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just as applicable to the combat trains “platoon.”)

This “platoon” could be divided into teams and those teams assigned primary and alternate tasks. A few of these were teams for patient reception, patient decontamination, pickup and landing zone operation, RTOs, resupply, mortuary affairs, and security. These teams could be assigned priorities before the mission, rehearsed just like special teams in Ranger School, and then called for during the mission as needed. This helped establish a high level of proficiency in the trains and allowed us to get all the missions and tasks accomplished.

The final lesson for the combat trains is to start all missions with a complete and detailed operations order. Most

often, the trains personnel—focused on preparing the battalion for combat—forget that they must also prepare *themselves* for combat. Nothing can replace a complete and detailed operations order for getting a unit organized and energized. The preparation for combat tasks and time schedules, especially rehearsals, must be planned into the trains’ work schedule. The combat trains are a platoon just like any other in the battalion and deserve the same leadership we give our rifle platoons and companies.

Although you may be thinking that much of this is obvious, I submit that it is not obvious at all and must be reinforced continually. I don’t remember a single class in the Infantry Officer Advanced Course on running combat

trains, and you probably don’t either. But all the training we did receive can be applied to running effective combat trains. We just have to remind ourselves to use what we have learned. The combat trains are an extremely important part of any battalion, and we must train accordingly if they are to effectively sustain the battalion in combat.

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# Command Philosophy And Battle-Focused Excellence

LIEUTENANT COLONEL JON H. MOILANEN

A command philosophy communicates the commander’s vision for his command. It motivates the leaders and soldiers to work as a team toward achieving a mission purpose. A command philosophy concisely presents the collective beliefs, values, and standards for the future of a command.

I offer here a method of increasing the value of a command philosophy so that it better trains leaders, builds teamwork, and sustains a battle focus. My observations are based on personal experiences as commander of a forward-deployed armor battalion in the Republic of Korea. My proposal highlights mission purpose, warfighting requirements, command climate, and leadership perspectives of sustaining readiness.

The Army’s doctrine of battle-focused training is based on the commander’s vision. The commander is responsible for clearly communicating this vision—his expectation of success and his concept for achieving it. This vision challenges. The commander ensures that his subordinate leaders understand a readiness standard, have the resources to accomplish essential tasks, and are competent in the professional skills they need to apply Army doctrine and execute their particular wartime mission.

The goal, then, of a properly focused commander’s vision is to shape the organizational leadership effort to build and sustain specific warfighting capabilities to a measurable standard of readiness. But the commander must

first define and reinforce the way the command will operate as a team. Command philosophy—a concept of professional conduct for enacting the commander’s vision—is his expression of personal beliefs, professional values, and his own responsibilities. The character of his command is established when all his subordinates share this philosophy and apply it in accomplishing their own duties.

## The Army Ethic and Values

Command philosophy reinforces, in practical terms, at least two elements essential to a unit’s mutual trust and respect—the Army ethic and soldier values. If the commander demonstrates how he expects his subordinates to apply a sense of duty and selfless service in

the conduct of their duties, through his example of total commitment, the entire command will soon emulate his actions.

Ultimately, the unit's support of the commander's vision will contribute to the success of the unit in executing its mission. At this point, the command works as one because it believes in its leaders, its ability to do the job, and its mission.

As a team-builder, the commander clearly communicates his demand for commitment, competence, candor, and courage. As the prime role model, he must personify these qualities as he demonstrates leadership and teamwork. His professional ability and personal style motivate subordinate leaders and soldiers to perform effectively as teams. At enlistment, all soldiers take an oath to a set of values that may differ from the values of some of the society that they serve. This obligation often places the individual soldier and the team at risk, but soldiers accept that risk of life in the accomplishment of their mission tasks.

To accept the responsibility for taking care of each other, each member must have complete confidence and

***The senior leader's training vision provides the direction, purpose, and motivation necessary to prepare individuals and organizations to win in war. (FM 25-100, Training the Force)***

trust in himself and his teammates. Each team member knows that he must be competent in his particular military skills while complementing the team's collective skills. Excellence in leadership is mandatory. Leaders show the way and train toward teamwork standards while demonstrating genuine concern for the team and all of its members.

### **Purpose**

A clearly defined statement of purpose focuses the command on its wartime mission and provides a sense of

direction as the commander assesses his mission and prepares his unit to accomplish that mission. In defining his vision, he communicates his commitment to accomplishing the mission and analyzes current capabilities that will make follow-on operations easier.

Soldiers must understand their unit's role in the larger operation. While the commander ensures that the conduct of his unit's mission coincides with the intent of the commanders one and two echelons above, he must also ensure that his intent is clearly understood by his immediate subordinates. In an armor battalion task force, these are the company commanders, platoon or section leaders, key staff officers, and the command sergeant major. This shared understanding enhances commitment to the accomplishment of the unit mission and encourages initiative.

### **Direction**

Direction starts with a commander's vision and his guidance on the ethics and values he considers important. The commander's philosophy includes this vision, states the command mission focus, and describes how the command will concentrate its efforts on essential issues. Most important, his philosophy should inspire team effort and stress cohesion to achieve and maintain unit readiness. This guidance identifies particular needs in leader, individual, and collective training. This guidance also includes the probable battlefield and its effects, the capabilities and limitations of enemy forces and friendly forces, and how his command, as a whole, will successfully conduct operations.

The commander uses a well-defined doctrine of examining wartime missions and identifying training requirements to determine his direction. Battle-focused analysis is a proven process. Doctrinal literature contains the tasks, conditions, and standards necessary to achieving and sustaining unit readiness, and a battle-focused analysis prioritizes those tasks that are essential to accomplishing his wartime mission. These become the unit's mission essential task list (METL). The fundamental mission of command is to

develop warfighting readiness on identified essential tasks.

Our training doctrine provides an effective framework in which to assess, plan, prepare, execute, and evaluate tasks to the Army standard. The progression of skills is logical. The certification of individual skills precedes the training of collective skills; both of these areas are performance-oriented. Tasks are often performed simultaneously for the best use of available time and resources, and training is normally multi-echeloned. Training is an environment of combined arms or joint services, sometimes both. It strives to replicate the way the Army intends to fight and win.

The status of readiness can best be assessed by hard, honest evaluation that determines the actual performance of duties against a standard. After achieving Army standards, the challenge is to sustain readiness. The commander isolates factors that degrade readiness and counters them with specific programs. He identifies how often individuals and teams must repeat critical tasks to sustain proficiency, and he ensures that the time and resources are available to train to these standards.

### **Motivation**

Motivation is essential to mission accomplishment. Just as the commander must understand the priorities of the mission and the welfare of the troops, he must also demonstrate a genuine concern for soldiers as they accomplish mission tasks; soldiers will in turn demonstrate unit loyalty by performing their duties efficiently and effectively.

The single most important factor in developing this understanding and willing acceptance of teamwork is the commander's personal example. Foremost, he must exhibit ethical conduct and demonstrate these traits in the example he sets. The commander must be the prime role model for his subordinate leaders and soldiers.

Through his example, the commander encourages friendly competition as a means of reinforcing unit cohesion, loyalty, and camaraderie. Competing goes hand-in-hand with

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achieving standards. Marksmanship qualification badges, mechanic badges, and driver badges reward excellence and display visible evidence of individual and team proficiency. Other officially approved awards such as certification patches for outstanding physical training readiness promote a confidence that improves trust and pride within the unit team. These forms of recognition—with their distinctive appearance and emphasis on high performance standards—complement unit identity and esprit. They connect directly with “Go-to-War” readiness.

Knowledge of unit history is another important aspect of developing pride in each team member and in the command. Past missions in stressful situations, both in combat and in other conditions, are inspirational examples of teamwork. Visible commendations such as unit citations on a uniform or battle streamers on the regimental colors strengthen individual and team ties to the unit’s accomplishments. Each member of the command can appreciate the importance of his individual talents and understand how these abilities contribute to team success. When the commander recognizes these contributions, he reinforces individual and team discipline. The commander must be both patient and diligent in getting subordinates to accept his standards and embrace his command philosophy, and through his personal example he nurtures a common foundation for cohesion.

#### **The Target Group**

Who is the key audience for a command philosophy? All of the leaders within the unit. The commander especially emphasizes training one leader level down and evaluating of training two leader levels down within his command. He uses these key leaders to communicate with all the other subordinate leaders and soldiers in order to implement command philosophy. Command philosophy underscores readiness to fight and win engagements as the essential task. Defining success—in war or peacetime—normally requires a quick

and decisive “victory” at the least cost in terms of U.S. soldiers or material. Sustained, rigorous, and realistic training is an essential precursor to this success. This warfighting ability reinforces confidence in individual and collective skills and radiates the desire to meet or exceed the established readiness standards. The command learns how to conduct operations in order to execute mission tasks in accordance with the commander’s intent. Additionally, leaders and soldiers develop insight and an understanding of the moral correctness of their assigned missions. This understanding is a combat multiplier and a decisive edge for developing and reinforcing the will to fight, endure the necessary hardships, and win.

#### **A Leader Application**

How does the commander bond his command philosophy of ethical duty performance with developing leaders? He uses command philosophy as a normal coaching and counseling tool during periodic performance assessments with his subordinate leaders. He nurtures these subordinate leaders. Assessing unit, leader, and soldier proficiency includes an evaluation of the unit’s demonstrated ability to perform METL tasks to Army standards. Just as important, the commander uses these discussions of practical accomplishments to illustrate the way these achievements complement the command vision. This one-on-one communication transmits the enthusiasm that grows with a commitment to the accomplishment of common goals. Subordinate leaders make a commitment to improve or maintain specific individual and team skills that are directly linked to the unit’s mission. These skills in turn contribute to the achievement of the required readiness standard. A candid exchange between the commander and his subordinates encourages the initiative of subordinate leaders and gives the commander an opportunity to communicate his support of responsible risk-taking.

The commander educates. He teaches his subordinates military decision-making skills. To improve ef-

fective decision-making, he helps subordinates set goals, assess progress, and evaluate success. Errors in judgment or experience are a learning ground for future success. He acknowledges that mistakes will be made, but his coaching and counseling ensure that subordinates set specific ob-

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*Training is the Army’s top priority; it prepares us to fight. As leaders, our sacred responsibility is to ensure that no soldier ever dies in combat because that soldier was not properly trained. (FM 25-101, Battle Focused Training)*

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jectives for training excellence and continue to improve readiness performance. Commanders help subordinates learn by doing.

In his command philosophy, the commander tells and shows the members of the unit how important they are. He compliments progress both informally and formally—publicly recognizing outstanding performance—and rewards excellence. He stresses the importance of an excellent reputation for the command, a reputation that each member will embrace as his personal achievement and then strive to sustain. The commander makes his leaders and soldiers winners and lets them know it!

#### **Leadership Principles**

Demonstrating effective leadership will enhance a command climate in which leaders can do the following:

- Demand and expect ethical behavior.
- Teach Army and joint doctrine.
- Develop leaders and soldiers.
- Instill individual and unit discipline.
- Enforce safe and realistic training.
- Endorse honest mistakes.
- Promote learning.
- Sustain a balance between work and fun.

- Reward excellence.
- Sustain a quest for excellence.

The commander is the standard-bearer. He builds trust, and trust is founded on integrity. His physical, moral, and spiritual values express a keen sense of human worth and fairness. These virtues demonstrate devotion to the welfare of his comrades—superiors, peers, and subordinates alike—and his actions affirm a selflessness that puts duty above all personal concerns.

In conclusion, the commander has at least three major ethical responsibilities:

First, he must *be the role model* for integrity in physical, moral, and spiritual values. These values promote enthusiasm, disciplined leadership, and effective decision-making. To the best of his ability, he highlights a fundamental rule of treating soldiers and leaders as he would like to be treated.

Second, the commander must *train his leaders*. He develops subordinates ethically and demonstrates initiative, risk-taking, and leadership with his professional actions. This teaches his subordinates to make effective decisions and stand behind them. In doing so, he motivates his subordinate leaders—as simply stated by my command sergeant major near the demilitarized zone in Korea—with how to “do the right thing!”

Finally, the commander must *demonstrate moral and physical courage*. Of course, there is no magic potion for courage, but he will set the example through effective tactical decision-making and leadership. These focus the cumulative combat power of his command on a clearly stated objective. He ensures that each member of the command knows the mission and its importance in the context of the larger tactical operation. This concentrated

effort toward successful engagement must support the intent—purpose and end-state—of the commander.

Embracing the core values of courage, candor, competence, and commitment cements the leaders' and soldiers' trust and compelling desire to accomplish a mission with a clear understanding of their commander's intent, and the means to this end is a clear, well-articulated command philosophy.

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# The GPS And the Lost Art of Land Navigation

**MAJOR BRICE H. JOHNSON**

The global positioning system (GPS) is the device I dreamed about when I was an infantry lieutenant conducting day and night movement. I first used this system as a company commander during Operations DESERT SHIELD and DESERT STORM, and it proved invaluable. I was able to locate the division command post and find water points and mobile resupply points during periods of limited visibility. This was no small feat in terrain that was mostly nondistinctive and included an extensive area of operation.

Nevertheless, with GPS technology now a standard item in most units, we must be aware of some common pitfalls

that can be avoided only by applying common sense that is rooted in sound land navigation and terrain association skills.

When I was assigned as officer in charge of night record land navigation at the United States Military Academy, the course was already established. The points on the course were positioned using a 1:10,000-scale orienteering map that is quite accurate. Each location on that map was then converted to an eight-digit coordinate for use with the 1:50,000-scale topographic map of West Point and vicinity, the one cadets must use in negotiating the course.

When I asked about any problems

with the site, the previous officer in charge indicated that a few of the points had been frequently questioned. Because all cadets must negotiate this course and receive a “GO” as an MQS (military qualification standard) requirement for commissioning, and because of my previous experience in dealing with disputed locations and grid coordinates, I decided to verify the points using GPS differential positioning technology.

Routine GPS positioning is accomplished when the receiver is able to read three or more satellites. The time it takes a satellite signal to reach the receiver is converted to a distance. By