

know about it. When this happens three or four times, the word will get back to the team. At that point, they'll find out that they do have a reputation to live up to.

Reward or punish the team. Whenever a leader supervises a task that requires a high degree of teamwork, like maybe an ARTEP, then he should try to gear his supervision, critique, reward, and punishment to what the team does, more than to what the individuals do. He should do it in such a way that each individual can see clearly that what he wants most (or maybe wants least) depends more on what the team does than on what he does.

Punishing a whole team is extremely effective, but it should be done very carefully. A whole team should be punished when all the hand-offs are too sloppy or too slow, when there's no trust among the parts, or when all the parts get to thinking more about *me* than about *us*.

Set the example. Next to drill, the best thing for building teamwork is that all-powerful, all-purpose leadership tool that has been discussed so many times — the fifth principle of leadership: Set the example. It's not hard to do. If you're a squad leader, for example, you probably want your

squad members to believe that for them the squad's mission is the most important thing there is. If you do want them to feel this way, then all you've got to do is show them that for you, the squad leader, the platoon's mission is the most important thing there is.

If you're a squad leader, never complain about the platoon's mission or the platoon leader in front of your followers. If you do, they're going to follow your example and complain about the squad's mission and about you. Do you want your followers to cooperate, work together, and trust each other? Then show them, by example, that that's exactly how you work with other squad leaders. From the motor pool to the battlefield, in any situation, followers will do as their leaders do. Good or bad. That's the plain chemistry of followership.

Emphasize differences. Find out what makes one team different from the others, and keep emphasizing those differences. It may be the kind of work they do, or where they do it, or when they do it — whatever makes them different from other teams. This is another way of telling team members that their team is something special, something different, something important.

Want to build teamwork in your company, Captain? Well, one thing that's always different in any unit is the unit's history. Send a letter up through channels and find out what your company did in the last war or two. Then sit down some time and tell the troops about their team at war, and how it fought in wars in the past. No lectures, just a talk and some stories. Do this two or three times, covering two or three wars, and watch what happens with teamwork.

There now, you've got a simple strategy and some simple how-to's for building a team. All of them are easy, common-sense things to do. Will they work? Well, let's go back to where we started, to the football game. Find a team that nearly always wins. Read up on it a little, how it works inside, and what the coach does. What you'll find is the strategy and most of these same how-to's.

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A Neglected Skill

CAPTAIN DEREK HARVEY

When a new infantry lieutenant reports to his first assignment, he may know quite a bit about how he is supposed to help his company win in battle, but he often knows very little about another important concern — administration. He may not even

think that administration is very important, because in too many cases, administration is a neglected skill.

Although the infantry officer basic course gives a brief overview of the subject, it does not adequately prepare a lieutenant in the many aspects

of administration that he will encounter. One reason for this lack of emphasis may be simply a lack of resources — time, money, and instructors. But another reason may be that administration is difficult to teach; it not only encompasses a wide variety

of complex tasks, but the typical lieutenant, at this stage in his military career, has no reference point from which to gauge its relative importance. He finds this reference point only through experience in his unit, and it is there that he must learn about administration.

Most of the responsibility for overseeing this aspect of a lieutenant's professional development, therefore, falls on the unit commander, and this in itself can be a problem. If a commander is to impress on a lieutenant the important role the latter is expected to play in the unit's administration, he must first take a look at his own attitudes toward the subject.

Some commanders, for example, tend to belittle the importance of a lieutenant's role in company administration. Too many also vocally condemn staff requirements in general, perceiving such requirements as intrusions on efforts and resources they feel should be devoted to what is really important — training and maintenance. They may even ask aloud, "Just what the hell is important around here anyway?" The answer, of course, is that it is all important, and that is the attitude each commander must convey to his new lieutenants.

But beyond a positive attitude, how does a commander go about seeing that his lieutenants learn what they need to know? First, he should consider starting an informal on-the-job training program so that the lieutenants can develop the skills and knowledge they need to cope with their various duties. Then the commander should demonstrate the importance of administration by emphasizing it, and he should show an interest in what the lieutenants are doing by asking questions, inspecting, and teaching, and by requiring briefings from them on the status of their various programs. This interest will demonstrate better than anything else the importance of good, clear, well-organized, and responsive administration.

If he uses sound management principles, a commander can do all of this without adversely affecting his unit's

ability to accomplish its major missions. In fact, his major missions may profit from improved administration, because sloppy administration can produce some pretty negative results: The company can have poor morale from long hours, late personnel actions, or pay problems; it can require crash programs to pass inspections, which also cause more work, increase pressure, and further affect morale. Without good administration, crisis management becomes the norm, unit problems may surface at higher levels that could have been taken care of at lower levels, and the quality of life in a unit can deteriorate. In addition, a unit may get a bad reputation from the quality of its administrative products.

The unit's annual general inspection and the numerous other inspections it goes through are all easier to prepare for and to undergo when the many administrative areas have been properly managed, organized, and emphasized on a continuing basis.

SOLDIERS' WELFARE

Especially important are the many areas of administration that let the soldiers know that the system is functioning and that their leaders have a sincere interest in their welfare — such things as finance, pay, counseling, letters of indebtedness, personnel actions, leaves, weight-control programs, legal affairs, re-enlistment, promotion, and equal opportunity. If these matters are handled well, the results will be worth far more than the time that has been invested in them. And when a lieutenant becomes able to answer administrative questions with authority, to recognize and take care of problems, and to initiate actions, he will be better able to take care of his soldiers.

Another sensitive area of administration involves such duties as fire or building inspector, safety officer, maintenance officer, weight-control monitor, and education officer — duties that are usually assigned to a unit's lieutenants as additional duties.

Some of the more seasonal duties might include voting officer or project officer for the Combined Federal Campaign or the Army Emergency Relief Drive

For all of these, a lieutenant needs a good sound grasp of such administrative fundamentals as writing, organizing, and understanding how to use files and regulations. Although files and regulations may seem unimportant to some people, anyone inspecting them can get a pretty good indication of how well that unit is meeting its other requirements.

As much as possible, a company commander should see that all of his lieutenants receive the same opportunities and duties. If he does not, their experience levels will differ considerably. Sometimes a commander is tempted to give certain tasks to the same lieutenant each time, because he knows that lieutenant will always do a good job. Or he may avoid giving any additional duties at all to an especially hard-charging lieutenant because he has more important things for that lieutenant to do. But both of these approaches are wrong; they deny others an opportunity to prove they are just as capable.

A company commander has a tough job, but there are definite rewards that come from dedicating himself to educating and developing his lieutenants in administrative tasks. The net result will be better, more capable subordinates who can then relieve him of some of his pressures and concerns.

In addition, the entire unit will be better off because of improved morale, respect for the chain of command, a better quality of life, more unit cohesion and pride, and improved inspection results. Finally, those outside the unit looking in will see a more professional unit that has its act together.

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