

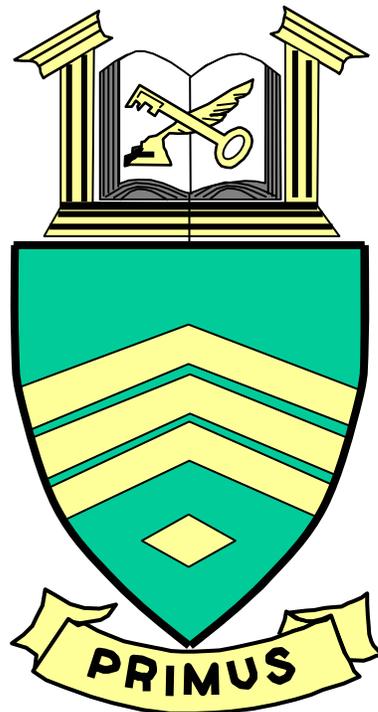
ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L658

JUN 06

ESTABLISH A POSITIVE COMMAND CLIMATE

## **PRERESIDENT TRAINING SUPPORT PACKAGE**



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**PRERESIDENT TRAINING SUPPORT PACKAGE (TSP)**

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<b>TSP Number / Title</b>	L658 / ESTABLISH A POSITIVE COMMAND CLIMATE
<b>Effective Date</b>	01 Jun 2006
<b>Supersedes TSP(s) / Lesson(s)</b>	L658, Establish a Positive Command Climate, Jun 04.
<b>TSP Users</b>	521-SQIM (DL), First Sergeant Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:  COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002  Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875  E-mail: atss-dcd@bliss.army.mil
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

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## PREFACE

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**Purpose**

This Training Support Package provides the student with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

158-100-1332

Establish a Positive Command Climate

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This TSP  
Contains

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**ESTABLISH A POSITIVE COMMAND CLIMATE**  
**L658 / Version 1**  
**01 Jun 2006**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM (DL)	1	First Sergeant Course

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
158-100-1332	Establish a Positive Command Climate

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

**Academic Hours**

The academic hours required to teach this lesson are as follows:

	<u>Distance Learning Hours/Methods</u>
	30 mins / Practical Exercise (Performance)
	1 hr 20 mins / Study Assignment
Test	0 hrs
Test Review	0 hrs
<b>Total Hours:</b>	<b>2 hrs</b>

**Test Lesson Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E651 version 1

**Prerequisite Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance Access**

Security Level: Unclassified  
 Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	SH-4
	THE ARMY'S COMMAND CLIMATE SURVEY MEMORANDUM		<a href="http://www.armyg1.army.mil">www.armyg1.army.mil</a> SH-1
	COMMAND CLIMATE SURVEY (VERSION 1.4) COMMANDER'S GUIDE	Sep 1998	<a href="http://www.armyg1.army.mil">www.armyg1.army.mil</a> SH-2
	BUT WHAT VALUE IS THE COMMAND CLIMATE SURVEY TO ME?	Sep 1998	<a href="http://www.armyg1.army.mil">www.armyg1.army.mil</a> SH-3
	COMMANDING OFFICER'S HANDBOOK, CONSIDERATION OF OTHERS		<a href="http://www.armyg1.army.mil">www.armyg1.army.mil</a> SH-5

**Student Study Assignments**

- Read SH-1 thru SH-5

**Instructor Requirements**

None

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
MSG, FSC graduate, ITC, and SGITC graduate (Enlisted)	1:14	1	2 hrs

**Equipment Required for Instruction**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

\* Before Id indicates a TADSS

**Materials Required**

**Instructor Materials:**

None

**Student Materials:**

- TSP.
- Pen or pencil and writing paper.

**Classroom, Training Area, and Range Requirements**

None

**Ammunition  
Requirements**

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<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

---

**Instructional  
Guidance**

None

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**Proponent  
Lesson Plan  
Approvals**

---

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Jemison, William L.	CIV	Training Specialist	
Smith, Sandra	SGM	Chief Instructor, FSC	
Graham, Kevin L.	SGM	Chief, FSC	
Collins, Curtis R.	SGM	Chief, SMC	
Bennett-Green, Agnes D.	SGM	Chief, CMDD	

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**SECTION II. INTRODUCTION**

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator** First sergeants who have an accurate awareness of the perceptions and views of the Soldiers in their units possess a definite leadership advantage. The traditional methods of obtaining this type of information have included such informal methods as open-door policies, “rap” sessions, suggestion boxes, the recording of complaints and “casual” observations. While these methods can be useful, they are generally inadequate as a means for obtaining complete, unbiased, and representative information. The Command Climate Survey will help to overcome the major shortcomings of these methods.

**Terminal Learning Objective** At the completion of this lesson, you [the student] will:

<b>Action:</b>	Analyze the characteristics of an effective climate assessment.
<b>Conditions:</b>	As a first sergeant in a self-study environment given extracted material from FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.
<b>Standards:</b>	Analyzed the characteristics of an effective climate assessment IAW FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.

**Safety Requirements** None

**Risk Assessment Level** Low

**Environmental Considerations** **NOTE:** It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.  
None

**Evaluation** At the end of your Phase I training and before entering Phase II, you will take an on-line, multiple-choice examination. It will test your comprehension of the learning objectives from this and other lessons in Phase I. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

**Instructional  
Lead-In**

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At the request of the U.S. Army Forces Command and Headquarters III Corps, the Army Research Institute developed the Command Climate Survey as a part of the Unit Command Profile (UCP) found in DA Pamphlet 600-69. The purpose was to provide a valid, reliable, and standardized method for company-level commanders to identify unit strengths and weaknesses associated with unit climate factors. The Command Climate Survey is not just “another” questionnaire. It is a scientifically-developed tool that has undergone successive refinements. Each questionnaire item and profile area had to pass a series of stringent tests of practical and statistical value in order to be part of the survey.

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**SECTION III. PRESENTATION**

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Complete the Command Climate Survey.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given SH-1 thru SH-3.
<b>STANDARDS:</b>	Completed the Command Climate Survey IAW SH-1 thru SH-3.

1. Learning Step / Activity 1. The Command Climate Survey

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 30 mins  
Media: None

To complete this learning step activity, you must--

- Read the above ELO.
- Read SH-1.

The Command Climate Survey is available for Armywide use. In fact, the commander must administer the survey within 90 days of assuming command (180 days for Reserve Component units). SH-1, Appendix D, is a copy of the Department of the Army message that provides implementation guidance for the Command Climate Survey. The data obtained from the survey provides the commander with information on the actual perceptions of the enlisted Soldiers in the unit; therefore, it provides a picture of the unit climate from the perspective of the enlisted Soldier.

The Command Climate Survey is a very formal means for determining the climate of an organization. *You do not need to use the Command Climate Assessment each time you assess your unit's command climate.* In fact, recommended use of the survey is not more than once a year.

- Read SH-2.

The Command Climate Survey assesses 20 areas. They are the following:

1. Officer Leadership.
2. NCO Leadership.
3. Immediate Leaders.
4. Leader Accessibility.
5. Leader Concern for Families.
6. Leader Concern for Single Soldiers.
7. Unit Cohesion.
8. Counseling.
9. Training.
10. Racist Material.

11. Sexually Offensive Material.
12. Stress.
13. Training Schedule.
14. Sponsorship.
15. Respect.
16. Unit Readiness.
17. Morale.
18. Sexual Harassment.
19. Discrimination.
20. Reporting Harassment/Discrimination.

- Read SH-3.

There are many less formal means available to you. Simple observation is one of the best. Other methods of assessment you may use are the following:

- Observe your unit's activities and training.
- Review unit reenlistment records and look for both results and trends.
- Conduct a self-assessment of your unit by answering the Command Climate Survey questions from a Soldier's perspective.
- Discuss climate areas with your key subordinate leaders.

The point is, you just can't say, "Morale is lousy!" Ask yourself, "What is it that I want to change?" and use the Command Climate Survey to assist you and the commander in creating a healthy climate in your unit.

## 2. Learning Step / Activity 2. The Command Climate Survey

Method of Instruction: Practical Exercise (Performance)

Technique of Delivery: Individualized, self-paced Instruction

Instructor to Student Ratio: 1:14

Time of Instruction: 30 mins

Media: None

Use SH-1 thru SH-3 when you complete the practical exercise. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 30 minutes to complete the Command Climate Survey. Turn to p C-1, "The Command Climate Survey" and complete the survey so that you will gain a better understanding of what the questions relate to. Attempt to complete the survey with the mindset of an enlisted Soldier. You can then see how closely your answers correspond to those of your enlisted Soldiers. It is a very simple way to check your perceptions of the unit against those of your Soldiers. Hopefully, there won't be a significant gap in perceptions.
- Score the survey using the information contained in SH-2, Command Climate Survey Commander's Guide.

**CHECK ON LEARNING:** The practical exercise serves as the check on learning for this ELO.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the tools a leader can use to improve the command climate in a unit.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given extracted material from extracted material from FM 22-100 (SH-4) and SH-5.
<b>STANDARDS:</b>	Identified the tools a leader can use to improve the command climate in a unit IAW FM 22-100 (SH-4) and SH-5.

1. Learning Step / Activity 1. Tools a Leader Can Use to Improve the Command Climate in a Unit

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 30 mins  
Media: None

To complete this learning step activity, you must--

- Read the above ELO.
- Read SH-4 and SH-5.

The Command Climate Survey provides the data and feedback you need to develop your Consideration of Others (CO2) program. The intent of the CO2 program is to improve your organizational climate.

**CHECK ON LEARNING:** The practical exercise serves as the check on learning for this ELO.

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**SECTION IV. SUMMARY**

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

None

**Review / Summarize Lesson**

Command climate is a *shared feeling or perception among the members of a unit about how their leaders will treat them and what professional opportunities they see within the unit.*

You can complete a command climate assessment by using either a formal assessment process such as the Command Climate Survey or by an informal process, such as observing unit activities and training and by reviewing unit reenlistment trends.

There are a number of elements that indicate a positive command climate exists in a unit. The Command Climate Survey lists 20 such profile areas.

The four steps to establish or maintain a positive command climate include the following:

1. Determine the “health” of the organization.
2. Identify the climate areas you want to influence.
3. Establish clear goals and objectives for each climate area.
4. Execute the plan.

**Transition to Next Lesson**

The concepts utilized in “Establish a Positive Command Climate” are applicable to many other leadership areas, especially the area of building a cohesive unit. As you progress through the leadership and communication lessons, look for places to apply these concepts, build links to other leadership topics, and apply them in your unit.

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**SECTION V. STUDENT EVALUATION**

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**Testing  
Requirements**

At the end of your Phase I training and before entering Phase II, you will take an on-line, multiple-choice examination. It will test your comprehension of the learning objectives from this and other lessons in Phase I. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

---

**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Please complete the student questionnaire and mail to USASMA.

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## STUDENT QUESTIONNAIRE L658

Complete the following actions:

- Enter your name, your rank, and the date you complete this questionnaire.

Name:

Rank:

Date:

- Answer items 1 through 6 below.
- Fold the questionnaire, so the address for USASMA is visible.
- Print your return address, add postage, and mail.

**NOTE:** Your response to this questionnaire will assist the Academy in refining and improving this course. When completing the questionnaire, answer each question frankly. Your assistance helps build and maintain the best curriculum possible.

**Item 1:**

Do you feel you have met the learning objectives of this lesson?

**Item 2:**

Was the material covered in this lesson new to you?

**Item 3:**

Which parts of this lesson were most helpful to you in learning the objectives?

**Item 4:**

How could we improve the format of this lesson?

**Item 5:**

How could we improve the content of this lesson?

**Item 6:**

Do you have additional questions or comments? If you do, please list them here. You may add additional pages if necessary

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CMDT USASMA  
ATTN ATSS DCF FSC TATS  
BLDG 11291 BIGGS FLD  
FT. BLISS, TX 79918-8002

**Appendix A - Viewgraph Masters (N/A)**

**Appendix B - Test(s) and Test Solution(s) (N/A)**

## Appendix C

### PRACTICAL EXERCISE 1

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<b>Title</b>	ESTABLISH A POSITIVE COMMAND CLIMATE
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<b>Lesson Number / Title</b>	L658 version 1 / ESTABLISH A POSITIVE COMMAND CLIMATE
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<b>Introduction</b>	The intent of this practical exercise is to acquaint you with an instrument that will allow you to evaluate your unit's climate and help you find ways to improve the areas of concern.
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<b>Motivator</b>	Throughout your career, you have employed many techniques to enhance organizational effectiveness. This practical exercise will help you review the fundamentals of conducting an organizational assessment by using the Unit Command Climate Survey to evaluate your unit's organizational effectiveness.
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<b>Terminal Learning Objective</b>	At the completion of this lesson, you [the student] will: <table border="1"><tr><td><b>Action:</b></td><td>Analyze the characteristics of an effective climate assessment.</td></tr><tr><td><b>Conditions:</b></td><td>As a first sergeant in a self-study environment given extracted material from FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.</td></tr><tr><td><b>Standards:</b></td><td>Analyzed the characteristics of an effective climate assessment IAW FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.</td></tr></table>	<b>Action:</b>	Analyze the characteristics of an effective climate assessment.	<b>Conditions:</b>	As a first sergeant in a self-study environment given extracted material from FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.	<b>Standards:</b>	Analyzed the characteristics of an effective climate assessment IAW FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.
<b>Action:</b>	Analyze the characteristics of an effective climate assessment.						
<b>Conditions:</b>	As a first sergeant in a self-study environment given extracted material from FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.						
<b>Standards:</b>	Analyzed the characteristics of an effective climate assessment IAW FM 22-100 (SH-4), SH-1, SH-2, SH-3, and SH-5.						

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<b>Safety Requirements</b>	None
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<b>Risk Assessment</b>	Low
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<b>Environmental Considerations</b>	None
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<b>Evaluation</b>	There is no schoolhouse solution for this practical exercise.
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<b>Instructional Lead-In</b>	None
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<b>Resource Requirements</b>	<b>Instructor Materials:</b> None <b>Student Materials:</b> <ul style="list-style-type: none"><li>• Pen or pencil and Command Climate Survey.</li></ul>
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<b>Special Instructions</b>	Complete the Command Climate Survey and use the information in SH-2 to score the survey.
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**Procedures**

**PRACTICAL EXERCISE 1**

Download this survey from the Army Research Institute homepage. The Internet address is <http://www-ari.army.mil>

SURVEY APPROVAL AUTHORITY: U.S. Army Research Institute for the Behavioral and Social Sciences  
 Alexandria, VA 22333-5600  
 Telephone (703) 617-7801, DSN 767-7801  
 e-mail: APSO@ari.army.mil  
 SURVEY CONTROL NUMBER: PERI-AO-97-11  
 RCS: MILPC-3

Strongly disagree  
 Disagree |  
 Neither agree nor disagree | |  
 Agree | | |  
 Strongly agree | | | |

**INSTRUCTIONS**

YOUR OPEN, HONEST RESPONSES ARE NEEDED TO PROVIDE INFORMATION FOR DECISIONS AFFECTING YOUR UNIT.

- The survey is anonymous.
- Only group statistics will be reported.
- Circle the number to indicate your response for each question.
- Put the completed survey in the envelope provided.
- Place the survey/envelope in the drop box or return it to the person who gave it to you.

THANK YOU FOR YOUR TIME AND COOPERATION!

**Do you agree or disagree with the following statements about you and your unit?**

	Strongly disagree					
	Disagree					
	Neither agree nor disagree					
	Agree					
	Strongly agree					
1. Officers in this unit care about what happens to their [S]oldiers.	5	4	3	2	1	
2. NCOs in this unit care about what happens to their [S]oldiers.	5	4	3	2	1	
3. Junior enlisted members in this unit care about what happens to each other.	5	4	3	2	1	
4. It is easy for [S]oldiers in this unit to see the CO about a problem.	5	4	3	2	1	
5. It is easy for [S]oldiers in this unit to see the 1SG about a problem.	5	4	3	2	1	
6. Members in my work unit work well together as a team.	5	4	3	2	1	

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. In terms of work habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions.  | 5 | 4 | 3 | 2 | 1 |
| 8. I receive the counseling and coaching needed to advance in my career.  | 5 | 4 | 3 | 2 | 1 |
| 9. I receive the training needed to perform my job well.  | 5 | 4 | 3 | 2 | 1 |
| 10. Are racist material(s) displayed by members of this unit?<br>4. No<br>3. Yes, once in a while<br>2. Yes, frequently<br>1. Yes, very frequently  |   |   |   |   |   |
| 11. Are sexually offensive material(s) displayed by members of this unit?<br>4. No<br>3. Yes, once in a while<br>2. Yes, frequently<br>1. Yes, very frequently  |   |   |   |   |   |
| 12. What level of conflict/stress are you experiencing in this unit?<br>6. None<br>5. Slight<br>4. Moderate<br>3. High<br>2. Very high<br>1. Extremely High   |   |   |   |   |   |
| 13. Usually, how far in advance do you know the unit training schedule; that is, where <u>you</u> will be and what <u>you</u> will be doing?<br>5. 14 or more days<br>4. 11-13 days<br>3. 8-10 days<br>2. 4-7 days<br>1. 1-3 days |   |   |   |   |   |

**(Continued)**

14. During your last permanent change of station--PCS--move (to this unit), how helpful was this unit?

- 5. Extremely helpful
- 4. Very helpful
- 3. Moderately helpful
- 2. Slightly helpful
- 1. Not at all helpful

15. To what extent do the persons in your chain of command treat you with respect?

- 5. Very great extent
- 4. Great extent
- 3. Moderate extent
- 2. Slight extent
- 1. Not at all

To what extent do the following apply to the leaders at your unit or place of duty?

	Very great extent	Great extent	Moderate extent	Slight extent	Not at all
The leaders in my unit/ place of duty					
16. show a real interest in the welfare of families.	5	4	3	2	1
17. show a real interest in the welfare of single [S]oldiers.	5	4	3	2	1

18. Describe how well prepared this unit is to perform its wartime duties/mission?

- 5. Very well prepared
- 4. Well prepared
- 3. Moderately prepared
- 2. Not well prepared
- 1. Not at all prepared

19. How would you rate your current level of morale?

- 5. Very high
- 4. High
- 3. Moderate
- 2. Low
- 1. Very low

*Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature (AR 600-20).*

20. During the last 12 months, have YOU been sexually harassed by someone in this unit?

- 1. No
- 2. Yes, but it really didn't affect/bother me.
- 3. Yes, and it did affect/bother me.

*Equal Opportunity refers to the fair, just, and equitable treatment of all [S]oldiers and family members, regardless of race, color, religion, gender (sex), or national origin (AR 600-20).*

21. During the last 12 months, have YOU been subjected to discrimination in this unit?

**CIRCLE ALL THAT APPLY.**

- 1. No
- 2. Yes, racial
- 3. Yes, religious
- 4. Yes, gender (sex)
- 5. Yes, national origin

22. I would report an incident of sexual harassment or discrimination to my chain of command.

- 1. No
- 2. Yes

23. Are you male or female?

- 1. Male
- 2. Female

24. What is your racial/ethnic background?

- 1. Black
- 2. White
- 3. Other (Hispanic, Asian or Pacific Islander, Native American, Eskimo or Aleut)

**COMMENTS**

Please list three things that are going very well in this unit.

- 1.
- 2.
- 3.

Please list three things that most need improvement in this unit.

- 1.
- 2.
- 3.

**THANK YOU FOR COMPLETING THIS SURVEY.**

**Feedback  
Requirements**

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None

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## Appendix D

### HANDOUTS FOR LESSON 1: L658 version 1

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This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, The Army's Command Climate Survey Memorandum	SH-1-2
SH-2, Extracted Material from Command Climate Survey (version 1.4) Commander's Guide	SH-2-1
SH-3, But What Value is the Command Climate Survey to Me?	SH-3-1
SH-4, Extracted Material from FM 22-100, Army Leadership	SH-4-1
SH-5, Extracted Material from DA Commanding Officer's Handbook, Consideration of Others	SH-5-1

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## Student Handout 1

### The Army's Command Climate Survey Memorandum

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This student handout contains two pages of extracted material from the following memorandum:

Department of the Army Message on the Command Climate Survey,  
March 1998

**Disclaimer:** The training developer downloaded the material from [www.armyg1.army.mil](http://www.armyg1.army.mil) homepage. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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## Command Climate Survey

### Pass to Company Commanders and G1 Personnel

Subject: The Army's Command Climate Survey

1. Effective 1 March 1998, company commanders or company-level equivalents are required to conduct a Command Climate Survey within 90 days of assuming command (180 days for reserve component), and annually thereafter. The purpose of the Command Climate Survey is to help commanders assess and improve human relations within the unit. Administration of the Command Climate Survey is now mandatory for company commanders. It is voluntary of battalion and other unit commanders. A commander may administer the survey more often than every 12 months
2. The Command Climate Survey is administered by the company commander in a manner which ensures complete confidentiality of the survey takers. The entire company is surveyed, not a sample of the company.
3. Commanders will use the assessment information to develop action plans. Upon completion of the Command Climate Survey, the commander should discuss the results with their unit's [S]oldiers and civilians, and tell them what actions will be initiated.
4. While the survey results remain within the unit administering the survey, senior commanders are encouraged to be mentors and coaches for their junior commanders by assisting them in formulating their plan of action.
5. A copy of the Command Climate Survey can be obtained through your G1 Personnel Office, or the MACOM Equal Opportunity Advisor or at the following Internet site: <http://www.odcspcr.army.mil> (hit enter, "Information Index", "Human Resources," "command climate survey"). A computerized version of the survey can be downloaded from: <http://www-ari.army.mil> (Surveys and Data). If you have specific questions you may call HQDA, ODCSPER, and Human Resources Directorate and speak with a technician at Comm: 703-693-8500 or DSN 223-8500.
6. In addition to the Command Climate Survey, commanders should use other tools, such as personal interviews, focus groups, observation, and analysis of unit records and statistical information (e.g., complaint reports, awards, promotions, reenlistments, and incidents of misconduct) in fully assessing their unit's command climate.
7. While the Command Climate Survey is the only climate survey that is mandatory for use by company commander and company-level equivalents, the following tools are optional and may be used by commanders at all levels to supplement their climate assessments. Like the Command Climate Survey, the results of these surveys are not required to be forwarded to higher levels of command.

- a. Ethical Climate Assessment Survey (ECAS) is designed to assist all leaders in assessing the ethical climate within their organizations. The leader answers a series of questions on this short survey and can then develop an action plan as required. Detailed instructions for the use of the assessment tool will be included in the forthcoming revision of FM 22-100, Army Leadership. Procedures have been initiated to make this a graphic training aid (GTA) card, but until it is available, it can be downloaded from the Internet at: <http://www.odcsper.army.mil> (hit enter, "Information Index", "Human Resources").
- b. The forthcoming Army Equal Opportunity Command Climate Survey is a computerized survey for unit members to complete at a computer terminal. The focus of this survey is equal opportunity, sexual harassment, dignity and treatment, extremism and gang activity. Only the unit commander receives the survey results. When it becomes available, this software will be found on the DCSPER Website.
- c. The Unit Risk Inventory is a survey developed to support the risk reduction program. It is administered to all members of a unit. The focus is alcohol and drug use, family violence, suicide, financial problems, crime, and command environment. This survey helps the commander identify areas where risk reduction can promote the healthy functioning of the unit. It is available from Dr. Les McFarling at Comm: 703-681-5577 or DSN 761-7777
- d. The Military Equal Opportunity Climate Survey (MEOCS) focuses on the equal opportunity climate. This is a paper-and-pencil survey to be completed by unit members. The completed surveys are mailed to the Defense Equal Opportunity Management Institute (DEOMI). DEOMI produces a report of the results, which is provided to the unit commander. This survey can be obtained by contacting the DEOMI Directorate of Information at Comm: 407-494-2675 or DSN 854-2675.

## Student Handout 2

### Extracted Material from Command Climate Survey (version 1.4) Commander's Guide

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This student handout contains four pages of extracted material from the following document:

Command Climate Survey (version 1.4) Commander's Guide,  
23 September 1998

**Disclaimer:** The training developer downloaded the material from <http://www-ari.army.mil> homepage click on Surveys and Data. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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# COMMAND CLIMATE SURVEY (VERSION 1.4)

## COMMANDER'S GUIDE

1. **PURPOSE.** The attached **Command Climate Survey** provides you with a tool for reviewing the climate of your unit, such as an assessment upon assumption of command IAW AR 600-20 (Command Policy). Unit "climate" factors such as leadership, cohesion, morale, and the human relations environment have a direct impact on the effectiveness of your unit.

2. **SCOPE.** The **Command Climate Survey** briefly addresses 20 climate areas (question numbers in parentheses): Officer leadership (1), NCO leadership (2), Immediate supervisor (7), Leader accessibility (4,5), Leader concern for families (16), Leader concern for single [S]oldiers (17), Unit cohesion (3,6), Counseling (8), Training (9), Racist materials (10), Sexually offensive materials (11), Stress (12), Training schedule (13), Sponsorship (14), Respect (15), Unit readiness (18), Morale (19), Sexual harassment (20), Discrimination (21), and Reporting harassment/discrimination incidents (22). Additional questions on gender and race are asked. Space is provided for comments on unit strengths and areas most needing improvement.

3. **USE.** The survey is designed as a self-contained, stand-alone tool for you as a commander. You will administer the survey, score or tally the results, and conduct your own analysis to assess your unit's current climate. The survey results may provide indicators of strengths and issues in your unit. As a commander, you should use additional methods to assess the unit climate, such as observations, personal interviews, reports, and other unit data.

#### 4. ADDITIONAL INSTRUCTIONS.

a. **Administration Procedures.** All basic steps are performed at the unit level:

(1) Make copies of the 2-page questionnaire which is attached. Staple the pages, if necessary.

(2) Use a roster to ensure all members of the unit complete the survey.

(3) Arrange for a time and place for [S]oldiers to complete the 6- to 10-minute questionnaire, ensuring:

- the individual's privacy is protected so responses are anonymous, and
- there will be no interruptions.

(4) Explain to [S]oldiers why the survey is being conducted and how the results will be used.

(5) Distribute a copy of the survey and a blank envelope to each [S]oldier. Instruct the [S]oldiers to complete the survey, place the completed survey in the envelope, and seal it.

(6) Provide a drop box to facilitate further the anonymity of respondents.

(7) Score/tally the responses, using the worksheet on the following page.

(8) Analyze the data.

(9) Summarize the findings.

(10) Report the findings to the unit.

b. **Scoring.** Use the worksheet on the next page to score/tally the responses for the questionnaire.

(1) For each question, place a mark in the appropriate box on the worksheet that corresponds to the individual's response. Repeat the process for all questions and for all completed questionnaires.

(2) Count the **NUMBER OF RESPONSES** for each of the response categories for a question and enter that count in the appropriate response category column on the worksheet.

(3) Add the **NUMBER OF RESPONSES** for all response categories for the question. Enter this number--the **TOTAL NUMBER OF RESPONSES** for the question--in the column labeled "Total."

(4) Divide the **NUMBER OF RESPONSES** for each response category by the **TOTAL NUMBER OF RESPONSES**, yielding a **PERCENT** figure for each response category. Enter the **PERCENT** figure in the appropriate column on the worksheet.

(5) For Question 21, which allows multiple responses, count the number of persons who answered the question, and use that number for the **TOTAL NUMBER OF RESPONSES**.

c. **Analysis.** Use methods such as rank-ordering from highest to lowest to compare the percent figures for similar questions. Do this for both the "positive" (such as Strongly agree/Agree) and "negative" responses (such as Disagree/Strongly disagree).

## SCORING WORKSHEET

QUESTION NUMBER	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree	Total
Q1: Officers care				
Q2: NCOs care				
Q3: Junior enlisted care				
Q4: Easy to see CO				
Q5: Easy to see 1SG				
Q6: Work well together				
Q7: Supervisor example				
Q8: Counseling/coaching				
Q9: Get training needed				
	No	Yes, once in a while	Yes, frequently, very frequently	Total
Q10: Racist materials				
Q11: Sexist materials				
	None/Slight	Moderate	High-Extremely High	Total
Q12: Level of stress				
	14 or more days	8-10 days, 11-13 days	1-3 days, 4-7 days	Total
Q13: Days training schedule posted in advance				
	Extremely, Very, Moderately helpful	Slightly, Not at all helpful		Total
Q14: Sponsorship				
	Very great, Great, Moderate extent	Slight extent, Not at all		Total
Q15: Treated with respect				
Q16: Interest in families				
Q17: Interest in single [S]oldiers				
	Very well, Well, Moderately prepared	Not well, Not at all prepared		Total
Q18: Perform wartime mission				
	Very high, High, Moderate	Low, Very low		Total
Q19: Own morale				
	No	Yes, not affected	Yes, affected	Total
Q20: Sexually harassed				
	Marked	Not marked		Total
Q21. 1 No, not discriminated				
Q21. 2 Yes, racial				
Q21. 3 Yes, religious				
Q21. 4 Yes, gender (sex)				
Q21. 5 Yes, national origin				
	No	Yes		Total
Q22: Report incident				
	Male	Female		Total
Q23: Gender				
	Black	White	Other	Total
Q24: Race/ethnicity				



(Continued)

**15. To what extent do the persons in your chain of command treat you with respect?**

- 5. Very great extent
- 4. Great extent
- 3. Moderate extent
- 2. Slight extent
- 1. Not at all

To what extent do the following apply to the leaders at your unit or place of duty?

	Very great extent	Great extent	Moderate extent	Slight extent	Not at all
The leaders in my unit/ place of duty					
16. show a real interest in the welfare of families.	5	4	3	2	1
17. show a real interest in the welfare of single [S]oldiers.	5	4	3	2	1

**18. Describe how well prepared this unit is to perform its wartime duties/mission?**

- 5. Very well prepared
- 4. Well prepared
- 3. Moderately prepared
- 2. Not well prepared
- 1. Not at all prepared

**19. How would you rate your current level of morale?**

- 5. Very high
- 4. High
- 3. Moderate
- 2. Low
- 1. Very low

*Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature (AR 600-20).*

**20. During the last 12 months, have YOU been sexually harassed by someone in this unit?**

- 1. No
- 2. Yes, but it really didn't affect/bother me.
- 3. Yes, and it did affect/bother me.

*Equal Opportunity refers to the fair, just, and equitable treatment of all [S]oldiers and family members, regardless of race, color, religion, gender (sex), or national origin (AR 600-20).*

**21. During the last 12 months, have YOU been subjected to discrimination in this unit?**

**CIRCLE ALL THAT APPLY.**

- 1. No
- 2. Yes, racial
- 3. Yes, religious
- 4. Yes, gender (sex)
- 5. Yes, national origin**

**22. I would report an incident of sexual harassment or discrimination to my chain of command.**

- 1. No
- 2. Yes

**23. Are you male or female?**

- 1. Male
- 2. Female

**24. What is your racial/ethnic background?**

- 1. Black
- 2. White
- 3. Other (Hispanic, Asian or Pacific Islander, Native American, Eskimo or Aleut)

**COMMENTS**

Please list three things that are going very well in this unit.

- 1.
- 2.
- 3.

Please list three things that most need improvement in this unit.

- 1.
- 2.
- 3.

**THANK YOU FOR COMPLETING THIS SURVEY.**

## Student Handout 3

### But What Value is the Command Climate Survey to Me?

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This student handout contains one page of material from Human Relations, DCSPER, Pentagon, Washington, DC

But What Value is the Command Climate Survey to Me?

**Disclaimer:** The training developer downloaded the material from [www.armyg1.army.mil](http://www.armyg1.army.mil) homepage. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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## **But What Value is the Command Climate Survey to Me?**

Human Relations, DCSPER, Pentagon, Washington, DC

Here comes the Command Climate Survey to each Company level unit which includes a requirement to be administered within 90 days of assuming command, and at least yearly hereafter. More work for you Company commanders who already spend twelve plus hours each day in the office. What you need is something that will reduce the work load and stress, not add to it. Is the hassle to administrate the Command Climate survey worth it? Yes it is if utilized properly. Let me explain how.

The Command Climate Survey assesses the unit climate without placing personal blame for problems or perceptions of problems (which can be as damaging as a real problem) within the unit. In the comments section, suggestions are offered for improvement and reasons stated that cause dismay. It is also completely anonymous for the [S]oldier, which provides for honest feedback. It is self-contained within the unit, so the results are confidential to the commander. It is not a report card to a Battalion commander. The purpose is not to intimidate, but to assist the unit commander in strengthening his or her unit. Remember, the initial results are a holdover from the previous command and reflect the previous commander's style and emphasis.

The ideal way to administer the Command Climate Survey is for the commander to let the company members know the importance of the survey. The commander should not delegate the survey to the EO officer or anyone else, but do it themselves—"Company, this is what I am doing. This is what I believe in. I hope you will reply honestly, as I am interested in improving the unit climate as needed and sustaining those aspects which are going well." Then upon completion of the survey discuss the results with your unit and what your actions will be as a result of that --"I heard what you said. This is what I will do. Here is the timeline." This feedback is very important to the company [S]oldiers. Then, after a little time has passed, let the company know what you have completed or changed due to comments on the survey, or let them know what can not be changed, but give them feedback. They will realize that their comments and opinions do matter.

Once the commander has assessed the climate of the unit, positive changes can be made as needed. In addition, the commander can track change over time by re-administering the same survey at least once more within twelve months after assuming command.

The Command Climate Survey is just one of many methods of assessing the command climate. Other methods include personal interview, group interviews, observation, analysis of unit records (e.g. awards, discipline, etc.). Currently only company commanders are required to conduct a Command Climate Survey; it is voluntary for battalion commanders.

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## Student Handout 4

### Extracted Material from FM 22-100, Army Leadership

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This student handout contains five pages of extracted material from FM 22-100, Army Leadership, 31 August 1999

#### **Chapter 3, The Human Dimension**

#### **Pages**

Climate and Culture	SH-4-2
Climate	SH-4-2 thru SH-4-4
Culture	SH-4-4 and SH-4-5

#### **Chapter 5, Direct Leadership Actions**

#### **Pages**

Initial Leader Assessments	SH-4-5
Assessment of Subordinates	SH-4-6
Leader Assessments and Plans of Action	SH-4-6

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## CLIMATE AND CULTURE

3-52. Climate and culture describe the environment in which you lead your people. Culture refers to the environment of the Army as an institution and of major elements or communities within it. Strategic leaders maintain the Army's institutional culture. (Chapter 7 discusses their role.) Climate refers to the environment of units and organizations. All organizational and direct leaders establish their organization's climate, whether purposefully or unwittingly. (Chapters 5 and 6 discuss their responsibilities.)

### CLIMATE

3-53. Taking care of people and maximizing their performance also depends on the climate a leader creates in the organization. An organization's climate is the way its members feel about their organization. Climate comes from people's shared perceptions and attitudes, what they believe about the day-to-day functioning of their outfit. These things have a great impact on their motivation and the trust they feel for their team and their leaders. Climate is generally short-term: it depends on a network of the personalities in a small organization. As people come and go, the climate changes. When a [S]oldier says "My last platoon sergeant was pretty good, but this new one is great," the [S]oldier is talking about one of the many elements that affect organizational climate.

3-54. Although such a call seems subjective, some very definite things determine climate. The members' collective sense of the organization—its organizational climate—is directly attributable to the leader's values, skills, and actions. As an Army leader, you establish the climate of your organization, no matter how small it is or how large. Answering the following questions can help you describe an organization's climate:

- Does the leader set clear priorities and goals?
- Is there a system of recognition, rewards and punishments? Does it work?
- Do the leaders know what they're doing? Do they admit when they're wrong?
- Do leaders seek input from subordinates? Do they act on the feedback they're provided?
- In the absence of orders, do junior leaders have authority to make decisions that are consistent with the leader's intent?
- Are there high levels of internal stress and negative competition in the organization? If so, what's the leader doing to change that situation?
- Do the leaders behave the way they talk? Is that behavior consistent with Army values? Are they good role models?
- Do the leaders lead from the front, sharing hardship when things get tough?
- Do leaders talk to their organizations on a regular basis? Do they keep their people informed?

3-55. Army leaders who do the right things for the right reasons—even when it would be easier to do the wrong thing—create a healthy organizational climate. In fact, it's the leader's behavior that has the greatest effect on the organizational climate. That behavior signals to every member of the organization what the leader will and will not tolerate. Consider this example.

#### Changing a Unit Climate—The New Squad Leader

SSG Withers was having a tough week. He had just been promoted to squad leader in a different company; he had new responsibilities, new leaders, and new [S]oldiers. Then, on his second day, his unit was alerted for a big inspection in two days. A quick check of the records let him know that the squad leader before him had let maintenance slip; the records were sloppy and a lot of the scheduled work had not been done. On top of that, SSG Withers was sure his new platoon sergeant didn't like him. SFC King was professional but gruff, a person of few words. The [S]oldiers in SSG Withers' squad seemed a little afraid of the platoon sergeant.

After receiving the company commander's guidance about the inspection, the squad leaders briefed the platoon sergeant on their plans to get ready. SSG Withers had already determined that he and his [S]oldiers would have to work late. He could have complained about his predecessor, but he thought it would be best just to stick to the facts and talk about what he had found in the squad. For all he knew, the old squad leader might have been a favorite of SFC King.

SFC King scowled as he asked, "You're going to work late?"

SSG Withers had checked his plan twice: "Yes, sergeant. I think it's necessary."

SFC King grunted, but the sound could have meant "okay" or it could have meant "You're being foolish." SSG Withers wasn't sure.

The next day SSG Withers told his [S]oldiers what they would have to accomplish. One of the [S]oldiers said that the old squad leader would have just fudged the paperwork. "No kidding," SSG Withers thought. He wondered if SFC King knew about it. Of course, there was a good chance he would fail the inspection if he didn't fudge the paperwork—and wouldn't that be a good introduction to the new company? But he told his squad that they would do it right: "We'll do the best we can. If we don't pass, we'll do better next time."

SSG Withers then asked his squad for their thoughts on how to get ready. He listened to their ideas and offered some of his own. One [S]oldier suggested that they could beat the other squads by sneaking into the motor pool at night and lowering the oil levels in their vehicles. "SFC King gives a half day off to whatever squad does best," the [S]oldier explained. SSG Withers didn't want to badmouth the previous squad leader; on the other hand, the squad was his responsibility now. "It'd be nice to win," SSG Withers said, "but we're not going to cheat."

The squad worked past 2200 hours the night before the inspection. At one point SSG Withers found one of the [S]oldiers sleeping under a vehicle. "Don't you want to finish and go home to sleep?" he asked the [S]oldier.

"I...uh...I didn't think you'd still be here," the [S]oldier answered.

"Where else would I be?" replied the squad leader.

The next day, SFC King asked SSG Withers if he thought his squad's vehicle was going to pass the inspection.

"Not a chance," SSG Withers said.

SFC King gave another mysterious grunt.

Later, when the inspector was going over his vehicle, SSG Withers asked if his [S]oldiers could follow along. "I want them to see how to do a thorough inspection," he told the inspector. As the [S]oldiers followed the inspector around and learned how to look closely at the vehicle, one of them commented that the squad had never been around for any inspection up to that point. "We were always told to stay away," he said.

Later, when the company commander went over the results of the inspection, he looked up at SSG Withers as he read the failing grade. SSG Withers was about to say, "We'll try harder next time, sir," but he decided that sounded lame, so he said nothing. Then SFC King spoke up.

"First time that squad has ever failed an inspection," the platoon sergeant said, "but they're already better off than they were the day before yesterday, failing grade and all."

3-56. SFC King saw immediately that things had changed for the better in SSG Withers' squad. The failing grade was real; previous passing grades had not been. The new squad leader told the truth and expected his [S]oldiers to do the same. He was there when his people were working late. He acted to improve the squad's ethical and performance standards (by clearly stating and enforcing them). He moved to teach his [S]oldiers the skills and standards associated with vehicle maintenance (by asking the inspector to show them how to look at a vehicle). And not once did SSG Withers whine that the failing grade was not his fault; instead, he focused on how to make things better. SSG Withers knew how to motivate [S]oldiers to perform to standard and had the strength of character to do the right thing. In addition, he trusted the chain of command to take the long-term view. Because of his decisive actions, based on his character and competence, SSG Withers was well on his way to creating a much healthier climate in his squad.

3-57. No matter how they complain about it, [S]oldiers and DA civilians expect to be held to standard; in the long run they feel better about themselves when they do hard work successfully. They gain confidence in leaders who help them achieve standards and lose confidence in leaders who don't know the standards or who fail to demand performance.

## **CULTURE**

*When you're first sergeant, you're a role model whether you know it or not. You're a role model for the guy that will be in your job. Not next month or next year, but ten years from now. Every day [S]oldiers are watching you and deciding if you are the kind of first sergeant they want to be.*

*An Army First Sergeant 1988*

3-58. Culture is a longer lasting, more complex set of shared expectations than climate. While climate is how people feel about their organization right now, culture consists of the shared attitudes, values, goals, and practices that characterize the larger institution. It's deeply rooted in long-held beliefs, customs, and practices. For instance, the culture of the armed forces is different from that of the business world, and the culture of the Army is different from that of the Navy. Leaders must establish a climate consistent with the culture of the larger institution. They also use the culture to let their people know they're part of something bigger than just themselves, that they have responsibilities not only to the people around them but also to those who have gone before and those who will come after.

3-59. Soldiers draw strength from knowing they're part of a tradition. Most meaningful traditions have their roots in the institution's culture. Many of the Army's everyday customs and traditions are there to remind you that you're just the latest addition to a long line of American [S]oldiers. Think of how much of your daily life connects you to the past and to American [S]oldiers not yet born: the uniforms you wear, the martial music that punctuates your day, the way you salute, your title, your organization's history, and Army values such as selfless service. Reminders of your place in history surround you.

3-60. This sense of belonging is vitally important. Visit the Vietnam Memorial in Washington, DC, some Memorial Day weekend and you'll see dozens of veterans, many of them wearing bush hats or campaign ribbons or fatigues decorated with unit patches. They're paying tribute to their comrades in this division or that company. They're also acknowledging what for many of them was the most intense experience of their lives.

3-61. Young [S]oldiers want to belong to something bigger than themselves. Look at them off duty, wearing tee shirts with names of sports teams and famous athletes. It's not as if an 18-year-old who puts on a jacket with a professional sports team's logo thinks anyone will mistake him for a professional player; rather, that [S]oldier wants to be associated with a winner. Advertising and mass media make heroes of rock stars, athletes, and actors. Unfortunately, it's easier to let some magazine or TV show tell you whom to admire than it is to dig up an organization's history and learn about heroes.

3-62. Soldiers want to have heroes. If they don't know about SGT Alvin York in World War I, about COL Joshua Chamberlain's 20th Maine during the Civil War, about MSG Gary Gordon and SFC Randall Shughart in the 1993 Somalia fight, then it's up to you, their leaders, to teach them. (The bibliography lists works you can use to learn more about your profession, its history, and the people who made it.)

3-63. When [S]oldiers join the Army, they become part of a history: the Big Red One, the King of Battle, Sua Sponte. Teach them the history behind unit crests, behind greetings, behind decorations and badges. The Army's culture isn't something that exists apart from you; it's part of who you are, something you can use to give your [S]oldiers pride in themselves and in what they're doing with their lives.

### **Initial Leader Assessments**

5-64. Leaders often conduct an initial assessment before they take over a new position. How competent are your new subordinates? What's expected of you in your new job? Watch how people operate; this will give you clues about the organizational climate. (Remember SSG Withers and the vehicle inspection in Chapter 3?) Review the organization's SOP and any regulations that apply. Meet with the outgoing leader and listen to his assessment. (But don't take it as the absolute truth; everyone sees things through filters.) Review status reports and recent inspection results. Identify the key people outside the organization whose help you'll need to be successful. However, remember that your initial impression may be off-base. After you've been in the position for a while, take the necessary time to make an in-depth assessment.

5-65. And in the midst of all this checking and rechecking, don't forget to take a look at yourself. What kind of leader are you? Do you oversupervise? Undersupervise? How can you improve? What's your plan for working on your weak areas? What's the best way to make use of your strengths? Get feedback on yourself from as many sources as possible: your boss, your peers, even your subordinates. As Chapter 1 said in the discussion of character, make sure your own house is in order.

## **Assessment of Subordinates**

5-66. Good leaders provide straightforward feedback to subordinates. Tell them where you see their strengths; let them know where they can improve. Have them come up with a plan of action for self-improvement; offer your help. Leader assessment should be a positive experience that your subordinates see as a chance for them to improve. They should see it as an opportunity to tap into your experience and knowledge for their benefit.

5-67. To assess your subordinate leaders, you must—

Observe and record leadership actions. Figure 1-1 is a handy guide for organizing your thoughts.

Compare what you see to the performance indicators in Appendix B or the appropriate reference.

Determine if the performance meets, exceeds, or falls below standard.

Tell your subordinates what you saw; give them a chance to assess themselves.

Help your subordinate develop a plan of action to improve performance.

### **Leader Assessments and Plans of Action**

5-68. Leader assessment won't help anyone improve unless it includes a plan of action designed to correct weaknesses and sustain strengths. Not only that, you and the subordinate must use the plan; it doesn't do anyone any good if you stick it in a drawer or file cabinet and never think about it again. Here is what you must do:

- Design the plan of action together; let your subordinate take the lead as much as possible.
- Agree on the actions necessary to improve leader performance; your subordinate must buy into this plan if it's going to work.
- Review the plan frequently, check progress, and change the plan if necessary.

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## Student Handout 5

### Extracted Material from DA Commanding Officer's Handbook, Consideration of Others

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This student handout contains five pages of extracted material from the following publication:

Department of the Army Commanding Officer's Handbook, Consideration of Others

**Disclaimer:** The training developer downloaded the material from [www.armyg1.army.mil](http://www.armyg1.army.mil) homepage. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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## CONSIDERATION OF OTHERS

### INTRODUCTION

Consideration of Others has been developed for you, the commander. It is a tool designed to help you build unit cohesion and assist you in the complex task of leading soldiers. This vital task must be done well if we are to fulfill our primary mission: to fight and win the Nation's wars.

A military unit must excel as an organization in order to successfully accomplish its mission. As the difficulty of the mission increases, so does the need for excellence in a unit's organizational character. In the Army, we use the term "unit cohesion" to describe organizational character. This term has a great deal of value, not the least of which is its acceptance by a wide range of Army authorities as a common term of reference to use when discussing issues relating to how [S]oldiers operate and fight as a team.

The exact term we use is not critically important. What is critically important is that our [S]oldiers live and work in the type of organization which allows them to excel and give their total commitment to the unit's mission; to exhibit in practice the "selfless service" we value as American [S]oldiers.

Developing, maintaining, and leading an excellent organization is hard work. Doing so, however, is the vital "pre-mission" task that precedes the successful commitment of your troops to combat. If you, the commander, commit yourself to developing both the tactical/technical competence of your [S]oldiers and their ability and willingness to work together as a military team, then there is little or nothing any enemy can do to stand in the way of our [S]oldiers.

Consideration of Others is a tool, which focuses on the vital linkage between the individual [S]oldier and his or her role as a member of a military team. That linkage lies in the definition of Consideration of Others, which reads:

*"Consideration of Others is those actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them..."*

This definition emphasizes that ultimately Consideration of Others involves the awareness, the actions, and the responsibility of the individual [S]oldier. The capability of each of your [S]oldiers to recognize that their attitudes, actions, and words affect others in the unit; and their willingness to take responsibility for those attitudes, actions, and words—to the point of changing them when necessary—is what Consideration of Others is all about.

## METHODOLOGY

The design of Consideration of Others intentionally parallels the operational or mission planning design that commanders use daily. A key principle is that Consideration of Others must be easily and readily adaptable to each commander's priorities and each individual unit's needs. What does that mean for you? Put simply, it means that this Consideration of Others publication has been designed to provide you with concepts and assets which can be shifted or altered to enhance your own priorities based on your command assessment. The primary key to Consideration of Others execution is small-group instruction.

Consideration of Others planning, parallels mission planning. If you, as a commander, were given a mission, your analysis would include many of the following steps outlined in FM 101-5. **NOTE:** Effective January 05, FM 5.0 replaced FM 101.5.

- Conduct intelligence preparation of the battlefield.
- Determine specified, implied, and essential tasks.
- Review available assets.
- Determine constraints.
- Approve the (restated) mission.



The purpose of the Consideration of Others program is to develop or enhance positive unit cohesion. Consideration of Others planning analysis works in a parallel manner to operational mission analysis.

- Survey/assess your command.
- Identify primary or key areas of concern.
- Identify specific training needs.
- Determine priorities, first among those Consideration of Others needs, and then between Consideration of Others needs and other needs/priorities of your command.
- Identify and commit resources.
- Execute.



In every military unit there are major areas which are key to developing positive organizational character. As you survey and assess your organization, you will examine these key areas—just as you would identify key terrain features in a tactical situation. Under Consideration of Others, there are eight key areas.

- Ethical Development - Individual & Organizational
- American Military Heritage
- Quality Individual Leadership
- Team Building
- Equal Opportunity
- Gender Issues

- Family Concerns
- Health, Safety, and Drug & Alcohol Abuse

These areas definitely border on each other, and even overlap to some extent. For example, it is easily apparent that American Military Heritage should provide the context or background for everything we train or teach [S]oldiers. Likewise, it is difficult to imagine that successful team building could take place in today's Army without a full commitment to Equal Opportunity or in the absence of Quality Individual Leadership.

**The resources which commanders can potentially bring to the Consideration of Others program are extensive. At brigade or above, Equal Opportunity Advisors (EOAs) will have received training in the Consideration of Others program and may serve as overall coordinators or as instructors. Commanders at all levels have access to key NCO leaders (CSMs, First Sergeants), Chaplains, medical personnel, IG and JAG officers, or even civilian academic or professional sources. All of these could play important roles as training resources as you develop your command's unique Consideration of Others emphasis.**

*The primary key to Consideration of Others execution is small-group instruction. You will find that most of the suggested lesson plans call for discussion, rather than one-over-the-world lecture. You must identify facilitators or instructors to lead the small group instruction. The importance of selecting the right person is as critical as the process you use to select instructors for other subjects in your command that contribute to mission accomplishment. You may or may not have the luxury of having trained or certified small-group facilitators available for your Consideration of Others program. Selected leaders must be the most capable personnel available, clearly able to handle themselves appropriately in a small group setting.*

### **THIS PUBLICATION**

In addition to this introduction, this publication contains two sections. The first section covers the eight key areas. Each key area is defined and set in a military context. Finally, suggested lesson plans pertaining to that key area are referenced.

The final section contains the suggested lesson plans themselves. *They are NOT intended to become the sole or mandatory text for classes in the areas they cover.* They may be used exactly as written; or as a starting point for local trainers to use when developing materials tailored to your specific command. *They may be replaced by other lesson plans, which apply more directly to your specific command.* Local reproduction of all materials in this publication is authorized.

The suggested lesson plans included here are only a small number of those, which have been developed throughout the Army, other Services, and the civilian community to address these topics. Printing, publication, and distribution constraints limit what is available here. However, modern electronic technology will allow the Army to create and maintain a centralized source for additional lesson plans or materials which you have developed locally or found helpful in your own training.

If you have such materials, please E-MAIL them to the Directorate of Human Resources, Office of the Deputy Chief of Staff for Personnel at DAPE-HR@HQDA.ARMY.MIL. They will be catalogued and incorporated into the Consideration of Others entry on the DCSPER home page, which can be accessed through the Army home page (<http://www.army.mil>). Please include your unit name and limit submissions to E-MAIL only (no facsimiles or other hard copy materials will be accepted).

### **CONCLUSION**

Consideration of Others is not a "cure-all" for every organizational challenge. Your job as a commander has been, and always will be, extremely challenging. Consideration of Others is a tool to focus your assessment, orchestrate your efforts, and allow you access to the resources other commanders have used when faced with similar challenges. Additionally, many of your other required training requirements could be rolled under and captured within the parameters of Consideration of Others.

Your assessment, small group instruction, and your personal commitment and involvement in the program are the three elements which will make or break Consideration of Others in your command.

Making time for Consideration of Others in the midst of your day-by-day training and operational tempo will not be easy. Achieving excellence never is. You have, however, been given responsibility for [S]oldiers—American's youth—who have willingly volunteered to serve this Nation.

Your [S]oldiers have a potential for excellence unmatched by any other group of [S]oldiers in America's history. They will not reach that potential without learning to assume responsibility for how their individual actions affect others. Consideration of Others is your means to teach them this vital professional and personal truth—that responsibility is the key to both personal and organizational excellence. This truth will develop your [S]oldiers into leaders of character—not only during their time in uniform but throughout their lives.

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