate a mission to your Team Leaders AND you allow them to plan out the mission AND you remain available to mentor the TLs THEN they will start to think and act like leaders BECAUSE you have shown them you trust their judgment and the Teams are able to see the TL perform as an effective leader.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>10. IF you are a Squad Leader AND you want to be a good leader THEN you have to show the Soldiers that you care about them, by spending time with them getting wet and muddy BECAUSE your Soldiers will respect you when you spend time with them in the field.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>11. IF you are a Squad Leaders it is important to tell your Soldiers the big picture THEN they will be more willing to accomplish the mission AND you won't have to yell and bully them to get the job done BECAUSE Soldiers work better when they know why they are doing things.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Leader Attitudes/Behaviors (continued)

<p>12. IF you are a Squad Leader AND you want your Squad to be treated and respected by the PSG THEN you teach the Soldiers to practice being caught always doing the right thing AND to finish any task as rapidly and correctly as possible BECAUSE when your Squad has built a reputation of being trustworthy and reliable they will get important assignments and will be trusted to complete them without much supervision.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>13. IF you are a Squad Leader AND you are given information by the PSG AND you hold onto information to make yourself look important THEN you will weaken the whole organization BECAUSE it makes the Squad dependent upon you to do your job AND if something happens to you no one else can do your job and the Squad suffers.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>14. IF you are a new Squad Leader AND you want to establish credibility in your Team Leaders and your Squad THEN you must always 'walk the talk' AND never say one thing and do another BECAUSE to do so would cause them to mistrust you.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Please review the 14 Organizational Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 7 (out of the 14) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 7 items below.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | |
| 3. _____ | 6. _____ | |

Instructions: The following 13 items represent organizational tacit knowledge, about training and unit systems. Please rate, using the scale below, how important each tacit knowledge item is to the development of expert Squad Leaders:

Organizational – Knowledge of Training/Unit Systems

<p>1. IF you are a Squad Leader AND you have returned from a year-long deployment in the Middle East AND you want to maintain your Squad’s proficiency THEN you incorporate activities on your training plan that replicate the kinds of tasks the Squad had to perform during the deployment BECAUSE you know that they will lose that skill-set if you did not periodically require them to practice those tasks.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>2. IF you are a Squad Leader AND you want to train the Soldiers in your Squad on a new task AND you also want to develop them as trainers THEN you can assign portions of the task to the Soldiers to train each other on BECAUSE the best way to learn something is to have to teach it to others.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>3. IF you are a Squad Leader AND you are training Soldiers on a complex task AND you are using structured Army training materials AND you require the Soldiers to read the task AND you realize that they do not understand the concept BECAUSE they can not pronounce the words THEN you take extra time to explain the concept behind the task AND you ask them to explain it to you in their own words BECAUSE then you will know that they understand the concept enough to properly learn the tasks involved.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Training/Unit Systems (continued)

<p>4. IF you are a Squad Leader in a CSS unit AND you have female Soldiers AND you are going to the range to qualify on your assigned weapons AND you want to train and develop all your Soldiers equally THEN you make sure that all male and female Soldiers have an equal opportunity to qualify on their weapons BECAUSE to only allow the male Soldiers to fire would be failing the female Soldiers AND at any time on today's battlefield, either gender may be called upon to either defend themselves or their fellow Soldiers.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>5. IF you are a new Squad Leader AND your unit has been mobilized AND you are unfamiliar with your unit's equipment THEN you must conduct a 100% inventory of all your equipment AND locate and service it BECAUSE you are responsible for your equipment and its condition.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>
<p>6. IF you are a Squad Leader AND you must plan training to prepare your Soldiers for an upcoming deployment AND you want to prepare them for what they must face BUT you are told that 'we don't have to practice to be miserable' AND there is pressure to cut corners on field training THEN you plan the most realistic training possible even if it is physically uncomfortable BECAUSE you would be failing your Soldiers if you did not prepare them for what they will face so they can do their job under stress.</p>	<p>7___ Critically Important 6___ Very Important 5___ Moderately Important 4___ Important 3___ Moderately Unimportant 2___ Very Unimportant 1___ Totally Irrelevant</p>

Organizational – Knowledge of Training/Unit Systems (continued)

<p>7. IF you are a Squad Leader AND your unit has been mobilized and is undergoing pre-deployment training at an active duty installation AND you want to take care of your Soldiers AND you are not familiar with the way business is done at that installation THEN you take the initiative and you ask questions of individuals who are assigned to the installation AND you find out how to obtain supply, maintenance and mess support for your Soldiers BECAUSE you are a leader and your Soldiers are depending on you.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>8. IF you are a Squad Leader AND you want to build a strong, flexible team THEN you train and cross-train all positions BECAUSE the team will still be able to perform the mission even if a key member is missing.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>9. IF you are a Squad Leader AND you want to train your Team Leader to be a Squad Leader THEN you make arrangements for he or she to shadow you for a period of time during your duty day so the Team Leader can see how you perform your job BECAUSE it is a leader's responsibility to always prepare someone to take his place.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Training/Unit Systems (continued)

<p>10. IF you are a Squad Leader AND your unit is on an overseas deployment in a combat theater of operations AND you have been given a mission for your Squad to perform AND in going over the mission orders you identify that you have been given erroneous maps and information THEN you request corrected information from your chain of command AND you put the mission on hold until you receive that information BECAUSE it is your responsibility to ensure the safety and security of your Soldiers.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>11. IF you are a Squad Leader AND your unit is on an overseas deployment in a combat theater of operations AND your Squad is tasked with more missions to accomplish than the other Squads AND you know that it is because the other Squad Leaders are not demanding that their Soldiers improve their skills THEN you take the issue to your PSG and you insist that a more fair system be worked out to distribute the missions fairly and consistently among all the Squads BECAUSE that is taking care of Soldiers and ensuring that they don't get burned out.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>
<p>12. IF you are a Squad Leader AND your unit has returned from deployment AND you are short equipment AND a lot of people have left the unit AND you want to maintain the interest and motivation of the remaining Soldiers THEN you can create slides to train a large variety of subjects and load them on a laptop AND the Soldiers can take turns training each other using material BECAUSE this will serve two purposes: 1)Skill sustainment; and 2)Providing Soldiers with an opportunity to practice training.</p>	<p>7 ___ Critically Important 6 ___ Very Important 5 ___ Moderately Important 4 ___ Important 3 ___ Moderately Unimportant 2 ___ Very Unimportant 1 ___ Totally Irrelevant</p>

Organizational – Knowledge of Training/Unit Systems (continued)

13. IF you are a Squad Leader AND you have been mobilized AND you must train and prepare your Squad for the experience THEN you should include training that covers how to perform routine unit sustainment operations in an active duty environment BECAUSE part time Soldiers routinely rely on full-time support to perform these duties AND will be unfamiliar with how to accomplish these tasks AND will not be competent in this area without preparation.

- 7 ___ Critically Important
- 6 ___ Very Important
- 5 ___ Moderately Important
- 4 ___ Important
- 3 ___ Moderately Unimportant
- 2 ___ Very Unimportant
- 1 ___ Totally Irrelevant

Please review the 13 Organizational Tacit Knowledge Items in the preceding section one more time. If you had to recommend only 6 (out of the 13) items for inclusion in a Squad Leader Development Program, which would those be? Record the numbers of those 6 items below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Appendix C

Tacit Knowledge Vignettes, Response Options, Expert Mean Scores and Standard Deviations

Scenario 1: You were recently promoted to SSG, and you were assigned to a Squad/Section leader position. Your PSG has assigned all the Squads/Sections a lot of tasks to complete in preparation for an upcoming major field training exercise. Time is short and tensions are high. Your Squad/Section members are not as focused as you would like. You've seen other leaders 'crack the whip', intimidating their Soldiers to perform better, and it seems to get results. However, you've also noticed that the Soldiers in those units are not very committed to their organization. You've also observed other leaders who provide very little leadership or information, and the Soldiers in those units are always continuing to try to find out what direction they should be going. How should you motivate the members of your Squad/Section?

Disagree Strongly	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Agree Strongly
1	2	3	4	5	6

Response Options	Expert Mean	SD
1. Call your Team Leaders together and chew their tails to light a fire under them.	2.96	1.37
2. Assemble your Squad/Section and give them an overview of what the Platoon mission is, and what their role is in accomplishing that mission.	5.72	.527
3. Email your Team Leaders with just enough information to get them going.	1.93	1.10
4. Assign your Team Leaders their tasks to accomplish, and observe them while they execute their tasks, criticizing them when mistakes are made.	2.62	1.32
5. Provide your Squad/Section frequent feedback, both positive and negative, about how they are doing.	5.48	.738
6. Make frequent, unannounced inspections to evaluate the progress of the Squad/Section in accomplishing the tasks, publicly berate your Team Leaders if insufficient progress is being made.	2.34	1.70
7. Ask your Team Leaders to develop a timeline addressing how they will accomplish all the critical preparatory tasks, and to brief you periodically on how things are progressing. Provide them more resources when they need it.	5.69	.603
8. Go around your Team Leaders and announce that the Team that accomplishes all its assigned taskings first will get to have a pizza party.	3.21	1.76
9. Working through your Team Leaders, and pair your less experienced Squad/Section members with more experienced Squad/Section members who understand what has to be done.	5.31	.806
10. In your initial counseling, discuss the 'big picture' with your Team Leaders and make sure they understand where your Squad/Section and their Teams fit in. Verify that they know how to do their jobs, and that they are committed to being part of a successful team.	5.76	.435

Scenario 2: As a traditional Reservist, you hold an important leadership position as a Squad/Section leader. Drill weekends are extremely hectic, and you are under pressure to get things done from the minute you arrive. Making things more complicated, because of your Squad/Section's mission, your Teams are usually out of the area providing support to other units. Every time you open your email or pass by the Platoon Sergeant's office, you receive new information. Your unit is preparing for a major field exercise which will take place in another state. Additionally, your unit was recently reorganized, and fielded new equipment. Because of this, there is a lot of information that must be communicated, as well as last minute changes to the schedule. What is the best way to get the word out to everyone in the Squad?

Response Options	Expert Mean	SD
1. At drill, tell your Team Leaders the information and assume that the information is communicated.	2.72	1.41
2. Assemble the Squad/Section together and explain missions and taskings, encouraging everyone to ask questions. Make sure everyone knows what their job is and how to do it. Let them work and spot check them.	5.65	.552
3. Send new information and updates in an email to your Team Leaders.	4.62	.979
4. Develop a system of talking with your Team Leaders between drill to make sure they understand what the 'big picture' is. Encourage them to talk with you on a regular basis.	5.61	.629
5. When last minute information must be provided, which involves input from your Team Leaders, just do it yourself. It takes too long to deal with part timers, and the quality of their work is usually sub-standard, anyway.	1.83	.967
6. Meet with your Team Leaders and let them know what their role is in disseminating information up and down the chain of command. Coach them in that aspect of their jobs.	5.34	.897
7. Have them, periodically, attend the pre-drill planning meetings that you are required to attend, so that they understand upcoming missions and taskings.	4.82	1.19
8. Meet with them before first formation at drill, and brief them on the weekend's missions. Provide them with hard copy information as well (copies of OPORDERS, etc.) Meet with them during the weekend to get a status report on what is being accomplished as well as any problems they might be having.	5.65	.613
9. Hand them the OPORDER at the beginning of the drill. Observe as they brief their teams, and correct them if they make a mistake during the briefing.	3.59	1.32
10. Because so much is at stake, circumvent your Team Leaders entirely, and call your Squad/Section between drills, with new updates.	1.96	1.47

Scenario 3: The deployment has been mentally, emotionally, and physically demanding. The heat, the weight of the equipment all Soldiers must carry or wear, as well as the temperature inside the vehicles makes each day a challenge. The missions outside the wire are dangerous, and the unit has suffered casualties. The Soldiers in your Squad/Section are all struggling to cope with the deployment, but some especially appear to be struggling more than others, and you are growing concerned about SPC Davis, who has been uncharacteristically withdrawn lately. You know that withdrawal can indicate that somebody is thinking about suicide. What should you do to ensure your Soldiers' physical and mental well-being during deployment?

Response Options	Expert Mean	SD
1. SPC Davis has been withdrawn lately, but you figure it is just a phase, and you don't want to intrude, so you just ignore it.	1.65	1.20
2. Because you know that PT helps Soldiers cope with stress, you emphasize physical training, and require your Soldiers to work out every day, and encourage them to find healthy outlets to relieve and process their stress.	5.21	.861
3. SPC Davis has been spending a lot of time alone, not interacting with the other Soldiers. You confront her about her behavior and let her know she needs to 'get with the program,' or face consequences.	2.07	1.36
4. Your mentor taught you that discipline is good for Soldiers, so you treat everyone the same and demand they all meet the same standards.	3.59	1.70
5. One of your Soldiers, SPC Davis has not been performing to her usual professional standard, and has been spending a lot of time alone. You make a point to sit down and talk with her to find out what is bothering her.	5.59	.732
6. You are concerned about the mental health of your Soldiers, so you discuss your concerns with your Platoon Sergeant, and ask his advice on how to properly handle the behaviors that concern you.	5.41	.907
7. The one female member of your Squad/Section, SPC Davis, has been keeping to herself lately. You counsel her and tell her that she needs to prove herself as a Soldier every day if she wants other Soldiers to take her seriously.	2.48	1.33
8. As a busy Squad/Section leader, you rely heavily on your Team Leaders to manage the Squad/Section and trust that they will alert you if there is a problem.	3.69	1.47
9. Because it is available, you request a special briefing be provided to your Squad/Section about how to recognize signs of Post-Traumatic Stress Disorder, as well as other mental health problems, then you discuss it with the Squad/Section after the briefing.	5.40	.795
10. You've seen females be sexually harassed in the Army. Because of this, you treat the one female in your Squad/Section, SPC Davis, differently than the other Soldiers. You require your other Soldiers to protect her from the more dangerous assignments, and you give her easier things to do.	1.72	.996

Scenario 4: Your Squad just recently returned from deployment. The Squad did a very hard job honorably, but the deployment was made more difficult by casualties within the unit and a lot of professional conflicts with headquarters. At the first drill after a long deployment, you evaluate the members of your Squad and you conclude the majority of them are handling the post-deployment transition appropriately. The Soldiers in the unit are not the same people they were before deployment, the experience brought out the best and worst in people. The Soldiers are dealing with the memories of the deployment in a variety of ways but you are concerned about SPC Miller. He arrives to drill not looking like himself. He has lost a great deal of weight and reacts to everything. Some of the Squad members were making fun of him during lunch break. How should you handle this?

Response Options	Expert Mean	SD
1. Call SPC Miller to your office and counsel him on his attitude, putting him on notice that it is time for him to 'get it together' and 'get with the program.'	1.86	1.27
2. Ask your Team Leaders to provide you with an update on each of their Soldiers in the areas of mental and physical health, Family dynamics, and professional attitude.	5.07	1.10
3. Get the Squad/Section together and tell them that the deployment is over, and it is time to put it in the past and move on.	2.41	1.27
4. Conduct an AAR with your Squad/Section to capture lessons they learned about how to provide support to each other as team members. Identify unresolved interpersonal issues that the Soldiers have and make a plan to deal with them.	5.10	.976
5. Sit down privately with SPC Miller and discuss how he is feeling about the deployment and what is going on with his Family.	5.71	.534
6. Coordinate through your chain of command a series of briefings by Mental Health Professionals who are trained in helping Soldiers recognize and deal with symptoms of Post Traumatic Stress Disorder, in themselves and in others.	5.41	.907
7. Ignore what is going on with SPC Miller and the rest of the Squad/Section; they'll get over whatever is eating them.	1.48	1.09
8. Join the Squad/Section in poking fun at SPC Miller, he is taking things entirely too seriously.	1.48	1.21
9. Respond to a request from a fellow Squad/Section leader who is short a Soldier with SPC Miller's MOS and transfer him into that Squad/Section.	2.14	1.53
10. Ask the Chaplain to talk with SPC Miller. Make arrangements for them to meet privately and discreetly, away from the rest of the Squad/Section.	5.57	.835

Scenario 5: Your unit is scheduled to deploy in five months. It is a very hectic time, with an intense training schedule. The pre-deployment preparation phase has been made more difficult by the cross-leveling of personnel. You've just been assigned five new Soldiers. Some are experienced Soldiers who have been deployed before, while others are brand new to the USAR. Time is short and you have to build a cohesive team in a short amount of time. How do you do this?

Response Options	Expert Mean	SD
1. Require your Squad/Section to do group PT twice each drill. A Squad/Section that runs together can be successful at accomplishing anything.	3.52	1.30
2. Require your Team Leaders to focus on training individual skills. Insist on strict adherence to the standards for every Soldier, regardless of their experience level.	4.62	1.42
3. Develop a Leader Book. Include in it details about each Soldier's professional and personal life (names of spouse and children, birthdays, etc.) Make time to speak with each Soldier personally and get to know that individual. Work with the Soldier to identify professional development and learning goals, and record them in the Leader Book.	5.52	.911
4. Work with your Team Leaders to develop a plan to assign each Soldier a task which involves them having to work as a team member with the other Soldiers. Evaluate the strengths and weaknesses of each Soldier. Identify who has leadership potential and who needs more mentoring.	5.65	.552
5. Identify the Soldiers who have previous deployment experience. Arrange for them to give a presentation to the rest of the Squad/Section about what to expect on the deployment.	5.27	.882
6. Maintain strict discipline in the Squad/Section, treating everyone exactly the same. This will develop mental toughness.	4.17	1.28
7. To prepare them for what is to come, work with the Platoon Sergeant to create rigorous realistic training situations. Push your Soldiers to their breaking points, and then beyond. Make the training harder than what it will actually be like in Iraq.	4.65	1.29
8. Develop a training schedule that includes training on all required individual tasks. Require your Soldiers to pass a 'certification' test for critical tasks. Keep reviewing these tasks over and over to sustain your Soldiers proficiency.	5.27	.797
9. Once Soldiers have passed the individual skills certification test, work with the Platoon Sergeant to develop collective training scenarios that progress in complexity. Provide your Squad/Section feedback on how they are doing.	5.55	.632
10. Conduct collective AARs with your Squad/Section members so they can identify what worked and what didn't, as well as how they plan to improve their own performance. Include the Squad/Section in Company level AAR's, so they can get a sense of perspective about the 'big picture.'	5.76	.435

Scenario 6: You view your Squad/Section leader assignment to be an opportunity to provide excellent leadership to Soldiers and to train and develop them to standard. You've worked hard in your career to be professional, and were very proud when you were promoted to Sergeant E5. When you got promoted to SSG, you were assigned as a Squad/Section leader. Another Soldier with whom you have been friends, SPC Jones, was transferred into your Squad/Section. He is resentful because he feels he deserved to be promoted, but was not selected. At first he tries to be friends, but his joking around includes poking fun at your authority. Each drill brings more bitterness and disrespect. After one drill, you counsel him to change his attitude, and you try to mentor him about what kinds of professional qualities will improve his chances for promotion. At the next drill, SPC Jones is more disruptive and you notice others in the Squad/Section following his lead. How should you handle this?

Response Options	Expert Mean	SD
1. Ignore SPC Jones and continue to treat everyone the same.	1.93	1.41
2. Accept SPC Jones invitations to hang out, and treat him a little differently at drill.	1.45	.985
3. Discuss the situation with SPC Jones' Team Leader and direct him to discipline SPC Jones whenever he displays a bad attitude.	3.83	1.56
4. Discuss the situation with your Platoon Sergeant, and the possibility of transferring SPC Jones to a different Squad/Section.	3.79	1.72
5. Formally counsel SPC Jones on his attitude problem and outline the disciplinary actions you will take against him if he doesn't straighten up.	4.79	1.32
6. Sit down and informally discuss the situation with SPC Jones and explain that, for professional reasons, you have to distance yourself from him, can't continue the friendship, and ask if, under those circumstances, he would like to continue being a member of the Squad/Section or would prefer a transfer out.	4.65	.973
7. Develop a training session for the Squad/Section where you discuss professional relationships, the need for leaders to develop an appropriate command climate, and emphasize that leaders can't be 'friends' with Soldiers. Outline the reasons why in the session.	4.03	1.70
8. Order the Squad/Section into a formation, put them at parade rest, and direct them to 'lose the attitude' or consequences will follow.	2.36	1.67
9. Discuss the process of initiating discharge proceedings against SPC Jones with your Platoon Sergeant.	2.21	1.45
10. Discuss the situation with SPC Jones and let him know that his attitude is degrading the Squad/Section. Ask his assistance to improve the Squad/Section's performance. Ask him if he would like a mentor and outline the steps he could take to become considered for a Team Leader position.	5.25	1.04

Scenario 7: It has been a long hard deployment, and everyone is getting worn down. The Team Leaders have been balking at doing full PCC/PCI's themselves, and have been trying to think up refinements to reduce the time that task takes. A mission will come down, and everyone just automatically begins preparing without any Operations Orders (OPORDER) or further guidance. Soldiers groan at pre-combat checks and inspections (PCC/PCI), because they know it by heart. However, yesterday an MP Team left for a patrolling mission and some Soldiers ran out of ammunition. It seems that the Team Leader had skipped the PCC/PCI step. The Soldiers are also tired, and you've become aware that shortcuts are being taken with preventive maintenance on vehicles, as well as many other tasks. It feels like the team is disintegrating. How do you keep everyone focused?

Response Options	Expert Mean	SD
1. Pull your Team Leaders in and tell them that you expect them to get their act together, and to start behaving like leaders.	4.62	1.18
2. Pull the Squad/Section in and tell them that you expect them to do a 100% inventory and maintenance on vehicles and equipment by 0600 tomorrow morning.	3.76	1.74
3. The next time the Squad/Section gets tasked with a mission, spot check everyone's equipment and maintenance to get a good accounting.	5.31	1.07
4. Meet with your Team Leaders. Let them know that you know that they are tired, but that you still expect them to maintain the standards, because it is a Soldier protection and safety issue.	5.62	.979
5. Assemble your Squad/Section and discuss with them the importance of maintaining the standards and following procedure. Make sure they are aware that these measures are for their own good. Share with them information about incidents when leaders were lax about maintaining standards where Soldiers were injured or killed, or equipment failed to operate properly due to poor maintenance.	5.65	.769
6. Work with your Platoon Sergeant to rotate your Team through other assignments to give them a break from what they are currently doing.	5.03	.981
7. Work with your Team Leaders to find fun things that the Soldiers can do as a team that will give them a break from what they are doing.	4.96	1.03
8. Tell your Team Leaders that any Soldier caught cutting corners will receive an Article 15.	3.38	1.37
9. Ensure your Soldiers are aware of the reason why standards cannot be relaxed, and when a Soldier does not maintain a standard, hold the Soldier accountable in a consistent and fair manner, making sure that the Soldier learns from his or her mistake.	5.69	.712
10. Come down hard on the A Team Leader when one of his Soldier's screws up, but ignore the mistakes of the B Team Leader because that individual is your friend.	1.59	1.38

Scenario 8: SPC Baker and PFC Thomas are the only females in your Squad/Section, and they are in the same Team. They are both attractive young women and you notice that the other Soldiers try to flirt with them. Neither of the female Soldiers has discouraged the attention. You've observed SPC Baker taking advantage of the attention when she wants to get out of doing something. You've counseled your Team Leaders to supervise them more closely and to hold them to the same professional standards required of other Soldiers, but you've noticed that SPC Baker and PFC Thomas are noticeably more friendly towards the NCOs than their fellow Soldiers. How do you maintain the standards and the team for all the Soldiers?

Response Options	Expert Mean	SD
1. Ignore the situation, and continue to lead your Squad/Section.	1.90	1.52
2. Transfer one of the female Soldiers to the other Team.	2.82	1.41
3. Direct the Team Leader in charge of the female Soldiers to counsel them, individually, on their professional behavior, and to document the counseling session. Ask another colleague, a female Squad/Section leader, to sit in on the counseling.	5.00	1.13
4. Assign the two females tasks that require them to work separately and away from the rest of the Squad/Section.	2.41	1.32
5. Ask your Platoon Sergeant if you can transfer one or both of the female Soldiers to another Squad/Section.	2.38	1.26
6. Request through your chain of command that your Squad/Section be given some Equal Opportunity and Sexual Discrimination and Harassment Training.	5.21	1.07
7. Meet with the Team Leader and each female Soldier individually and discuss what her professional goals are. Collaborate to create an individual professional development plan and work with the Soldier to find a mentor that she is comfortable working with. Assist her Team Leader to find ways to give her appropriate feedback on her professional conduct and development.	5.48	.738
8. Assemble the Squad/Section and chew them out for behaving unprofessionally. Let them know that if anybody steps out of line, there will be consequences.	2.46	1.40
9. Organize a professional development session on how teams are built and what role each member of the team plays in building and sustaining a high performance team.	5.27	.882
10. Conduct a professional development session with your Team Leaders to train them on how to work with diverse teams, how to maintain standards in a fair, professional and consistent way, and how to coach and mentor Soldiers.	5.52	.738

Scenario 9: SGT Jennings has been a member of the unit for a long time. He's one of those NCOs who knows everybody and goes way back with the unit. He's kind of an institution around the unit, and if anybody has a question about anything, they can always go to SGT Jennings. He's a dependable Soldier and a good mentor to new Soldiers, but he takes longer to accomplish tasks than the younger Soldiers do. Over the last few years has had a harder time passing the PT test and meeting weight. Sometimes he's failed both of them. When he's been counseled about it, he does just enough to pass, but then grumbles about too much importance being placed on the PT test, and argues if he was ever in combat, he would never be required to run two miles to survive. His bad attitude has spread to the other Soldiers. Lately you've heard some of the younger Soldiers echoing SGT Jennings' sentiments about the PT test. Last month, your unit was notified that it will be deployed early next year. How do you prepare your Soldiers?

Response Options	Expert Mean	SD
1. Talk to your Platoon Sergeant about whether the unit should initiate the paperwork to discharge SGT Jennings.	2.96	1.35
2. Assemble your Squad/Section and discuss with them how physically demanding the upcoming deployment will be and how important it is that they become as physically fit as possible.	5.61	.685
3. Meet with SGT Jennings and counsel him on the status of his physical fitness. Work with him to establish goals he needs to work towards. Reinforce his status within the Squad/Section.	5.50	.745
4. Require your Squad/Section to go on Squad/Section runs. If anyone drops out, make fun of them to shame them into trying harder.	1.82	1.33
5. Include training every drill on the physical demands of the deployment, which talk about the extreme weather, how much gear Soldiers must wear, what the daily schedule will be like and the role physical fitness plays in sustaining the Soldier to make it through the deployment.	5.61	.629
6. Arrange for a Master Fitness trainer to meet with your Squad/Section and help everyone establish fitness goals to work towards.	5.25	1.11
7. Turn the problem of improving Soldier's physical fitness over to your Team Leaders and direct them to discipline any Soldier who fails the PT test and weigh-in.	2.61	1.50
8. Assemble your Squad/Section and tell them that their physical fitness is their problem and they'd better do something about it or suffer the consequences.	1.96	1.26
9. Isolate the PT failures into a group and label them the 'sick, lame and lazy' group.	1.64	1.25
10. Collaborate with your Team Leaders to develop a plan to positively motivate and reward Squad/Section members who make steady improvements in their physical fitness.	5.41	.844

Scenario 10: Four months ago, PVT Kelly was assigned to your Squad/Section as a rehab transfer. He has a bad attitude, and it is beginning to negatively influence other Soldiers. PVT Kelly originally came into the USAR and showed up unexpectedly in the unit. The recruiters had not notified the unit that he was arriving. The unit was busy qualifying at the range when PVT Kelly arrived, so no one from the unit was available to deal with him. An NCO who had remained behind at the Armory, gave him a detail sweeping the drill hall. At the next drill, the unit was busy providing support to other units. Because PVT Kelly didn't know what was going on, he was assigned to stay behind and assist with an inventory. As time went on, he got passed from section to section, but as he got time in grade, he got promoted. However, he continued being a discipline problem and his attitude grew worse. Finally, his Squad/Section leader had enough and requested that he be sent to another Squad/Section. What should you do about PVT Kelly?

	Expert Mean	SD
1. Sit down with PVT Kelly and let him know that he should know by now how Soldiers conduct themselves and if he behaves unprofessionally, you will come down hard on him.	2.86	1.78
2. Designate a sponsor and assign him to PVT Kelly. Provide the sponsor with a checklist to use to make sure that PVT Kelly learns about his job, the unit, and the USAR. Direct the sponsor to brief you every drill on PVT Kelly's professional progress.	5.32	.945
3. Meet with PVT Kelly's Team Leader and develop a professional development program that will train the Soldier on required tasks, and will integrate him into the Squad/Section.	5.57	.690
4. Work with PVT Kelly's Team Leader to find a task that PVT Kelly can be assigned and solely responsible for that is important to the successful accomplishment of the Squad/Section's mission.	4.86	1.21
5. Request that PVT Kelly be transferred out of your Squad/Section, because you don't have time to put up with somebody else's problem any more.	1.57	1.17
6. Assign PVT Kelly a task that isolates him from the rest of the Squad/Section, because you don't want his bad attitude to influence the other Soldiers any more.	1.68	1.19
7. Meet with PVT Kelly and ask him what his expectations are about being a Soldier in the USAR. Discuss his professional goals with him, and how you can help him achieve those goals.	5.68	.548
8. Meet with PVT Kelly and ask him to describe how the treatment he received when he first came into the USAR made him feel. Let him know that how he was treated was wrong and that it set him up for failure. Tell him that you would like to make a fresh start and for him to give you an opportunity to teach him about how to be a good Soldier in the Army.	5.46	1.03
9. Ignore the problem with PVT Kelly, but come down extra hard on all the Soldiers in your Squad/Section.	1.50	1.10
10. Make a point of always being where your Squad/Section is and directing everything everyone does. That way, none of the Soldiers will have an opportunity to develop a bad attitude.	2.03	1.53

Scenario 11: You've been in your unit a long time. When you were a SPC, you had a busy job in a support section in the headquarters. When it came time to do the annual PT test, you were extremely busy trying to process paperwork necessary for a subordinate unit scheduled to deploy. On Sunday afternoon of drill, the NCOIC came around and said, "Here you go," and handed you your APFT scorecard. It was completed for that time period, and showed that you had passed the PT test that weekend. A few months ago, you were promoted to SSG and assigned as a Section Leader. Now you are responsible for training your Soldiers, and that NCOIC is one of your colleagues. Drill weekends are still extremely busy, and your Soldiers know that you don't have to actually take the PT test to pass it. How should you handle this?

Response Options	Expert Mean	SD
1. Assemble your Section and discuss your training philosophy, and why it is important not to take shortcuts in training, and to train to standard.	4.63	1.96
2. Ask the Platoon Sergeant to include Ethics Training in the NCODP sessions. Ask him what his guidance is on administering the APFT and how he monitors the administration of the PT test. Ask him to review his policy at the next pre-drill training planning meeting.	5.15	1.26
3. Do nothing, and just go with the flow.	1.52	1.12
4. Schedule the APFT for your Section and administer it by the book and to standard. Let the NCOIC know that if any of his Soldiers needs to take the APFT, they can take it with your Section.	5.11	1.25
5. File a complaint with the IG, accusing your colleague of falsifying APFT scorecards.	2.11	1.37
6. Confront your colleague, the NCOIC, and tell him that what he is doing is unethical and illegal and bad for Soldiers. Tell him that if he does it again, you will report him.	4.54	1.60
7. Direct your Team Leaders to work with each of their Soldiers to develop fitness plans. Tell them their training plan must include information about why physical fitness is important to USAR Soldiers and ways that they can keep fit between drills.	5.31	.798
8. Establish a reward system to recognize Soldiers in your Section who excel on the PT test. Encourage healthy competition between the Teams in your Section.	5.55	.698
9. Ask the Platoon Sergeant if he can establish a reward system to encourage healthy competition between Sections, as well as if fun events based on emphasizing and enhancing physical fitness for the whole Platoon can be built into the training schedule.	5.48	.753
10. When things get too busy, sign off on PT scorecards for Soldiers who don't have time to take the PT test, with the intent that they will take it next time.	1.48	1.25

Scenario 12: Your Squad/Section is assigned the mission of guarding detainees at a prison in Iraq, which involves making sure they stay where they are supposed to be, giving them food, showers, recreation, and making sure they are in their cells when it is time to do accountability. Almost daily you get new prisoners, and sometimes the prisoners you get are responsible for injuring or killing your fellow Soldiers. Your MP unit works with an MI unit to try to get information from the prisoners. This is a frustrating task. Things are further complicated because you work for three different headquarters, and the guidance you get from them through your chain of command is conflicting and confusing. The other day, you witness one of your fellow Squad/Section leaders hitting and kicking a detainee, in front of some of his Squad/Section. You've worked with this Soldier for a long time and are personal friends, and don't want to get him in trouble. You think he just snapped momentarily and will not engage in that behavior again. You don't think he has done it before. You've also seen higher ranking officers lose their cool around detainees. You want to make sure your Soldiers do the right thing, but how?

Response Options	Expert Mean	SD
1. When you get conflicting guidance, ask the Platoon Sergeant to clarify the issue, in writing.	5.22	.847
2. Establish a schedule where you regularly review the code of conduct, rules of engagement, and any other regulations, policies and procedures that your Squad/Section must adhere to during the execution of their duties.	5.59	.572
3. Report the behavior you observed from your colleague, the Squad/Section leader, immediately to your chain of command.	4.37	1.39
4. Confront your colleague, the Squad/Section leader, about his behavior, and tell him that if he does that again, you will report him. Document your conversation.	4.96	1.34
5. Establish a way where members of your Squad/Section and discuss things that came up during the course of their day, and ask for clarification about procedures if they were unsure if they handled the situation appropriately.	5.48	.753
6. Create visual reminders of appropriate ethical behaviors and procedures and post them in the Soldier's workplace.	5.37	.792
7. Ignore and forget what you observed your colleague do.	1.48	1.05
8. If you witness one of your Soldiers abusing a detainee, pull that Soldier off the detail and counsel the Soldier. Document the counseling. Require the Soldier to go through refresher training on how to treat detainees before allowing the individual to return to the job.	5.37	.839
9. Instruct your Soldiers that when no one else is around, they are free to do whatever they feel is appropriate to the detainees to get back at them.	1.48	1.22
10. Ask that your chain of command alert you when a detainee arrives who has committed atrocities. Personally work the detainee over to try to get the individual to provide information which might save other U.S. Soldiers.	2.00	1.71

Scenario 13: The Squad/Section leader you recently replaced was fired because it was discovered that she had been stealing OCIE items and selling them. There is a 15-6 investigation currently underway. When you took over the Squad/Section, the Soldiers had different ideas about what was acceptable professional behavior and what was unacceptable. It was apparent that the command climate was morally ambiguous. You are a newly promoted SSG, and you don't have much leadership experience. You want your Soldiers to like you, yet respect you as a leader. This drill, you decided to stop by the Motor Pool and see how one of your Team Leaders was doing. While you were there, you observed this individual loading several containers of lubricant into his POV. When he finished, he walked back into the Motor Pool and continued working on a vehicle. What should you do?

Response Options	Expert Mean	SD
1. Take no action against the Team Leader, but continue to observe this Soldier to see if he does anything else.	1.63	1.21
2. Treat your Squad/Section to pizza, and get to know each of them. Once they settle in with you as their Squad/Section leader, they will quit doing things they used to do.	1.85	1.20
3. At final formation that evening, call the Team Leader out in front of the formation and fire him on the spot.	1.59	1.25
4. Discuss the situation with the Platoon Sergeant and ask for some background information on the Squad/Section and the situation. Ask for some ideas about how to handle the situation.	5.00	1.36
5. Meet with your Team Leaders and clearly outline what behaviors are acceptable and unacceptable from a legal, ethical and moral standpoint. Make it clear that you expect them to be the standard bearers in terms of modeling appropriate and professional behaviors, and that you will hold them accountable to that standard.	5.70	.724
6. Forget you saw the Team Leader take the lubricants, but if he does something unethical again, take legal and disciplinary steps against him.	1.67	1.21
7. Arrange for a JAG representative to give your Squad/Section a briefing on ethics and legal issues.	4.70	1.29
8. Assemble your Squad/Section and clearly outline what will be acceptable professional behaviors and what will get them in trouble. Identify what the consequences will be if anyone does something illegal, unethical or immoral.	5.67	.620
9. Establish a system to reward and recognize Squad/Section members when they demonstrate professional behaviors. Post visual reminders around about the consequences of breaking the law.	4.89	1.15
10. Make no changes in the way business is done in the Squad/Section, unless you see someone do something illegal.	1.44	1.09

Scenario 14: Your Transportation Company has been busy conducting convoys and transporting equipment and supplies for the Brigade Combat Team throughout the deployment. Your Soldiers have missions almost every day. To make sure your Soldiers are prepared to execute the mission and that they complete the post-mission checks and services, you work very long days. On the days when they are not 'outside the wire,' they are busy pulling maintenance on any number of vehicles. In addition to supervising your Squad/Section, you also have a lot of reporting requirements for the Platoon Sergeant. Some of the other Squad/Section leaders handle these multiple duties by assigning their Squad/Sections a mission and then going back to their tent to complete the paperwork. You've observed the Soldiers in their Squad/Sections cut corners, and stop work early when the Squad/Section leader isn't there to supervise and assist them. You have trust in your Squad/Section, however, and they have assured you that they can take care of things in your absence. How do you get it all done?

Response Options	Expert Mean	SD
1. Trust that your Squad/Section will perform their tasks as assigned to standard in your absence.	4.04	1.50
2. Wait until your Soldiers have left on their transport missions and do your paperwork then.	3.92	1.61
3. Turn the Squad/Section over to the Team Leaders when you have to, and accomplish your paperwork at that time.	4.59	1.22
4. Wait and do your paperwork after your Soldier's duty day ends, no matter how long that is, because as their leader, your place is with them.	4.33	1.30
5. Ignore the paperwork, being with the Soldiers is more important.	2.22	1.39
6. Put the Squad/Section on autopilot whenever you have to accomplish the paperwork, and get it done.	2.45	1.39
7. Ask the Platoon Sergeant to prioritize the importance of the paperwork, so you know what is critical to accomplish and what can wait.	5.07	.781
8. Personally supervise the PCC/PCI's the members of your Squad/Section go through prior to each mission. As often as you can, accompany them when they travel outside the wire. Work right alongside them when they do their post-mission maintenance. Accomplish your paperwork when their work is complete.	5.35	.745

Scenario 15: As a Squad/Section leader, you are extremely busy. One of your Team Leaders has been gone for the past few months, first at a mandatory school, and then because of a Family emergency. The assistant Team Leader is not very experienced. When you've gotten new Soldiers in your Squad/Section, you've had to sponsor them yourself in addition to executing tasks in support of mission. One of the new Soldiers has a pay problem and some of the Soldier's file has been lost. Additionally, this Soldier is having personal problems with her spouse and it has been affecting her performance. How do you take care of the Soldier, but still keep her chain of command in the communication loop?

Response Options	Expert Mean	SD
1. Send the Soldier to the Platoon Sergeant and have him help her.	3.00	1.36
2. Call the Soldier's Team Leader and demand that the individual deal with the Soldier's problems.	2.38	1.42
3. Sit down with the Soldier and make a list of the problems and issues. Work through them, requesting assistance from your chain of command, but make a list of them for the Soldier's Team Leader.	4.96	1.11
4. Tell the Soldier you don't have time to deal with her right now and to check back with you next month.	1.61	1.33
5. Sit down with the assistant Team Leader and outline what should be done to take care of the Soldier. Delegate the responsibility to the Team Leader to work with the Soldier, but ask him to report to you on a regular basis about the status of the situation.	5.50	.707
6. Tell the Soldier that you'll help her with her pay and admin problems, but she better pull herself together or she'll find herself out of a job.	2.38	1.60
7. Ask the Soldier if she would like to talk to a Chaplain about her personal problems. Work out a schedule for her to make up work if she has to be absent to address some of the problems. Give a copy to her Team Leader.	5.11	.766
8. Tell the Soldier you don't have time to deal with her issues, but task the assistant Team Leader to handle the problems.	1.58	1.03
9. Sit down with the Soldier and the assistant Team Leader and make a plan to resolve the pay and admin problems. Work out a follow up schedule to make sure that the ball doesn't get dropped.	5.69	.679
10. Call the Team Leader and bring brief him on the Soldier's issues, as well as the steps you are taking to resolve them. Ask the Team Leader if he can check on the Soldier throughout the month to see how things are going, and to reassure her that efforts are being made to assist her.	5.27	1.11

Scenario 16: When you took over your Squad/Section a few months ago, you replaced a Squad/Section leader who had a reputation for treating Soldiers harshly, publicly humiliating subordinates, and verbally abusing subordinates and peers. Soldiers feared this individual, but the chain of command considered him effective because he got things done, and he convinced his chain of command that Soldiers who left weren't worth keeping. You don't want to lead through fear and intimidation. You meet with your Team Leaders and Squad/Section members and you tell them your leadership philosophy. You intend to maintain standards and you want to use positive motivation techniques to mentor and develop Soldiers. Your leadership philosophy was enthusiastically received, but at the next drill, you see your Soldiers standing around a lot and at the end of the day, they report they didn't get a chance to finish all the tasks you assigned them to do. Your Platoon Sergeant comments to you, "I guess the Kumbaya approach didn't work, did it?" When you next spot check your Teams, you see one of your Team Leaders screaming at one of the Soldiers who had been standing around. At your next pass, the Soldiers are all working hard again. How can you maintain standards using your leadership philosophy?

Response Options	Expert Mean	SD
1. At formation, read them the riot act, and drop them for pushups.	1.88	1.14
2. Follow your Team Leaders around, watching what they do.	3.56	1.47
3. Spot check the Soldiers the next day, and when you see them standing around, ask them why they are not working.	4.96	1.31
4. Tell your Team Leaders that they and their Soldiers will stay as late as necessary the next day until all the work is done to standard.	5.19	.980
5. Congratulate the Team Leader who was screaming at the Soldiers, and 'cracking the whip' for demonstrating good leadership.	2.11	1.24
6. Schedule a Leader Development session for your Team Leaders to educate them on different leadership styles and their effects on Soldiers. Work closely with them and coach them to learn how and when to use the most effective, professionally appropriate leadership style.	5.69	.736
7. Meet with the Team Leader who was screaming at the Soldiers, and inform him that that kind of abusive behavior is no longer acceptable in the Squad/Section, and that he will hold Soldiers accountable for the tasks assigned them without verbally abusing them.	5.04	1.15
8. Emphasize to your Squad/Section, often, that you expect Soldiers to behave as professionals, stay on task and pull together as a team. Let them know that the Squad/Section values include requiring leaders and Soldiers to apologize, if verbally abusive language is used.	5.04	.915
9. When you see Soldiers standing around, call them to attention and repeat, loudly, what your instructions were.	2.81	1.57
10. Organize a leader development session for the whole Squad/Section. Give them assigned readings about leaders with different leader styles. Guide a discussion about what kind of leaders they admire and see as effective, and what kind of leader they would like to be.	5.15	1.15

Scenario 17: Your unit is preparing for the next Training Year, which starts next Quarter. Your Platoon Sergeant has asked you for input and your plan for the first Quarter's training schedules. The year is going to be extremely busy, because your unit recently reorganized, and new equipment and missions were given to the unit. Additionally, you must also accomplish the annually required Common Task Training (CTT). You have a few experienced, older Soldiers, but have recently been assigned several brand new Soldiers, fresh out of basic. The Platoon Sergeant wants to know what your plan is to get it all done. How should you accomplish your training mission?

Response Options	Expert Mean	SD
1. Analyze the new tasks and assign the experienced Soldiers the mission of training the new Soldiers.	5.08	.909
2. Ask the active duty Army NCO assigned to assist your Soldiers in developing training that the Soldiers will then present.	4.36	1.32
3. Request that your Platoon Sergeant identify the most qualified individuals in the Platoon to give the training to your Squad/Section.	4.48	.823
4. Analyze the upcoming training requirements for the year. Identify the more complex as well as the simpler tasks. Figure out in what order the tasks must be trained. Task the members of your Squad/Section (both the new Soldiers as well as the more experienced Soldiers) to develop and present the training. Require them to rehearse for you the month prior to when the training is scheduled.	5.48	.823
5. Assign all the new Soldiers the responsibility to present all the training, because their skill set is fresher than the older Soldiers.	3.06	1.31
6. Task your Team Leaders to prepare and present all the training.	3.00	1.57
7. Tell your Platoon Sergeant that you will present the training, since it is your Squad/Section, you believe you should be the primary trainer.	3.16	1.70
8. Ask your Platoon Sergeant if the ISG can coordinate a meeting with the Company NCOs to allow all the NCOs to share ideas and develop joint yearly training plan input for the Commander.	5.54	.676
9. Ask your Platoon Sergeant if your Squad/Section can team up with the other Squad/Sections in the Company to divide up the training responsibility, so that the training tasks can be shared and distributed, and everyone can get experience training, but will have fewer tasks to be responsible for.	4.96	1.17
10. Review the background of each Soldier and assign training modules that best match the Soldier's experience.	4.79	1.10

Scenario 18: You've been a member of your unit for a long time and you are personal friends with the Supply Sergeant. Your unit has been alerted for mobilization and everyone is preparing. The equipment on your hand receipt is stored in several supply cages, and CONEX containers in three fenced compounds around post. It is winter time, very cold, and the ground is covered with snow and ice. Your friend, the Supply Sergeant, says it is all there, he's got you covered. How should you prepare for the deployment?

	Expert Mean	SD
1. You thank your friend, the Supply Sergeant, heave a big sigh of relief, and go on to other things.	1.72	1.14
2. You contact the previous Squad/Section leader and ask him if all the equipment is there. He says, of course, didn't you already sign for it?	1.72	1.37
3. You decide that you need to verify for yourself the condition and location of all of your assigned equipment, as well as measure the dimensions to build your load plan.	5.60	.763
4. You task your Team Leaders to continue to conduct the scheduled training for your Squad/Section. You get a copy of your property book, hand receipts, and inventory, as well as function check all the items that you are signed for.	5.12	1.42
5. You locate all of your equipment items and, with the assistance of your Squad/Section, you move them into the drill hall. You and your Squad/Section check out all of the equipment, and you assign your Team Leaders to train all Squad/Section members on how to use and maintain the equipment.	5.28	1.10
6. You move through all the supply areas where your equipment is stored, and once you have located it, you check it off your list. You plan to deal with it when you get to Kuwait.	2.00	1.47
7. Using the property book and hand-receipt pages, you move through the storage areas and spot check the location of your equipment.	2.96	1.64
8. You bring the more complex equipment items into your unit's area and ask an individual who had worked with the same type of equipment during an earlier deployment to give your Squad/Section a class on how to use the equipment.	4.64	1.41
9. After you locate all the equipment items, you sub-hand receipt them to the Team Leaders and you require them to use the equipment routinely in their training sessions with the Squad/Section members.	5.16	.800
10. Get a copy of your property book pages and hand-receipts and put them in a file to take with you so that you can do the inventory when all the equipment is offloaded in Iraq.	2.88	2.03

Scenario 19: It is drill weekend, and the companies in the Battalion are scheduled to be in the field all weekend for a Field Training Exercise. The weather is cold and rainy, and predicted to stay that way all weekend. There are a number of collective tasks that the unit must train on this weekend, because the unit is scheduled to conduct a rotation at the National Training Center in a few months. It is Saturday morning, and there have been requests of the 1SG to curtail some of the training plans because of the conditions, and to alter the training schedule so that the training is completed earlier. Some of the Soldiers in your unit are already complaining about being cold and grumbling about having to do drill in these conditions. Some of them have even mentioned they are thinking of getting out of the USAR because of being required to do “*%\$#” like this. How should you handle miserable training experiences?

Response Options	Expert Mean	SD
1. Approach your Platoon Sergeant about the possibility of shortening some of the training so that the unit can finish drill early.	2.68	1.40
2. Get your Squad/Section together and ask that they set a personal learning goal for the weekend to learn as much about themselves, individually, as they can and how long they can perform effectively under physically demanding conditions. Suggest that they use this as a ‘dress rehearsal’ for the extremely stressful NTC rotation.	5.06	.916
3. Encourage your Squad/Section to join in the grumbling, because part-time Soldiers shouldn’t be expected to put up with this.	1.56	1.16
4. Ask the Platoon Sergeant to see if the 1SG can arrange for some hot beverages to warm the Soldiers.	5.64	.569
5. Let your Squad/Section know that you expect them to continue the field training exercise, but that you will rotate them into a warm, dry tent periodically to give them a break.	5.44	.712
6. Praise the Squad/Section for continuing to perform the mission under the demanding circumstances. Let them know that they are true heroes for volunteering to give up their weekends and dedicating themselves to training to be more proficient Soldiers.	5.12	1.20
7. When no one is looking, curtail some of the training yourself, and allow your Soldiers to spend more time sheltered from the weather as often as you can.	2.16	1.37
8. Demand that your Team Leaders accomplish everything on the training schedule, without changes. Belittle any Soldier who questions that or complains because you don’t ever want to hear the active Army tell ‘USAR jokes’ again.	2.08	1.29
9. Work alongside your Soldiers throughout the FTX. Encourage them to continue training, and keep explaining why it is important that they follow through to completion. Ask that the more experienced Soldiers support and encourage the less experienced Soldiers so that everyone can get as much as possible out of the training.	5.64	.638
10. Push the younger Soldiers to continue with the training, but allow the older Soldiers, and some of the female Soldiers to spend more time in the tents and out of the weather.	1.56	1.32

Scenario 20: Your MP Company has been assigned to support a Brigade Combat Team in theatre. The Platoons within the Company have been tasked with a variety of missions from guarding detainees to security details. The Squad/Sections in your Platoon have been rotating duties, such as performing a detainee guard mission, providing FOB and convoy security, and supporting traffic control check points. Several members of your Squad/Section have been sick lately, and two Squad/Section members are scheduled to go on leave soon. You want to be able to accomplish all the missions that the Platoon Sergeant assigns your Squad/Section. How do you do this?

Response Options	Expert Mean	SD
1. Direct your Team Leaders to review each Soldier's job description with them and require them to go over the basics with them every few days, to make sure they know their job.	4.64	1.15
2. Meet with the Platoon Sergeant and request that he establish a Squad/Section 'duty roster' so you can anticipate the skill-set that will be required.	5.26	.779
3. Cross-train all of your Squad/Section members to perform all possible jobs, so that missions can get accomplished even if Soldiers are unavailable.	5.36	1.11
4. When a last minute tasking comes up, always go to the most dependable Soldiers in the Squad/Section and give the mission to them.	2.56	1.19
5. Ask the Platoon Sergeant to work with the ISG to see if a work schedule can be developed that will rotate all Squad/Sections through different jobs regularly, so that all Soldiers will learn to perform all possible jobs.	5.32	.852
6. Let the Soldiers in your Squad/Section know that you expect them to perform any job assigned, and that failure due to burn-out is not acceptable and will result in disciplinary actions being taken against them.	2.36	1.41
7. Monitor the burn-out level in your Squad/Section and give your Soldiers a break whenever you can.	5.40	.816
8. Keep each Soldier in specific jobs, because if they do one job only, they will become specialists and will perform that job in an expert manner.	2.68	1.31
9. Conduct an AAR after each mission, including all Squad/Section members. Discuss what went well, and what can be improved so that all Squad/Section members will understand how to do each job.	5.56	.583
10. Pair Soldiers in a buddy system so that less experienced Soldiers can learn from more experienced Soldiers and step in to do the job if necessary.	5.64	.569