

TRAINING SUPPORT PACKAGE (TSP)

TSP Number/ Title	158-I-1372 Build a Cohesive Unit or Organization
Task Number/ Title	158-100-1372 Build a Cohesive Unit or Organization
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TSP User	Use this TSP in Officers Advanced Course and Warrant Officers Advanced Course..
Proponent	The proponent for this document is the Center for Army Leadership, U.S. Army Command & General Staff College, Fort Leavenworth, KS 660217-2314
Comments/ Recommen- dations	Send comments and recommendations directly to: Center for Army Leadership U.S. Army Command and General Staff College ATTN: ATZL-SWC-LE Fort Leavenworth, KS 66027-2314
Foreign Disclosure Restrictions	This product has been reviewed by the product developers in coordination with the FortLeavenworth (PMO Security Office) foreign disclosure authority. This product is releasable tomilitary students from all requesting foreign countries without restrictions.

PREFACE

Purpose This training support package provides the instructor with a standardized lesson plan for presenting instruction for:

Task number:	158-100-1372
Task title:	Build a cohesive unit or organization
Conditions:	You are a leader in a unit or organization. You determine that you need to improve the level of unit cohesion.
Standard:	Achieved a high degree of unit (or organization) cohesion as evidenced by high <i>Esprit de Corps</i> , motivation and teamwork.

This TSP contains

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**Build a Cohesive Unit or Organization
(158-I-1372)**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

COURSE NUMBER	COURSE TITLE
158-I-1372	Build a Cohesive Unit or Organization

Task(s) Taught or Supported

TASK NUMBER	TASK TITLE
158-100-1372	Build a Cohesive Unit or Organization

Task(s) Reinforced

TASK NUMBER	TASK TITLE
158-100-1150	Motivate Subordinates to Improve Performance
158-100-1250	Motivate Subordinates to Accomplish Unit Missions
158-100-1272	Develop a Cohesive Platoon Sized Organization

Academic Hours The academic hours required to teach this course are as follows:

	<u>PEACETIME HOURS/ METHODS</u>	<u>MOBILIZATION HOURS/METHODS</u>
	02:00/PE	02:00/PE
Test	01:00/PE	01:00/PE
	Test Review: (Schedule individually as needed.)	
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Total Hours:	03:00	03:00

Prerequisite

LESSON NUMBER	LESSON TITLE
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Lesson(s) None

Clearance and Access None

References

NUMBER	TITLE	DATE	PARA NO.	ADDITIONAL INFORMATION
FM 22-100	Army Leadership	1998		

Student Study Assignments Read all material in the student advance packet. Complete the pre-class assignment

Instructor Requirements Read and understand the instructional process and all materials in this TSP. Copy all in-class materials and final examinations prior to class. Make VGTs prior to class.

Additional Personnel Requirements None

Equipment Required As determined by instructor.

Materials Required INSTRUCTOR MATERIALS:
Student Advance Packet, TSP materials, chartpaper/chalkboard, VGT materials.

STUDENT MATERIALS:
Student Advance Packets

Classroom, Training Area, and Range Requirements Classroom suitable for breaking class into small groups

Ammunition Requirements None

NOTE: Before presenting this lesson, thoroughly prepare by studying this lesson and identified reference material.

Instructional Guidance Instructional format provided in this TSP may be modified to meet school requirements.

Proponent Lesson Plan Approvals	NAME _Phillips, Charles_____	Rank LTC_	Position Chief, LETD_____	Date 30 Apr 98
	_____	_____	_____	_____
	_____	_____	_____	_____

SECTION II INTRODUCTION

Method of instruction: CO
 Instructor to student ratio is: 1-16
 Time of instruction: 2 minutes
 Media used: Determined by Instructor

NOTE: Text written in bold print is presented as possible dialogue for the instructor/facilitator.

Motivator **The 20th Maine, under the command of Colonel Chamberlain, in the Battle of Gettysburg, demonstrated an exceptional degree of unit cohesion. As long ago as 400 B.C., Xenophon stated, “The key factor is the soul of a unit.” Technology and improved tactics have increased the tempo and lethality of war, but cohesion is still an essential element that can turn the tide of a battle. As an Army leader, you are responsible for building and maintaining a cohesive organization and much of your unit’s success depends on just how successful you are in this task.**

NOTE: If you have a personal experience or story to use as part of Motivation or Introduction, use it (or them).

NOTE: Inform the students of the following terminal learning objective requirements.

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

Action:	Develop a plan to build a cohesive unit or organization.
Conditions:	As a leader in a company sized element, given a scenario based situation, a homework assignment, classroom discussion and student readings
Standard:	Included, at a minimum, an accurate assessment of the cohesion in the organization and an explanation of how the leader will use the factor areas of unit cohesion to improve cohesion in the organization IAW the student readings.

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations None

Evaluation The students will receive a final examination to be completed as an in-class exercise. The examination will be one hour in length and requires the student to prepare a plan to develop a cohesive platoon-sized organization. The examination is graded as “GO” or “NO-GO”.

It is recommended that in-class participation be included in the grading system, as appropriate for the school.

Students may challenge the lesson by taking the final examination as an independent out of class assignment. The final examination plan must meet all standards and receive a “GO” when evaluated by the instructor.

Instructional **Cohesive soldier teams are the foundation of cohesive units and organizations. As you**

Lead-in

prepare to take a leadership position in a company, you need to begin looking at soldier team development from a larger perspective. Rather than focusing on the development of a cohesive platoon, as you have done in the past, you are now working to bring platoons and sections together to form a cohesive unit.

Draw on the class' experience with some of the following questions? (See also ELO A, Learning Activity 3)

What was your experience in developing a cohesive platoon (or similar-sized unit)? How was it easy or difficult? Did you modify your leadership style to adapt to the strengths and weaknesses of other leaders in the platoon? How cohesive was your platoon? What was the effect of the cohesion level on your ability to accomplish your mission?

How will this task now change as a leader of a company (or similar sized unit)? Ans. You are responsible for building cohesion among several groups of people, not just one.

(If you have an experience or example, historical or personal, which illustrates the importance of cohesion, use it at this time.)

SECTION III PRESENTATION

A. ENABLING LEARNING OBJECTIVE A

NOTE: Inform the students of the enabling learning objective requirements.

Action:	Discuss the fundamentals of unit cohesion.
Conditions:	Given homework reading, a homework assignment, and an in-class discussion.
Standards:	Participated in a classroom discussion of unit cohesion which covered the concept of unit cohesion, the relationship of the stages of soldier team development to unit cohesion and elements of unit cohesion IAW student readings.

1. Learning Step/Activity 1 - Read the homework assignments covering the fundamentals of unit cohesion.

Method of instruction: SA
 Instructor to student ratio is: Instructor control driven
 Time of instruction: 60 minutes (out of class)
 Media: Paper

2. Learning Step/Activity 2 - Discuss questions about homework assignment.

Method of instruction: CO
 Instructor to student ratio is: 1:16
 Time of instruction: 5 minutes.
 Media: Paper

3. Learning Step/Activity 3 - Discuss fundamentals of unit cohesion.

Method of instruction: CO/PE
 Instructor to student ratio is: 1:16
 Time of instruction: 30 minutes
 Media: Paper and as determined by the instructor
 Reference: Pages C-2 to C-10

We've all been in units where it really felt good to be part of the unit. Whether it was after a successful ARTEP, a strong performance at the National Training Center, a high gunnery score, or an inspection which went well, we've all had that feeling. It's the feeling that Prince Andrew spoke of in War and Peace. It's the feeling we refer to as cohesion.

Question: Have you experienced this type of feeling?

Expected response: Encourage the students to tell about their experiences. Then ask--

Question: What effect did this have on the unit and the soldiers?

Expected response: Encourage the students to discuss their experiences.

Good Army leaders create a set of positive conditions which result in both mission accomplishment and a positive feeling in the soul of the unit. The better the job you do in creating these positive conditions, the more successful you will be as a leader. Cohesion and unit success generally go hand in hand.

NOTE:

The discussion during this ELO is intended to review and expand the students' knowledge of the fundamentals of unit cohesion and help the students make the transition from the platoon sized organization to a company sized organization. Keep the discussion open and free flowing. You may wish to record student responses on chart paper or a chalkboard.

Review the fundamentals of unit cohesion.

Question: Based on your experience, how would you define unit cohesion?

Expected response: Allow the students time to discuss the definition. As they give responses, record what they say on the chart paper or chalkboard so that you can compare their responses with the definition on VGT 1.

Let's compare our responses with the definition which you had in your reading.

Show VGT 1, Unit Cohesion.

Our reading defines unit cohesion as: "The bonding together of soldiers and their leaders in such a way as to develop and sustain their commitment to the unit and their resolve to accomplish the mission."

Compare student responses with the definition and try to relate the two.

If we look at the definition on the VGT, we see that cohesion has three key elements: bonding, commitment, and resolve.

Question: As a leader at the company or unit level, how would you define bonding?

VGT 2: Definitions of bonding, commitment and resolve.

Expected response: Get the students' responses. Place a sheet of paper over VGT 2: Definitions of bonding, commitment and resolve. After students respond, pull the sheet of paper down and show the definition of bonding. Compare it with the student input. Encourage discussion.

Question: We defined bonding but there are two types of bonding: vertical and horizontal. First, how would you define vertical bonding?

Expected response. Follow previous procedures and uncover the definition. Discuss.

How would you define horizontal bonding?

Expected response. Follow previous procedures and then-pull down the sheet on VGT 2 to compare definitions.

There are occasions when the horizontal bonding which occurs between soldiers detracts from unit cohesion. If a subgroup begins to set itself apart, it is important to talk to the formal or informal leaders and explain the impact which the group is having on cohesion. If that doesn't work, use formal counseling or disciplinary action. You cannot afford to have your ability, as a group, to accomplish the mission negatively influenced by a subgroup.

We have defined unit bonding which is the first element of unit cohesion defined vertical or horizontal bonding.

The second element of cohesion is commitment.

Question: How would you define commitment?

Expected response: Again, have the students provide definitions, write them on the board and then compare them with the definition on VGT 2.

The third element of bonding is resolve.

Question: As Army leaders, how would you define resolve?

Expected response: Again, have the students provide definitions, write them on the board and then compare them with the definition on VGT 2 after you uncover it.

Now that you have defined bonding, commitment and resolve, quickly review the definitions as presented on VGT 2.

NOTE:

IN THE NEXT SECTION THERE ARE TWO EXERCISES--A & B. BOTH COVER THE SAME MATERIAL. THEY ARE PRESENTED AS OPTIONS FOR YOU TO USE IN CLASS. BOTH ARE DESIGNED FOR SMALL GROUP ACTIVITY.

OPTION 1: EXERCISE A

After dividing the group into small groups, hand out the Vietnam scenario at Appendix C .

This scenario is an account of a an armored cavalry troop in Vietnam. You are to read the account and then, as part of your small group, answer the questions about the event. Be prepared to brief your group responses. Be sure to put your responses on the chartpaper/chalkboard. You will have 10 minutes to complete the exercise.

Scenario:

The soldiers in an armored cavalry troop in Vietnam were well trained and their leaders were both competent and seasoned by battle. The soldiers trusted and respected their commander. During a battle the troop encountered a large force of North Vietnamese regulars and found themselves in the middle of a kill zone. Being outnumbered and having suffered numerous casualties, the troop was forced to pull back. The troop withdrew bringing with them their dead and wounded; however, they were forced to leave their disabled vehicles in the kill zone. The troop commander was among those killed.

After the troop reorganized itself they received a radio message ordering them to go back into the kill zone to either recover or destroy the equipment which had been left behind. The regimental headquarters was concerned that secure radio equipment and classified operating instructions would fall into enemy hands.

When the executive officer, as the acting commander, issued the order, the troops refused. No one in the troop would comply with the order. They saw no reason to risk their lives to recover equipment.

The following instructional guidance is provided as a possible instructional format for you to use in class. The questions to which the students responded are provided followed by a sample response and possible follow-up questions for the instructor. A second instructional option is for each group to brief its responses followed by class discussion. The instructor would then bring out important issues in the summary discussion.

Directions: Answer the following questions and be prepared to discuss your responses with the class:

QUESTION 1a. Describe the vertical bonding of the troop. Give at least one example to support your response.

Expected response:

Vertical bonding. Vertical bonding appears to have broken down.

Example: Refusal to follow higher level orders.

Instructor follow-up question: Unless the groups include the following point in their response, ask what factors might have caused the breakdown in vertical bonding.

Expected response:

Impact of the death of the troop commander had on the vertical bonding.

- Receipt of an order which they viewed as unreasonable.

QUESTION 1b: Is there any indication that the troop was vertically bonded prior to the order? Yes, the scenario indicates that the soldiers trusted and respected their commander.

QUESTION 2: Describe the horizontal bonding of the group. Give at least one example to support up your response.

Expected response:

Horizontal bonding. The cavalry troop in this example enjoyed a high degree of horizontal bonding.

Examples: Bringing back dead and wounded.

QUESTION 3. Given the definition of commitment, how would you describe the commitment of the troop members? What affected the commitment?

THE RESPONSE THAT FOLLOWS CONTAINS more than expected from the students. After students give their responses, try to pull everything together and make sure that the major points are covered.

Expected response: Commitment is dedication not only to the unit and what it represents, but to the values and goals of the nation as well. Commitment is an emotional obligation to the mission of the platoon and the unit. In our cavalry troop example, the soldiers probably were committed to the previous platoon and troop mission. However, when they received the new mission, there

wasn't an emotional obligation or sense of commitment to the new mission. Leaders often affect the commitment of their units without realizing it. They filter and relate the directives of the higher headquarters to their soldiers. If they give the impression that the higher headquarters is unconcerned about their welfare, or unaware of what's happening in the field, they inhibit the development of commitment.

QUESTION 4: In our cavalry troop example, did the cavalry troop demonstrate resolve? Give examples or statements which support your conclusion.

Expected response. The cavalry troop did not demonstrate resolve. They were not motivated or dedicated to the accomplishment of the new mission assigned to the troop. They were engaged in a fight prior to their refusal to obey the new order. This indicates that they demonstrated resolve prior to the refusal.

SUMMARY: Pull together the cohesion comments. Summarize the main points. Make sure that you emphasize that the leader can really affect the unit cohesion--both positively and negatively.

Exercise A continues.

VGT 3: Stages of Team Development

The stages of team development are defined on this VGT. Given what you know about the stages of team development, where do you think our cavalry troop was in terms of stage of team development before they refused the order? Why?

Expected response: Probably sustainment but maybe enrichment. Reasons will vary but they went into a heavy fight and returned with wounded and dead.

QUESTION: What was the stage of soldier team development of the troop when they refused to follow the order?

Expected response: Probably sustainment. In terms of the group members working together, the group was well organized and working together. As a group, they were accomplishing their internally established purpose. They established group norms which they followed. These norms were not the same as the organization's.

Get the students to discuss this concept. We often forget that a group can be well-developed and working well together but working for, and towards, goals and missions which are in opposition to the organization's mission.

A group may be at the sustainment stage even when it is not working to accomplish the goals or mission set by the organization. The group norms may cause the group to react in complete opposition to organizational desires.

**Summary
Exercise A**

Cohesion and Team Development:

Focusing more directly on soldier team development at the company level, a company may be in all three of the stages of soldier team development simultaneously. Some soldiers or elements may be in the formation stage, particularly if there is a new leader, while other platoons or sections may be in the enrichment or sustainment stages. Commanders must rely on their subordinate leaders to ensure that the right things happen at the right time within the platoons. Leaders establish the policies and procedures necessary to support the development of cohesive soldier teams.

OPTION 2: EXERCISE B

Guidance for Conduct of Exercise B:

You are now leaders at the company or unit level. Previously, we defined the elements of cohesion and now we are going to use our experiences, the definitions, and our homework readings.

Divide the class into groups of 4-6 students depending upon the size of the class. Students are to have 12 minutes to complete this exercise. Hand out the Comparison of Platoon and Company Cohesion exercise at Appendix B.

At this time, the students are going to draw on their prior experiences. The handout provides a chart for the students to use as a guide for their response. The two questions they are to answer are also on the handout. At this time, the students are going to determine if there is a difference between cohesion at the platoon level and cohesion at the company/staff level. They are then going to present their responses using the chart format which requires the students to explain the differences in bonding, commitment and resolve for the two organizational levels. There is also a second question for them to answer.

Give students 12 minutes to complete the exercise. Have them prepare their responses on chartpaper/chalkboard. Tell them to be prepared to discuss their solutions. After 12 minutes, bring the small groups back together. Have each group present and discuss their solutions. Then have the students compare their responses to the sample responses on VGT 4. Have them discuss any differences.

NOTE:

For your convenience, copies of the questions and sample responses are below:

Question 1: Is there a difference between cohesion at the platoon level and cohesion at the company or staff section level? Use the following table format to present your response.

Expected response: Yes. Chart follows with sample solution (VGT 4):

Type of Organization	PLATOON	COMPANY
Type of Cohesive Relationships	Interpersonal Relationships	Inter-organizational Relationships (cannot exist without cohesive platoons)
Description of Bonding	Bonding is based on mutual trust and respect. <u>Vertical Bonding:</u> Extends from the individual soldier to the platoon leader. Achieves a bond based on mutual trust and respect. <u>Horizontal Bonding:</u> There is a mutual assurance that other members of the platoon are competent (tactically and technically), reliable, and can be trusted to perform well.	Bonding occurs between key unit leaders and between platoons. Platoons and key leaders trust and respect each other. <u>Vertical Bonding:</u> Bonding extends from the individual platoons to the company leaders. <u>Horizontal Bonding:</u> Bonding occurs between similar organizations such as between platoons or between sections.
Focus of Commitment	Entire platoon is committed to the platoon mission.	Commitment is to the company mission.
Focus of Resolve	Determination to accomplish the platoon mission.	Determination to accomplish the company mission.

FOR YOUR ASSISTANCE IN DISCUSSING THE RESPONSE:

Yes, there is a difference. Platoon cohesion occurs when all the members of a platoon, both soldiers and leaders, form a soldier team which demonstrates the three key elements of cohesion. The platoon achieves a bond which is based on mutual trust and respect. The entire platoon is committed to the platoon mission. Finally, the platoon demonstrates resolve in their dedication to accomplish the platoon mission.

Company or unit cohesion also involves these three key elements; however, because of the size of the unit, there is a difference. Bonding at the company level occurs between key unit leaders and between platoons. Key company and platoon leaders trust and respect each other. Commitment at the company level is commitment to the company mission and resolve is the determination to accomplish the company mission. Platoon cohesion is an interpersonal relationship. Company or unit cohesion is an inter-organizational relationship which cannot exist without cohesive platoons. Cohesive platoons are the foundation of cohesive companies. Tough, challenging training which requires both individuals and subordinate units to rely on each other to accomplish the mission creates the best condition for the growth of cohesion. Cohesive units work hard and play hard, together.

Question 2: What creates the best condition for development of a cohesive platoon and company?

Tough, challenging training which requires both individuals and subordinate units to rely on each other to accomplish the mission creates the best condition for the growth of cohesion.

After the students discuss their responses and compare their responses with the solution on VGT 4, transition to team development.

As you remember from your readings, soldier team development and cohesion are interrelated concepts. Soldier teams are developed in three specific stages as we can see on this VGT and as you read in your advance readings.

VGT 3: Stages of Team Development

The development of a cohesive soldier team is a leader responsibility. In a company sized unit this responsibility is shared by the commander and his/her subordinate leaders. Ideally cohesive soldier teams are formed by bringing soldiers together. An example of this is the grouping or designation of gun crews or special teams in preparation for a major training event, or a combat mission. By forming teams at the start of training, the leader tries to establish a high degree of personnel stability for the event or mission. More routine situations require leaders to integrate new soldiers into already formed teams. For example, new soldiers normally are assigned to existing platoons or sections. Regardless of how the team is formed, it is important to remember that all units go through a fairly well-defined process of development. These stages are: formation, enrichment, and sustainment. While these stages follow in sequence, they have flexible boundaries and many things can cause a unit to move back and forth from one stage to another.

Question: What are some of the things which can cause a unit to move back and forth from one stage to another?

Expected response: New personnel, change in mission, change in leadership.

Question: Company sized units will vary in their level of soldier team development. If you had to describe the typical company's level of team development, how would you describe it?

Expected response: A company may be in all three of the stages of soldier team development simultaneously. Some soldiers or elements may be in the formation stage, particularly if there is a new leader, while other platoons or sections may be in the enrichment or sustainment stages.

Leaders must rely on their subordinate leaders to ensure that the right things happen at the right time within the platoons. Leaders establish the policies and procedures necessary to support the troop.

CHANGE FROM EXERCISE OPTIONS (A or B) TO LESSON

The factors of unit cohesion are the final fundamental of unit cohesion. There are 7 factor areas of unit cohesion which are important to you as a leader in a company or unit.

Show VGT 5: Factors of Unit Cohesion.

All of the factors of unit cohesion are important. Leadership, however, is the critical factor. As a leader you create the climate for cohesion in a unit by demonstrating your professional competence, by communicating effectively with your subordinates, and by trusting your subordinates and being committed to their welfare and to the mission.

The unit characteristic factor of unit cohesion points out that a company sized organization is a collection of groups. Each group is unique and each has its own characteristics. You must also be aware that your soldiers belong to other groups which include families, churches, and clubs and which may detract from the cohesion of your company. Activities and actions which positively influence vertical and horizontal bonding will help prevent possible disruptions from occurring.

Other unit cohesion factors include individuals in unit, unit socialization, unit and individual goals and objectives, unit activities, and unit identification and history. Your readings described each of these factors and provided some leader actions which you could take to enhance the development of desired and productive soldier groups. YOU should review that material.

SUMMARY

It may appear that the factors of unit cohesion actions are just plain common sense. To some extent that's true. However, it's the simple things which are often overlooked. Bonding, commitment and resolve form the bedrock of platoon cohesion. Company or unit cohesion is the integration of cohesive platoons, coupled with commitment and resolve, or "the feeling in the soul of the unit." Each leader in your organization must understand his/her responsibility and role in developing and sustaining unit cohesion.

B. ENABLING LEARNING OBJECTIVE B

NOTE: Inform the students of the enabling learning objective requirements

Action:	Assess the cohesiveness of an organization
Conditions:	Given student readings and a homework assignment, an in-class discussion, and an in-class exercise.
Standard:	Included the following: recognizing and recording subordinate performance, classifying the performance in terms of unit cohesion, and evaluating or rating the actions or performance in terms of their contribution to unit cohesion IAW student readings.

1. Learning Step/Activity 1 Assess the cohesiveness of an organization. This is an in-class exercise.
Method of instruction: CO/PE
Instructor to student ratio is: 1-16
Time of instruction: 33 minutes
Media: Paper and VGT, as determined by instructor

Reference: Pages C-10 to C-17

Unfortunately, determining the cohesiveness of a unit is not a single action. We've covered the concept of cohesion, the stages of soldier team development and how these stages relate to cohesion. We've also looked at the factor areas of unit cohesion, but we haven't determined how a commander assesses or evaluates unit cohesion.

Question: How would you determine the level of cohesion in a unit?

Expected response: Allow the students to discuss this question. At the end of your discussion, say:

Let's now look at factors which are used to determine the level of cohesion in a unit. Assessing or evaluating unit cohesion involves more than simply forming an impression. One method of assessing unit cohesion involves three steps:

Show VGT 6: Assessment of Unit Cohesion.

Step 1. Recognizing (observing) and recording subordinate unit and individual performance.

Step 2. Classifying the performance in terms of the factor areas of unit cohesion.

Step 3. Evaluating or rating the actions or performance in terms of contributions to unit cohesion.

QUESTION: Looking at step 1, what are some of the things you should observe?

Expected response:

Key leader actions: How do they interact with soldiers?

Soldier reactions: How do they react to the directions of their leaders.

Leader performance: Are they competent? Are they positive role models? Involved in the mission?

Soldier performance: Are they competent? Do they exercise initiative, perform to standard?

Question: From whom should you seek input?

Expected response: Your unit leaders, the soldiers, peers and your commander and the command sergeant major.

After you observe and talk with others, the next action is to look at how your unit goes about doing its daily mission. You need to look at unit formation. This means that when you look at a unit do you see a unit or a group of individuals? Do the subcomponents work together or do they go their separate ways?

You are also going to look at training. Determine if the training is quality training or if the group is just going through the motions. And, finally, you are going to ask yourself about the climate of the organization.

It's important to remember that when you make these observations, don't attempt to validate a preconceived impression. Your observations should reflect exactly what you see and hear. The amount of time you need to spend making these observations will depend on your situation and why you are making the observations. Usually a week will provide you adequate information.

After you complete your observations, you are ready to go to step two of the assessment process which is the classification of the unit's performance or actions in terms of the factor areas of unit cohesion. The factor areas are important because nearly everything which occurs in a unit can be categorized under one of the areas. This process also helps you in identifying both the cause and possible remedies for the problem areas.

We are going to look at a quick example which will illustrate how to classify actions or observations.

Give out Handout 1 (Factors of Unit Cohesion) The handout is in Appendix B.
Tell students that these are the factors and factor descriptions to use during classification

Show VGT 7: Situation 1.

Allow the students time to read the VGT, then ask the following question:

Question: Under which factor area of unit cohesion would you classify this observation?

Situation 1:

2D SQD, 2D PLT designed a PLT coat of arms. The PLT had T-shirts made and the entire PLT wore the T-shirt for PT.

Expected response: This observation could be classified under either group (unit) characteristics or unit identification and history.

This is a rather simple example, however, it illustrates how an observation can be classified under the factor areas of unit cohesion. When you classify or categorize an observation, try to select one factor area. The situation under which you made the observation frequently helps make this determination. It is also quite possible that some of your observations won't fit under any of the factor areas. If you recorded an observation that SSG White marched his squad to the dining facility, you might find it difficult to classify the observation. If squad leaders routinely march their squads to the dining facility, the observation isn't significant. As you classify your observations, discard those which are not significant.

Give out handout 2 (Observations) This handout is located in Appendix B.

Divide the class into groups of 4-6. The purpose of this PE is to classify the observations in the factors of unit cohesion. The students assume the role of unit leaders and classify or categorize the observations listed in handout 2 in terms of the factor areas of unit cohesion. Instructor Handout 1 provides a brief description of each factor of unit cohesion and is provided as the worksheet on which the students can classify the observations. Remind the students that they may not be able to classify each observation under a factor of unit cohesion. Have each group record its decisions on chartpaper/chalkboard. Allow each group 5-7 minutes to complete this portion of the exercise. At the conclusion of the exercise have one group brief their input on the first 2 factors. Have the next group brief the next two factors and so on. Encourage the whole group to discuss the input given after each of the groups reports. After all groups have submitted their input, summarize the findings and the agreed upon responses. (Sample solution at Appendix B)

Keep the students in their small groups and continue the discussion.

The final step is evaluating or rating the actions in terms of their contribution to unit cohesion. As you classified your observations, you probably noticed that some of the observations were positive in nature while others were negative. This is a common occurrence.

Let's look at the first observation. "Third platoon is always ready for the PT formation. SFC Jackson always seems to be with them. Each member of the platoon wears the platoon T-shirt which one of the soldiers designed."

Question: Do you think the actions in this situation contribute to or detract from platoon cohesion? Do they add or detract from the company cohesion? How do you think other platoons probably react to 2d Platoon's actions?

Expected response: The actions probably contribute to 1st Platoon's cohesion. The platoon was ready for the physical training (PT) formation and their leader was with them. By wearing the platoon T-shirt they demonstrated a sense of platoon unity.

Question: Does it add or detract from the company cohesion? How do you think other platoon's probably react to 2d Platoon's actions?

Expected response. There isn't enough information to determine if the action has an influence on company cohesion. It is possible that the other platoons view 2d Platoon as "show boating". If there is an unhealthy level of competition between the platoons, this action could detract from the level of company cohesion.

As you can see, after classifying and rating each significant observation, you have a fairly accurate picture of how each factor area either contributes to or detracts from unit cohesion. You can also identify trends or areas which are either particularly strong or weak. Once you have identified the areas of strength and weakness, you can focus your efforts to improve or enhance unit cohesion in those areas which need improvement.

We are going to build on this example in the next segment of the class. Each group is to take the next 7 minutes and evaluate or rate each of the remaining observations which were classified using Handout 1. I want you to rate the observations based ON THE EFFECT IT WOULD HAVE ON THE COMPANY ONLY.

Before the groups start, make sure that they understand how to rate the effect of the observations on the company only. Tell them to indicate a positive effect on the company with a (+) and a negative effect on the company with a (-).

At the end of 7 minutes, have the groups begin the report out process. Have the first group take the statements under the first two factors. The next group, the next 2 and so on. After each group reports out, come to a group consensus about the correct responses for the observations reported out. A sample solution is provided at Appendix B. The group consensus will be the solution. Accept reasonable and logical decisions as correct responses.

During this segment of the class, we have gone through the steps involved in assessing the cohesiveness of an organization. First, we recognized and recorded subordinate performance. Second, we classified the observations in terms of the factor areas of unit cohesion. Finally, we evaluated or rated the actions or performance in terms of their contribution to unit cohesion.

Question: Do you have any questions about what we have completed?

C. ENABLING LEARNING OBJECTIVE C

NOTE: Inform the students of the enabling learning objective requirements

Action:	Explain how you will apply the factors of unit cohesion to improve cohesion in a unit.
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Conditions:	Given student readings and homework assignment, an in-class exercises, and a situation.
Standard:	Accurately identify a minimum of two factors effecting unit cohesion and identify the specific leader actions the leader would take regarding those factors to improve cohesion IAW student readings.

Learning Step/Activity - Explain how you will use the factors of unit cohesion to improve cohesion. Students will continue to work with the previous exercise materials and will develop a group plan.

Method of instruction: CO/PE

Instructor to student ratio is: 1-16

Time of instruction : 45 minutes

Media: VGT, chart paper/chalk board and as determined by instructor

Reference: Pages C-18 to C-21

Now that you have completed an assessment of Company B using Handouts 1 and 2, you have an understanding of how to determine the strengths and weaknesses of the company. At this point, the real question is “how can you improve this situation?” The development and implementation of a plan to improve unit cohesion generally involves 5 steps:

Show VGT 8: Steps to improved unit cohesion:

1. Identify the specific factor areas of unit cohesion which need improvement in your unit.
2. Establish clear goals and objectives for each factor area which you want to influence.
3. Brief your commander or supervisor on your findings, your goals and objectives, and seek his/her input and guidance
4. Brief your subordinate leaders on your findings, your goals and objectives, seek their input, and involve them in the development and implementation of the plan to improve unit cohesion
5. Conduct an after action review of the execution of your plan and make adjustments as necessary.

In the last session of this class, you identified the areas of unit cohesion which need improvement. Now you are going to develop your plan to improve unit cohesion. To do this ask yourself, “What goals and objectives would you set to improve the weak factor areas you identified earlier?” Each goal will be linked to a factor area which you identified as needing improvement.

After you identify the weak areas and identify goals and objectives designed to resolve those weaknesses, you brief and involve your subordinate leaders in the development and implementation of your plan. Remember, leaders create the climate for cohesion, but the individuals who will actually implement your plan are the subordinate leaders.

The plan which you and your subordinates develop to remediate areas identified as weaknesses should be simple and straightforward. It should focus on leader behavior and performance.

The final step which you take in improving the cohesion of your unit is to conduct an after action review of the execution of your plan and make adjustments as necessary.

During the next 20 minutes, each group will use the handouts you worked with during the last segment of this class and the handout which I am giving out now. Complete the handout as a group and be prepared to brief your product.

Pass out Handout 3 (Plan Development) at Appendix B.

At the end of 20 minutes, pick a group to present its plan. Have the other groups respond to the plan and discuss it. If time allows, permit another group to present its plan.

Summarize the important points made and provide input about the quality of the plan, as appropriate.

Question: Do any of you have a question about what we have covered?

SECTION IV SUMMARY

Method of instruction: CO

Instructor to student ratio is: 1-16

Time of instruction: 5 minutes

Media: As determined by instructor

Review/ Summarize Lesson

One very important point I want you to take away from this class is that the level of cohesion of your unit is always in a state of change. It changes as new soldiers join the unit. It changes as groups go through the soldier team development stages. It changes with the completion of major training exercises or events. As a leader, your task is to create an environment which will enhance unit cohesion and maintain cohesion at the highest level possible.

Question: What are the three stages of team development?

Expected response: Formation, enrichment, and sustainment stages.

Question: What does the formation stage involve?

Expected response: The formation stage involves the reception and orientation of new soldiers and is a time during which the soldier is dependent.

Question: What does the enrichment stage involve?

Expected response: The enrichment stage is when the soldier transitions from an independent soldier to become an interdependent member of the team. Mutual trust and confidence are formed during this stage. The keys to developing cohesion during this stage are: training, building pride through accomplishment, and self-evaluation.

Question: What does the sustainment stage involve?

Expected response: The sustainment phase is characterized by the internalization of the mission and the accomplishment of the mission through cohesive teamwork.

As we stated, cohesion and team building are intertwined. Building a cohesive unit makes it easier for the unit to develop to the sustainment stage of development.

The seven factors of cohesion we discussed are common to all units. These factors are areas which you can use to assess or analyze the cohesiveness of an organization and to provide insight into the factor areas which need to be improved. Once you have determined the

degree or level of cohesiveness and the level of soldier team development at which your unit functions, you can use that information as the basis of your plan to develop a cohesive organization.

NOTE: Make sure you repeat the terminal learning objective of the lesson.

Check on Learning Do any of you have any questions about anything we have covered?

Transition To Next Lesson When you return from your break, we will begin the final examination. As part of the final examination, you are going to develop a plan to improve the level of cohesion of the unit in the scenario.

SECTION V STUDENT EVALUATION

Testing Requirements Students will complete a final examination exercise as an in-class assignment. The examination requires the students to develop a unit cohesion plan which includes all of the components covered in class. The plan must meet standards as determined by the instructor.

Students may test out of the course by obtaining a “GO” on the final examination as graded by the instructor.

Feedback Requirement Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer student’s questions about the test. Provide remedial training as needed.

APPENDIX A
VIEWGRAPH MASTERS

APPENDIX B

FINAL TEST AND TEST SOLUTION

APPENDIX C
PRACTICAL EXERCISES AND SOLUTIONS

APPENDIX D
STUDENT HANDOUTS

DEVELOPING A COHESIVE ORGANIZATION

Soldier team development and cohesion go hand in hand. It is difficult to discuss one without mentioning the other. Unit cohesion, like team building, cannot be developed or maintained without strong leadership. History provides many examples of cohesive units withstanding the stress of combat and performing much better than units with less cohesion. Units which are not cohesive generally experience a higher stress casualty rate than cohesive units. For example, in forty-four days of heavy fighting during WW II, one division suffered 817 combat stress casualties while the 101st Airborne division, in similarly heavy fighting at the Battle of the Bulge, lost only 102 to combat stress in forty-three days of fighting. The cohesiveness of the 101st is one of the factors credited for the low combat stress casualty rates.

Unit Cohesion Defined

Unit cohesion is defined as the bonding together of soldiers and their leaders in such a way as to develop and sustain their commitment to their unit and their resolve to accomplish the mission. Cohesion is not something that you can give to a unit. It CANNOT be imposed by a unit's leadership. Cohesion is developed within an organization both by the soldiers in the unit and by the unit's leaders. Our definition of cohesion identified three specific elements. First, it is a *bonding* of the emotional and personal relationships within a unit. Second, it involves a *commitment* not only to the unit and what it represents, but also to the values and goals of the nation. Finally, it involves *resolve*. Resolve is a shared determination of soldiers and their leaders to work interdependently to accomplish the mission.

1. Bonding. Bonding is the development of strong interpersonal relationships among soldiers and between them and their leaders. A key characteristic of a truly cohesive unit is that bonding occurs in two directions, horizontal and vertical.

a. Horizontal bonding. Horizontal bonding is the development of mutual trust and respect between soldiers. Horizontal bonding occurs when:

-Soldiers accept their roles and responsibilities in the unit.

-Soldiers build trust in each other based on their willingness to accept and carry out their individual responsibilities.

-Soldiers become proficient and begin to identify with the unit and demonstrate concern for and dependence on each other. The interdependence of the soldiers breaks down any feelings of distrust and fear within the unit.

Horizontal bonding is the result of shared experiences. There have probably been times during your training when you and your peers were wet, cold, and exhausted but you reveled in your common condition. It is through experiences such as these that strong interpersonal relationships are developed. Platoons and companies also experience a sense of bonding. The collective levels of mutual respect, trust and confidence which develop between units is a form of horizontal bonding.

(b) Vertical bonding is the development of mutual trust and respect between soldiers and their immediate leaders, and between leaders at the various levels within the organization. Vertical bonding occurs when:

-Soldiers recognize that their leaders have accepted and carry out their roles and responsibilities in the unit.

-Leaders demonstrate a genuine concern and respect for their subordinates. They trust their subordinates to perform to the best of their ability.

-Leaders at all levels of the organization demonstrate trust and respect for each other.

Vertical bonding is essential for the unit to be successful. Leaders who demonstrate their proficiency and genuine concern for the soldiers and who trust the soldiers to carry out their responsibilities create the conditions in which vertical bonding and cohesion are developed. Unit missions become soldier missions as a result of vertical bonding. The 20th Maine's defense of Little Round Top, in the Battle of Gettysburg, is an example of vertical bonding. When Colonel Chamberlain ordered his commanders to extend left and back, doubling the size of his regimental front to block a flank attack, his companies executed the order with remarkable speed. Each soldier, squad and company moved together, maintaining the same volume of fire and preventing gaps in the line. After the 6th violent charge of the two Alabama regiments, Chamberlain realized that each of his soldiers had only one or two rounds remaining. He ordered the regiment to fix bayonets and charge. Upon receiving the order, Lieutenant Melcher leaped in front of his company and led the charge. When Melcher's company came abreast of the regiment, Colonel Chamberlain moved forward and led the charge. As armchair analysts we can credit the success of the 20th Maine to many things. However, the 20th Maine could not have accomplished the maneuver if there had not been a high degree of vertical bonding. The soldiers trusted their leaders. The regiment's mission became their mission and they executed it despite the fact that in doing so they placed themselves in grave personal danger.

2. *Commitment.* Commitment is dedication not only to the unit and what it represents, but to the values and goals of the nation as well. All soldiers must be committed to working as members of the unit and realize that others depend on them. Commitment must exist both vertically and horizontally within the organization. Cohesive units have a common commitment which extends throughout the organization.

3. Resolve. Resolve is the shared determination and motivation of soldiers and their leaders to work interdependently to accomplish the mission, and to sustain this capability over a long period of time. Think about the battle for the Alamo. The Texans who defended the Alamo demonstrated the ultimate resolve. The 101st Airborne Division at the Battle of the Bulge, demonstrated a cohesive resolve for 43 days. Resolve can be likened to the glue which holds a cohesive unit together. Without it, the unit begins to break down.

Soldier Team Development

It is impossible to address cohesion without addressing soldier teams. Teams are groups of individuals joined along organizational lines for the purpose of accomplishing a certain goal. There are two primary types of teams in the Army, functional teams and task groups.

a. A functional team is organized for a long period of time to accomplish specific missions or tasks. Functional teams typically have a structure. A platoon is an excellent example of a functional team. Each member of the team has a specific role which contributes to the goal of the team. A company is also an example of a functional team.

b. Task groups are formed when two or more functional teams contribute team members to another group for a specific period of time to accomplish a specific task. In the Army you'll frequently hear the expression, "task organization." In order to accomplish many of our missions, the Army maximizes the abilities of different groups by combining them into a team or "task force."

A modern example of the importance of unit cohesion is the U.S. troop deployment to the Saudi Arabian peninsula. The pressures of distance, uncertainty over the use of chemical weapons, and harsh conditions, and a multitude of other issues, reinforced the importance of cohesive soldier teams and units.

Soldier team development is an important component in improving unit cohesion. Teams are developed in three specific stages: the *formation stage*, the *enrichment stage*, and the *sustainment stage*. While the stages follow in a sequence, they have flexible boundaries. Many events such as change of personnel, change of a mission, and change in schedule can cause the developmental stage of the unit to move back and forth between the different levels.

Cohesive organizations do not just happen. They are the result of leaders making good use of each opportunity to develop cohesive soldier teams. The leader guides the development process and provides necessary support. This allows an environment in which the team can develop as a team and adjust to any changes which occur in the group.

1. *The Formation Stage (Dependent).* The formation stage of soldier team development involves two steps: *reception* and *orientation*.

The reception step is critical in forming a cohesive team. It normally begins with a welcome letter and establishes a positive first impression of the unit. The reception step should be such that the new soldier wants to become part of the unit.

The orientation step is used to communicate unit standards and values, goals and missions, and should include the unit's history and heritage. The information provided should be reinforced by the unit's members as the new soldier begins to fit into the organization. The orientation step starts the new soldier out in the right direction. He/she begins with an understanding of what standards are expected of him/her and the values of the unit. Shared values are necessary for cohesive teamwork; shared standards become the criteria for team membership

Unfortunately, we haven't always used these steps as effectively as we could have. During the latter stages of WW II individual replacements were sent to units in combat. Seasoned veterans routinely ignored the newcomers to the unit until they developed the skills necessary to survive on the battlefield. If the newcomer survived, then he/she was integrated into the team. If effective reception and orientation programs had been in effect and effective, it is possible that many of the replacements who did not survive on the battlefield might have done so.

a. Typical Member behavior during the formation stage. The formation stage begins with the arrival of a new soldier or group of soldiers to the team and is the time of transition from being an individual to becoming part of a team. Teams in this stage can be identified by their behavior towards each other. For teams with new leadership, mission, or members, this stage is a period of testing behavior and dependence on formal and informal group leadership for guidance in a newly unstructured environment. The most prominent behavior norm is that of politeness. Soldiers will take special care not to do or say things they think may hurt another soldier's feelings. Soldiers look to other soldiers and team leaders for guidance on how to proceed, how things are done, and how they fit in. During this stage, soldiers may ask a lot of questions, use humor, try to impress each other and avoid may have a lot of questions, and in general, try to get along.

The formation stage is also characterized by the following behaviors:

- Attempts to identify tasks in terms of relevant parameters and decide how the team will accomplish the task.
- Decisions on the type of information needed and how it will be used.
- Reluctance to participate.
- Tests of behavioral expectations and ways to handle behavioral problems.
- Feelings of initial attachment to the team.
- Intellectualizing.
- Discussions of symptoms or problems peripheral to the task.

- Complaints about the environment.
- Suspicion, fear, and anxiety about the new situation.
- Minimal work accomplishment.

b. Leader actions during the formation stage. As the team begins to develop, it is important for the leader to guide this process without alienating soldiers. Leader actions which positively contribute to the cohesive development of a team in the forming stage of development include--

- Listening.
- Establishing clear lines of authority.
- Developing soldier and unit goals.

(1) By observing and listening, the leader increases his/her knowledge about the strengths of individual soldiers--what they like to do, and what they do well. This allows the leader to place the soldier in the jobs he/she does best.

(2) The leader needs to establish clear policies about who has what authority and under what conditions each team member can exercise authority or make decisions for the team. The leader must explain that as new soldiers gain knowledge and experience, their responsibilities and authority will increase.

(3) Soldiers look to their leaders to develop and establish goals for the unit. Periodically the leader needs to bring his/her soldiers together, as a team, to check on progress. This allows them to share their goals with each other. As they begin to understand that they share common goals, a cohesive team begins to develop. Soldiers begin to establish a personal ownership of unit goals.

2. *Enrichment Stage of Team Development (Independent).* During the enrichment stage, the team progresses from one of intra-team conflict to one characterized by the development of team cohesion. This stage is the most interesting stage of team development and presents the leader with some challenges. Unfortunately, there isn't a clean break between the formation stage and the enrichment stage.

The enrichment stage is characterized by two steps. The first step is the transition of a new member to an independent member and builds upon the formation stage. The second step is the transition of the independent member to an interdependent member of the team. Teams performing at the first step of the enrichment stage tend to accomplish a minimal amount of work, be polarized and resist requirements which the members perceive interfere with their personal needs. Teams at the second step, however, accept the team, team norms, their own roles and the idiosyncrasies of their fellow team members and tend to accomplish a moderate amount of work.

a. Typical member behavior during enrichment stage. The leader generally recognizes the transition from new member to independent member when the soldier

begins to question and resist tasks he/she doesn't like or understand. The leader may notice the soldier joining smaller groups which have their own informal leaders. The new soldier begins to feel that he/she has something to offer and becomes more vocal. Although he/she is beginning to identify with informal groups he/she exercises his/her independence from the group.

During the enrichment stage, the team progresses from one of intra-team conflict to one characterized by the development of team cohesion. Typical behaviors include the following:

- Talking a lot and asking a lot of questions.
- Using humor.
- Making references to authority.
- Infighting, defensiveness, and competition.
- Disagreeing often.
- Establishing unachievable goals.
- Exhibiting disunity, increased tension, and jealousy.
- Resisting task demands because they are perceived to interfere with personal needs.
- Tending to become polarized.
- Changing relationships and reversals of feelings.
- Expressing concern over excessive work.
- Establishing a pecking orders.
- Accomplishing a minimal amount of work.

During this step, the leader should try to guide the independent soldier's energy toward group or team efforts. He/she must not allow the new soldier to become disruptive.

As time passes and the new soldier begins to prove him/herself, he/she becomes a recognized member of the group. He/she is no longer the new person. Trust begins to form and team bonding occurs.

b. Leader actions during the enrichment stage. Good leaders accelerate this stage by capitalizing on every event, from the most exciting to the most boring, to develop cohesive teams. The key to success during this stage is training.

- Train as a unit.
- Train for combat.
- Develop pride through accomplishment.
- Develop self-evaluation procedures.

(1) Train as a unit. The only way to develop cohesive teamwork is to do things together. Whether it is a garrison detail or a field training exercise, give teams the opportunity to train together. This is especially important if your unit task organizes for

combat. Task organization presents a training challenge for both the unit which gains elements, and the unit which loses the element. In a platoon which is habitually task organized with another unit, platoon cohesion is essential. Leaders must establish relationships with the parent and attached units. Quality training strengthens the chain of command within the team and gives the team the opportunity to experience accomplishment and growth. Unit training goals and objectives become team goals and objectives. Soldiers who train as a unit begin to experience a sense of teamwork and unit identity.

(2) Train for combat. Battle focus is the concept used to develop peacetime training requirements from wartime missions. A critical aspect of the battle focus concept is the to understand the linkage between the unit's mission essential task list (METL) and the individual tasks which support them. Once the soldiers begin to see the relationship between their individual tasks and the unit's "go to war" mission, they will begin to develop a sense of interdependence.

(3) Build pride in accomplishment. Pride comes from respect for the team's ability. Being part of a unit that performs well during challenging training instills confidence and pride like no other experience short of combat. Team training must be training of which the soldier can be proud. Soldiers who lack pride in themselves and their performance cannot feel pride in their unit or their leaders. It is absolutely necessary for the leader to show respect for each soldier and encourage pride and self-esteem so that the soldier can have pride in his/her team.

(4) Develop self-evaluation procedures. In training, the unit works toward specific performance standards. Unit self-evaluation focuses on these standards. Cohesion is enhanced when the team conducts its own after action reviews and team members discover for themselves what they do well and where they need to improve. All team members participate in the review. The team works together to improve its performance and establish new team goals to be achieved in the next training situation. After action reviews of this type develop the feeling that good performance and improvement are important and it is only through a cohesive, cooperative effort that the goal can be realized.

3. *Sustainment Stage (Interdependent)*. The final stage of team development, the sustainment stage, is characterized by accomplishing the mission through teamwork and cohesion.

a. Typical member behavior during sustainment stage. Soldiers feel comfortable about themselves and their leaders. They trust their leaders to be team members. The team thinks, acts, and works as one rather than as individuals. They recognize the requirements and achieve results quickly and efficiently. They accept the team, team norms, their own roles and idiosyncrasies of fellow members. Other behavioral characteristics of this stage include:

- Members experience insight into personal and interpersonal processes.
- Members have a sense of team cohesiveness with a common spirit and goals (all win).
- Teams establish and maintain team boundaries, norms, and rules.
- Members share influence.
- Members exhibit a willing to give and receive feedback about how they are accomplishing their task.
- Member feedback tends to be timely rather than “after-the-fact”.
- Members accomplish work (ranging from moderate amounts to a great deal).

b. Leader actions during the sustainment stage. During this stage, leaders must sustain the cohesiveness of the team. To accomplish this, the leaders must take the following actions:

- Deal with change.
- Reassess goals and priorities.
- Focus on teamwork.
- Focus on training.
- Respond to soldier concerns.
- Conduct unit activities.

(1) Deal with change. As leaders respond to situations that threaten sustained teamwork and cohesion, they must realize that team growth and stability are uneven at best. The team will reach a peak, seem to slump, and then build to a new peak of performance. This often occurs when new members are added to the team. Successful leaders guide the team to peak performance with it faces critical tasks or combat action.

(2) Reassess goals and priorities. As missions change, leaders must ensure the goals and priorities of the team are in line with the mission. If several things need to be accomplished in the same time period, leadership should set priorities and allocate time to complete each task. Inform the team of the changes, explain the how and why, and the standard which is expected. Cohesive teams adjust quickly when they understand the goal.

(3) Focus on teamwork. Listen to what the soldiers say, how it is said, and what is not said. Identify those areas where teamwork is lacking. Sustaining cohesive teams requires the leader to focus on those things which detract from teamwork. Establish buddy teams to accomplish tasks which do not require the entire team. Reinforce the trust and cooperative attitudes developed by the soldiers. Respond quickly to problems which affect the quality of teamwork.

(4) Focus on training. As soldiers become more and more proficient the danger of boredom arises. Boredom challenges leaders to reinforce the basics and provide increasingly demanding training. To do this leaders need to be imaginative, particularly

in garrison situations where the mundane can begin to undermine cohesion and team performance.

(5) Respond to soldier concerns. To sustain a cohesive team, leaders must demonstrate caring leadership. The way a leader responds to the legitimate concerns of a soldier has a significant impact on the cohesiveness of the soldier's team. Caring, consistent leadership is the key. This doesn't mean that you have to take on all of the soldier's concerns. In some instances the only thing you can do is listen. Work on improving your ability to recognize when you or another subordinate leader can, and should, respond to the soldier's concern. When appropriate, refer the soldier to outside agencies for assistance. The better you know your soldiers and your unit team, the easier this will become.

(6) Conduct unit activities. Unit activities are events that involve all soldiers and, in many cases, their families. Unit activities can take place during duty or off duty hours. When done properly, military ceremonies, sports activities, and social and spiritual activities enhance unit pride and cohesion.

An organization can be in one or more of these three team development stages at the same time. One squad could be going through the formation stage because of new members, while another can be in the building stage. Good leaders recognize when this occurs and look for opportunities to build or enhance unit cohesion in each stage of soldier team development.

Determining Level of Cohesion

You probably will not be fortunate enough to join a unit which is being formed. If you were involved in the process of building a new unit, you could focus your efforts on the stages of team development to develop a cohesive organization. Unfortunately, you will not be able to do this. When you arrive at your new unit you will want to determine the current level of cohesion in the company and you platoon. There are seven factors or areas which can be observed to determine the degree or level of cohesion within the unit. They are:

- Leadership.
- Group (unit) characteristics.
- Individuals in the unit.
- Unit socialization.
- Unit and individual goals and objectives.
- Unit activities.
- Unit identification and history.

Some of these factors were discussed during the stage of team development materials so portions of this information will be familiar. When you arrive at your new unit, you will go through the reception and orientation steps. You will learn about your job, unit

standards and values, and unit history. You will learn about unit policies, equipment, and how the chain of command operates. As you are doing this, you'll develop a feeling of the unit's cohesiveness. Once you have developed an understanding of how the unit operates, you can begin to take an in-depth look at each factor area to determine the actual level of cohesion and some of the reasons for that level.

1. Leadership. The most critical of all the factors in developing unit cohesion is leadership. Remember that cohesion cannot be created from the top down. It is developed within a unit and involves both the soldiers and the leaders. Leaders create the climate for cohesive growth.

a. Needed Information. To determine the impact of leadership on the cohesiveness of the unit as the following questions:

- Do the leaders in your unit care about the needs of their soldiers?
- Do the leaders in your unit treat the soldiers and each other with respect?
- Are the leaders competent?
- Do the leaders demonstrate trust in their subordinates or do they micro-manage?
- Do the leaders listen to the soldiers and encourage subordinate participation in problem solving?
- Do the leaders clearly communicate standards, expectations and values?
- Have the leaders established clear lines of authority?
- Do the leaders listen to the soldiers and encourage subordinate participation in problem solving?
- Do the leaders clearly communicate standards, expectations and values?
- Have the leaders established clear lines of authority?
- Do the leaders build unit pride through accomplishment?
- Does the unit train as a team for combat?
- Do the leaders develop and use self-evaluation procedures?

Once you have answers to these questions, you will have a clearer understanding of the impact of leadership on the cohesion in your unit. Do not focus on the negative, look for positive influences as well. As a new leader, you are in a perfect position to retain those leadership aspects which contribute to unit cohesion and change those which do not.

b. Leader actions: Once you have an idea of the status of the leadership, some actions you can take include--

- Ensure all subordinates are treated with respect
- Train subordinate leaders who are not competent.
- Communicate standards and expectations clearly.
- Train as a unit and train for combat.
- Conduct after action reviews (AARs) after each training event.

Look for those leadership aspects which are the basis for interpersonal action. All soldiers should be treated with respect. Gain their respect by treating them with respect. There is no room in your platoon for incompetent leadership. If your subordinate leaders are poorly trained, train them. Ensure everyone knows and understands the mission, its standards, and your expectations. Once standards and expectations are set, don't change them. Train as a unit and direct your training efforts toward your combat mission. AARs are an excellent tool to involve all the members of your platoon. Encourage honest, open assessments of your platoon's performance. Leaders who encourage and provide subordinates the opportunity to develop a sense of ownership in the mission and the unit develop more cohesive platoons.

2. Group (Unit) Characteristics. Every soldier belongs to several groups. The two groups you are primarily concerned with are the functional team or group, and the task group. However, you must not overlook the fact that your soldiers are members of many other groups include the family, sports teams, clubs, and churches. It is through interaction with others that individuals satisfy personal interests and needs. Groups are also the means by which social controls are maintained and how customs, traditions, and values are passed to the members of the group.

a. Needed information. To determine the impact of group or unit characteristics on the cohesiveness of the unit, ask yourself the following questions:

- How do the groups in this unit influence the values, attitudes, and standards of behavior in this unit?
- How do the groups influence the way individuals learn and solve problems in the unit?
- How do the groups affect an individual's duty performance in the unit?
- Do the groups raise or lower the levels of individual aspiration and striving?
- Are there cliques within the unit and do they contribute to or detract from mission accomplishment?
- Do the soldiers demonstrate pride in their team (group), and the unit?
- Does the unit, as a group, provide for the satisfaction of member needs?
- Have strong interpersonal relationships developed between the soldiers and their leaders?
- Is there healthy interaction between the groups in the unit (both horizontal and vertical)?
- Is unit membership stable? Do soldiers reenlist to remain in the unit or do they look for opportunities to leave?
- Do your soldiers belong to groups outside your organization?
- Does membership in other groups enhance or detract from unit cohesion?

Soldiers who identify with the unit as a group and who are committed to each other, fight more fiercely and endure hardships over a longer period of time than do other soldiers. In short, they are cohesive.

b. Leader actions. Leader actions which can affect group characteristic factors are:

- Form groups along organizational lines--squads and teams.
- Ensure squads and sections have sufficient members to accomplish their missions.
- Recognize and reinforce groups which have a positive influence on the unit.
- Build group and team pride. Link that pride to the unit mission.
- Recognize that group membership satisfies member needs.
- Create conditions which require group interaction.

Once the groups, teams, and squads in your unit recognize that they depend on each other, trust and mutual respect will begin to develop. When this occurs, their sense of teamwork will grow to encompass the entire platoon.

3. *Individuals in the Unit.* The leader's attention must be dual focused. It must be directed on the development of each soldier within the unit. The leader must be aware of and respond to the personal interests and needs of his/her soldiers. However, when the leader responds to these needs, he/she must remember that he/she is responsible for the unit over and above any particular individual, including him/herself.

a. Needed information. To determine the impact of the individuals on the cohesiveness of the unit as the following questions:

- Do the leaders really know their soldiers and do the soldiers really know each other?
- Are special individual abilities used for the good of the unit?
- Can all of the soldiers perform their jobs to standard?
- Do the members of the unit rely upon each other?
- Do the disruptive members of the unit sway other members from the accomplishment of the mission?
- Are individuals in the unit afforded opportunities to exert a positive influence on the unit and each other?

Individuals in a unit have a significant impact on the cohesion of an organization. When each member of the unit becomes a valuable, contributing member, unit cohesion is enhanced.

b. Leader actions. Some of the leader actions which influence the individuals in the unit are:

- Make the effort to know the soldiers in your platoon.
- Ensure your soldiers are able to perform all assigned tasks to standard.
- Establish buddy teams.
- Encourage and recognize individual initiative.

Most of the actions above are simply common sense. The quicker you get to know each of your soldiers, the better and quicker you will understand them.

4. Unit Socialization. The individual becomes a unit member through a socialization process. Socialization is the process by which a new soldier acquires the skills, knowledge and attitudes unique to his/her new unit and is accepted into the new unit. The stages of soldier team development outline this process. However, the leader must recognize that informal groups within the organization establish socialization processes as well. The leader must remember that the goal of socialization is commitment to the unit and the internalization of the unit's mission.

a. Needed information. To determine the impact of the unit's socialization process on cohesion, the leader should ask the following questions:

- How does an individual become an accepted member of the group?
- Do unit members hold the values of the professional Army ethic?
- Do members adhere to unit standards?
- Does the unit's system of rewards and punishment recognize acceptable and unacceptable levels of performance and behavior?
- Do the leaders set a good example and make themselves available to the soldiers?

How a soldier becomes a member of the team is very important to the development of a cohesive unit. Many leaders don't realize the effect other soldiers have on the new member. When leaders don't take the lead role in establishing a socialization process, their subordinates do.

b. Leader actions. Actions leaders can take to affect socialization include:

- Establish a good reception and orientation program.
- Reinforce actions and attitudes which support the professional Army ethic.
- Set and maintain high standards.
- Use rewards and punishments correctly.
- Set the example.

We covered the formation stage of soldier team development earlier. The reception and orientation steps are your first opportunity to influence a new soldier. As a leader, you must know which values you want to impress upon the new soldier. Don't tell him/her, "In this platoon we believe in selfless service!" That may not mean much to him/her. Rather, tell him/her, "We have a policy in this platoon that we do the job right. We work together until the job is finished, or the training is complete. When we leave at the end of the day, we want to be ready for combat tomorrow." Unit socialization is an important component of team development and cohesion.

5. Unit and Individual Goals and Objectives. One of the most important factors of unit cohesion is the integration of unit and individual goals. Once soldiers adopt unit goals as individual goals, they will have internalized the unit's mission and begun to form the resolve which is critical for success.

a. Information needed. To determine the impact of unit and individual objectives and goals, the leader should ask the following questions:

- Does the unit have clearly defined goals and objectives?
- Do the soldiers know and understand the goals of the organization?
- Are leaders aware of the personal goals of their individual soldiers?
- Do the leaders attempt to integrate or link unit goals with individual goals?
- Do soldiers participate in establishing unit goals when appropriate?
- When the unit reaches an objective or accomplishes a goal do the soldiers feel they have accomplished something or does it appear that it doesn't matter?
- Are unit goals mission-oriented training goals? (Remember that the key to developing unit cohesion in the development stage of soldier team development is training-training for combat.)

When soldiers and leaders work together to accomplish unit and individual goals there is a feeling that together, they can accomplish anything.

b. Leader actions. Leaders assist in this process by establishing clear, achievable, yet challenging goals and objectives. They establish long term goals and intermediate objectives for each goal. Intermediate objectives become benchmarks en route to accomplishment of the goal. When time and the situation permit, involve your subordinates in the goal and objective setting process. Wherever possible relate individual goals to unit goals. Realize that your soldiers have some important personal goals which have nothing to do with the unit's mission. Assist them if possible, because these goals are important to them as individuals. Above all, make certain that the goals you establish are linked to the unit's wartime mission. Meaningless goals do little to encourage cohesion.

6. Unit Activities. Conduct unit activities which are interesting and include all unit members. Unit activities include everything from field training exercises and crew qualification tests to battalion organization days and platoon outings.

a. Needed information. To determine the impact of unit activities on cohesion, ask the following questions:

- Do unit activities involve all unit members?
- Do unit activities produce shared successful experiences?
- Is unit training challenging and realistic?
- Does the unit choose activities which unite rather than divide the organization?
- Does competition play a positive or negative role in unit activities?

- Does the unit spend a great deal of energy organizing unit activities which most soldiers “could care less about?”

Unit activities should be planned with cohesion in mind.

b. Leader actions. Leader actions which contribute to cohesion in this area are:

- Train as a unit. Make training challenging and realistic.
- Select unit events carefully.
- Involve family members when appropriate.
- Use competition constructively.

Many leaders forget the fact that training is the basic unit activity. The greater the levels of excitement and realism, the more it contributes to unit cohesion. Select and plan activities such as picnics, parties and outings carefully. Ensure they are of interest to the majority of the unit. You won't be able to please everyone all the time but make sure your activities aren't restrictive. Families are an important component of cohesive units. When the soldier's family feel good about the unit and are included in the unit's activities, they are more likely to be supportive when times are difficult. Competition within the unit should never detract from cohesion. When possible compete against standards rather than each other. For example, there is nothing to be gained by designating a best squad if all or most of the squads have exceeded the standard. Award a superior squad rating to all who met or exceeded the standard.

7. *Unit Identification and History*. A cohesive unit draws some of its strength from the achievements of those who have previously served in the unit and the campaigns of which they were part. For example, the 3d Infantry Division is referred to as the Marne Division, because of its efforts during WW I on the Marne River. The 1st Battalion, 6th Infantry motto is, “Regulars, by God” which goes back to 1814 and the Battle of Chippewa when British General Phineas Riall, noting the gray uniforms of the Americans, mistook them for militia. But when, under fire, they formed a line with parade-ground precision and moved to meet him with fixed bayonets, he exclaimed: “These are regulars, by God!”

a. Needed information. To determine the impact of unit identification and history on cohesion, the leader should ask the following questions:

- Does the unit's orientation program include the unit's history, lineage and honors?
- Do the soldiers know the history of the regimental crest?
- Do they know what their unit motto is and why the unit adopted it?
- Has the unit made the effort to distinguish itself from other units? (Some units use T-shirts, caps or belt buckles.)
- Do the soldiers speak with pride that they are part of a unit with a proud tradition?

By making your unit's history known to your soldiers, they will understand that they are part of a prestigious unit. They'll work hard to live up to their reputation and in doing so, enhance unit cohesion. Soldiers seldom feel they are a part of history when they actually are.

b. Leader actions. Leaders actions which focus on unit identification and history include:

- Include unit history in your orientation program.
- Develop a sense of platoon history.
- Use unit motto(s) or sayings correctly and with pride.

Your unit and your platoon have a history. The regimental or battalion lineage should be available to you. The Sergeant Major or S1 should have it. Use the lineage as a point of departure. Find a battle or campaign which your unit participated in that would interest your soldiers. Use the library or other references to find an incident or action with which your platoon can identify. You might even create a scrap book of your platoon's activities. Make it a soldier's book. Use humor, snap shots, anything that captures the spirit of the platoon. If you do it correctly the squads and sections will look for opportunities to contribute to the book. Don't allow a unit motto to become trite or meaningless. If this happens it is evidence that your soldiers don't understand why the unit uses the motto.

Assessing Unit Cohesion

Unfortunately there isn't a "litmus test" for unit cohesion. We've talked about the concept of cohesion, the stages of soldier team development and how these stages relate to cohesion. We now are going to focus on how to assess or evaluate unit cohesion.

1. The first step in the assessment or evaluation of unit cohesion is recognizing, or observing, and recording subordinate unit and individual performance. Subordinates in this step involves the soldiers, team leaders, squad leaders and key subordinate leaders, as appropriate for your position.

a. When you make your observations look at:

- Key leader actions. How do the leaders interact with the soldiers?
- Soldier reactions. How do the soldiers react to the directions of their leaders?
- Leader performance. Are the leaders competent? Do they serve as positive role models? Are they involved in the completion of the mission?
- Soldier performance. Are your soldiers competent? Do they exercise initiative and ensure the task or mission is accomplished to standard?
- Unit policies. How do unit policies affect the way soldiers and leaders perform their jobs?

b. Get input from others including:

- Your key leaders. What are their perceptions of cohesion in the unit?
- Your soldiers. What are their perceptions of cohesion in the unit?
- Peers. How would they characterize your unit? This is especially important if your unit task organizes for combat. How cohesive are the platoons or “slices” which become part of another combat team?
- Your commander and the Command Sergeant Major. What are the observations and perceptions of cohesion in your unit?

c. Look at how your unit goes about accomplishing its daily mission. Look at

- Unit formations. When you look at a platoon do you see a team or a collection of individuals? When you step back and look at the company do you see a company with a common purpose and direction, or three to four platoons? Are your subordinate leaders involved in the formation?

- Training. Are your soldiers going through the motions, or is quality training being conducted? Is the training battle focused and conducted by complete platoons or sections? Is your unit training on the right tasks and at the right level? Can your soldiers, at the end of the day say, “I’m better prepared for combat because of what I did today?” When you conduct AARs, do your soldiers and subordinate leaders participate openly and honestly?

It is important to remember that when you make these observations, don’t attempt to validate a preconceived impression. Your observations should reflect exactly what you see and hear. How much time should you spend making and recording these observations? That will depend on the situation. Why are you concerned about the level of cohesion in your unit? Something has caused your concern. You should be able to make and record enough observations in a week to obtain an accurate picture of your unit.

2. The second step is the classification of the unit’s performance or actions in terms of the factor areas unit cohesion. The factors areas are important because nearly everything which occurs in a unit can be categorized under one of these areas. They also assist you in identifying both the cause and possible remedies for the problem areas.

When you classify or categorize an observation, try to select one factor area. The situation under which you made the observation frequently helps make this determination. It is also quite possible that some of your observations won’t fit under any of the factor areas.

3. The final step is evaluating or rating the actions or performance in terms of their contribution to unit cohesion. As you classified your observations, you will probably

notice that some of the observations were positive in nature while others were negative. This is a common occurrence.

After classifying and rating each significant observation, you have a fairly accurate picture of how each factor area either contributes to or detracts from unit cohesion. You can also identify trends or areas which are either particularly strong or weak. Using this knowledge, you can begin to focus your efforts to improve or enhance unit cohesion in those areas which need improvement.

How does all of this fit together? Developing a plan.

During your analysis of the unit you may find that the degree of cohesion in your platoon differs from that of the company in some of the factor areas. This is not uncommon. Squads, platoons and companies are unique groups and the degree of cohesion will change as the size of the group increases.

As you design your plan to develop a cohesive organization, focus your attention on:

- The factors of unit cohesion which can be improved in your unit.
- The aspects of soldier team development and the factors of unit cohesion which you can influence.
- Establishing clear goals and objectives for each area or factor which you want to influence.

Once you have identified what you want to do:

- Brief your commander or supervisor on your observations, your goals, and objectives and ask for his/her input and assistance.
- Brief your subordinate leaders on your findings, seek their input, and work with them to develop an implementation plan.
- Execute your plan, recognizing that unit cohesion is developed from within the organization. It cannot be imposed.
- After a reasonable period of time, conduct an AAR and make adjustments as necessary.

Remember that the level of cohesion in your unit is always in a state of change. It changes as new soldiers join the unit. It changes as groups go through the process of soldier team development. It changes with the completion of major training exercises or events. As a leader, your task is to create conditions which will enhance unit cohesion and keep cohesion at the highest level possible.

SUMMARY

Unit cohesion is defined as the bonding together of soldiers and their leaders in such a way as to develop and sustain their commitment to their unit and their resolve to accomplish the mission. The key words in the definition are bonding, commitment, and resolve. Cohesion is developed within a unit by both the soldiers and the leaders.

1. There are three stages of soldier team development. They are the formation stage, the enrichment stage and the sustainment stage. The formation stage involves the reception and orientation of new soldiers and during which the soldier is dependent. The enrichment stage is where the new, independent soldier transitions from an independent soldier to become an interdependent member of the team. Mutual trust and confidence are formed during this stage. The keys to developing cohesion during this stage are: training, building pride through accomplishment, and self-evaluation. The sustainment stage is the final stage of soldier team development. It is characterized by the internalization of the mission and their accomplishment by cohesive teamwork.

2. There are seven factors of unit cohesion which are common to all units. The factor areas are used to assess or analyze the cohesiveness of an organization and to provide insight into what factor areas can be improved. The factors of unit cohesion are --

- a. Leadership.
- b. Group (unit) characteristic.
- c. Individuals in the unit.
- d. Unit socialization.
- e. Unit and individual goals and objectives.
- f. Unit activities.
- g. Unit identification and history.

3. Use the factors to determine the degree or level of cohesion in your unit. As you design your plan to develop a cohesive organization, focus your attention on --

- a. The factors of unit cohesion which can be improved in your unit.
- b. The aspects of soldier team development and the factors of unit cohesion which you can influence.
- c. Establishing clear goals and objectives for each factor area which you want to influence.

4. Once you know what you want to do:

- a. Brief your commander or supervisor on your observations, your goals and objectives and ask for his/her input and assistance.
- b. Brief your subordinate leaders on your findings, seek their input, and work with them to develop an implementation plan.

c. Execute your plan, recognizing that unit cohesion is developed from within the organization. It cannot be imposed.

d. After a reasonable period of time, conduct an evaluation of the plan and make adjustments as necessary.

5. A unit's level of cohesion is always changing. It changes as new soldiers join the unit and it changes with the completion of major training exercises or events. As a leader, your task is to create conditions which enhance unit cohesion and keep cohesion at the highest level possible.

Remember, training is the key element in the development of cohesive soldier teams.